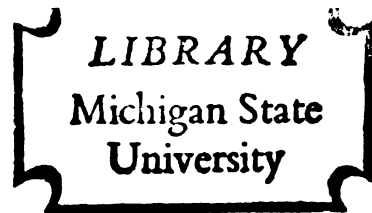


SOME ATTITUDES THAT INDICATE JOB
SATISFACTION IN VOCATIONAL HOME
ECONOMICS TEACHERS GRADUATED
FROM TWO DIFFERENT CURRICULUMS
AT MICHIGAN STATE UNIVERSITY

Thesis for the Degree of Ph. D.
MICHIGAN STATE UNIVERSITY
Marilyn Welshimer Story
1967

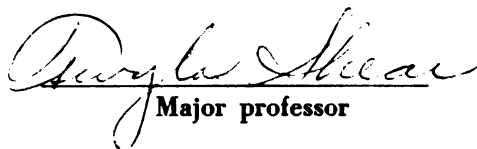


This is to certify that the
thesis entitled
SOME ATTITUDES THAT INDICATE JOB SATISFACTION IN
VOCATIONAL HOME ECONOMICS TEACHERS GRADUATED
FROM TWO DIFFERENT CURRICULUMS AT
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ABSTRACT

SOME ATTITUDES THAT INDICATE JOB SATISFACTION IN VOCATIONAL HOME ECONOMICS TEACHERS GRADUATED FROM TWO DIFFERENT CURRICULUMS AT MICHIGAN STATE UNIVERSITY

by Marilyn Welshimer Story

This study formulates specific hypotheses to accomplish the following two purposes:

1. To determine some attitudes that indicate job satisfaction in vocational home economics teachers graduated from Michigan State University.
2. To compare job satisfaction (as indicated by teacher attitudes) of the following pairs of groups of home economics teaching graduates from Michigan State University--
 - a) concept oriented and skill oriented student teachers
 - b) concept oriented and skill oriented first year teachers
 - c) concept oriented student teachers and concept oriented first year teachers
 - d) skill oriented student teachers and skill oriented first year teachers.

Scaled questionnaires of attitudes indicating job satisfaction in home economics teachers were developed. The value assigned each attitude was gained from the mean ratings of judges--eight home economics educators from different universities. The judges placed each

attitude on a one to nine point scale, according to the judged importance of the attitude to job satisfaction of home economics teachers. Using Hoyt's Analysis of Variance, interjudge reliability between the eight judges was .9108 and the reliability of the judges' mean ratings on each attitude was .9862.

To gain validity and reliability information on the scaled questionnaire, a sample of 111 home economics teaching graduates of Michigan State University completed the questionnaire, along with a one to nine point job satisfaction self rating scale. Each attitude topic was found by Chi Square to distinguish between high, average, and low satisfied home economics teachers at the .001 significance level and to have a contingency correlation with job satisfaction which was significant from zero at or above the .05 level. Using Pearson Product Moment Correlations, all validity coefficients between the questionnaire scores and the job satisfaction self ratings criteria, and all internal consistency reliability coefficients were significant from zero at the .001 level.

All 76 graduates from one year of the skill oriented curriculum and all 74 graduates from one year of the concept oriented curriculum at Michigan State University comprised the sample for this study. These graduates completed attitude questionnaires after student teaching and again at the end of the first year of regular teaching (if they taught the

year after graduation). The obtained range of scores in each of the four sample groups--76 skill oriented student teachers, 74 concept oriented student teachers, 43 skill oriented first year teachers, and 44 concept oriented first year teachers--was analyzed in terms of its percentage of the theoretical range of scores for the group. Statistical difference at the .05 significance point between mean job satisfaction scores for the following pairs of groups was also analyzed:

- 1) skill oriented and concept oriented student teachers
- 2) skill oriented and concept oriented first year teachers
- 3) concept oriented student teachers and concept oriented first year teachers
- 4) skill oriented student teachers and skill oriented first year teachers.

Both attitudes dealing with factors extrinsic to the job and attitudes dealing with the intrinsic job factors of pay and working conditions were found to be important indicators of job satisfaction in vocational home economics teachers graduated from Michigan State University. Although no significant difference was found between the mean job satisfaction scores of any sample groups compared, the ranges of job satisfaction scores for different groups indicated that difference in curriculum may make an important difference in the job satisfaction of a few home economics teaching graduates of Michigan State University.

Marilyn Welshimer Story

Some concept oriented curriculum graduates had higher job satisfaction scores than any skill oriented curriculum graduate, and some skill oriented curriculum graduates had lower job satisfaction scores than any concept oriented curriculum graduate.

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By

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CHAPTER I

ANALYSIS OF THE PROBLEM

Recent marked increases in the number of national curriculum conferences and projects seem to indicate that curriculum in almost all fields of study has become a matter of national concern. Spodek indicates that, "In recent years, a new model for curriculum development has become prevalent. Curriculum has become a national concern, and we have seen the establishment of national curriculum development projects whose products are offered to the schools" (1966: p. 417). Among the impelling forces now causing educators to evaluate curriculum and teaching procedures are technological advances, increased knowledge, and greater student enrollments. Norton is convinced that, "Recent writing on the school curriculum in American society has been characterized by a sense of national urgency that some intelligent direction be given to the moving forces of our day and by an insistence that such direction is an inescapable responsibility of educational institutions" (1960: p. 537). Whether or not such direction is the "inescapable responsibility" of educational institutions is subject to question. However, more and more institutions and agencies are affording greater direction to and influence upon school curricula.

Early in 1961, in an effort to provide greater direction to and influence upon the curricula of Michigan State University, President John Hannah formed the Committee on the Future of the University. Constituting the above committee were sixteen professors who studied and made recommendations for the improvement of the University curricula. Seven specific recommendations for the faculty of Michigan State University resulted:

1. It is proposed that the student be encouraged to assume progressively more responsibility for his own learning, and that this encouragement be offered by far more comprehensive advising by faculty in time released from repetitive and nonproductive tasks.
2. It is proposed that we facilitate independent learning by defining educational objectives more concretely and specifically and organizing courses and curricula to serve the purposes of the student.
3. It is proposed to redefine the responsibilities of faculty members with due reference to rank and to most productive use of their time.
4. It is proposed to put to use discoveries already made concerning the learning process itself, and to stimulate further research, through the establishment of a Learning Resources Center to include and encourage the use of closed-circuit television, film, teaching machines, programmed studies, and other aids.
5. It is proposed to improve the environment for learning by making greater academic use of the residence halls, and of the time students spend in them, thus eliminating as best we can physical inconvenience as an impediment to learning, and capitalizing upon our great advantage as a residence university.
6. It is proposed to give consideration to designing a model for the University combining the advantages of comprehensiveness with the conveniences and identification of smaller groups.

7. It is proposed that forward planning and budgeting be carried out by the several colleges and departments in a manner to give effect to these proposals, and that the Board of Trustees and officers allocate the financial resources of the University so as to support and encourage those colleges and departments actively engaging in the process of redesigning their programs in keeping with the overall development framework (Hannah, 1963: pp. 7-8).

In keeping with the recommendations of The Committee on the Future of the University, the College of Home Economics proceeded to study and make several changes in its curriculum. The number and type of courses composing the core--courses all majors take--as well as changes in the various specializations transpired. One of the specializations, the home economics teaching major, which is the focus of this study, was revised in what appeared to be several significant ways. Among the changes was a credit and class time redistribution in which less class and credit time was assigned to the traditional skill areas of food preparation and clothing construction while more class and credit time was allowed for electives in home management, consumer problems, family relations, and the social sciences (Mentzer, 1962).

Home economics in higher education reflected a similar trend in curricular changes at several colleges and universities, for example, The Pennsylvania State University and The Ohio State University. Further evidence of national concern for curriculum in home economics was the sponsoring by the Land Grant College Association of a national conference at French Lick, Indiana, in 1961. The conference represented by all areas of home economics, proposed to identify concepts which

could be used to structure the field and to provide a foundation for curriculum development (Home Economics Seminar: A Progress Report, 1961).

Need for the Study

Since one of the basic purposes of major universities is innovation in curriculum, those universities should be responsible for careful evaluation and reporting of success or failure of their innovations. Such evaluation of curriculum should be done in terms of the goals of education. Wrightstone asserted that, "Education is predicated on the assumption that instruction can modify behavior patterns, attitudes, interests, and understandings" (1960: p. 1291). Logically, therefore, to evaluate a curriculum one must examine the products or graduates of that curriculum to determine if the proposed change was affective. Supporting this view, Shear notes that, " . . . ultimately the success of the curriculum may be judged by the quality of the product" (1964: p. ii).

There are many ways of judging the quality of a curriculum's graduates. Perhaps the most used criteria are the behaviors and accomplishments of graduates. However, studying attitudes of graduates has some creditability as a reliable way of ascertaining quality without the long waiting period involved in gathering data on overt behaviors and accomplishments. Sells and Trites observe a definite relationship between attitude and overt behavior:

There seem to be three necessary conditions for overt action to occur toward a particular goal, that is for an attitude to achieve goal attainment. These are: (a) that the individual is capable of responding; (b) that the attitude is dominant at the time; and (c) that the situation is favorable, that is feasible, to response. If all these conditions do not occur, action may be delayed, blocked, or diverted, . . . Nevertheless the dominant attitude is the primary basis for overt behavior. If an attitude is not dominant, overt action is prohibited. But when an attitude remains dominant, the overt action may persist in spite of limited individual responding capacity and unfavorable environmental situations (1960: p. 109).

Even though it is assumed that man is a rational being, it seems logical to conclude that his behavior is influenced by his attitudes and that attitude change must precede lasting behavior change.

The theory that attitude change must precede lasting behavior change can be advantageously applied to the constant problem of whether home economics graduates enter, leave, or remain in the teaching profession. Generally educators have tended to explain the high teacher turnover rate in home economics by the fact that in a woman's field one must expect and accept an unstable personnel situation (Mason, 1959). On the other hand, teachers may remain in or leave a job because of their attitudes indicating satisfaction or dissatisfaction with that job (Corman and Olmstead, 1961).

Andrus illustrated the acuteness of the problem of teacher turnover in home economics twenty-six years ago by pointing out that home economics was the only teaching field which appeared consistently among those teaching fields having the highest turnovers (1951: pp.

106-107). According to the United States Bureau of Labor Statistics report this problem still exists:

To staff the new classrooms that must be provided for the rising numbers of students, the nation's teaching staff will need to be almost a third, or about 650,000 larger by 1975. In addition, a much greater number of teachers--perhaps as many as 1.8 million--will be required to replace those who leave the profession. . . . Highest rates of turnover are expected in elementary grades, girls' physical education, and home economics where the majority of teachers are women (Occupational Outlook Handbook, 1966-7 Edition: p. 211).

In spite of the severity of the teacher turnover problem in home economics, little research has been done on how attitudes relate to on-the-job satisfaction and turnover in teaching. Rabinowitz and Rosenbaum observed:

Occasionally teacher-education institutions gather evidence of their students' attitudes, but few institutions have tried to learn how the attitudes they have helped to shape fare in the rough and tumble daily life in the classroom. We [educators] actually know little about what happens to attitudes after students graduate and begin to teach (1960: p. 313).

However, some accumulated evidence indicates that teacher attitudes indicating job satisfaction are variables related to whether or not home economics teachers remain in the profession (Hollandsworth, 1959; Corman and Olmstead, 1961). Thus, attitudes indicating job satisfaction appear worthy of serious consideration in evaluating curricula change for home economics teaching majors.

Since three out of four teachers in the United States are women (National Education Association, 1965) and elementary, secondary

and college home economics departments are staffed almost exclusively by women (Occupational Outlook Handbook, 1966-7 Edition: p. 216), curricula change for teaching majors, particularly home economics teaching majors, should also be concerned with how women's attitudes indicating job satisfaction differ from those of men. Supporting this emphasis in curricula, Hooper writes, "Our coeducational institutions should pay more attention to the psychology of learning in its women students" (1963: p. 444). Some studies have found that the attitudes related to job satisfaction for women differ from the attitudes concerning pay and working conditions which are important to job satisfaction for men (Wagmen, 1965; Mason 1959). Consequently, attitudes indicating job satisfaction for women need to be identified further so that such attitudes may be fostered in home economics teaching curricula.

Statement of the Problem

Because of the need to identify attitudes important to job satisfaction of women teachers, and to use such attitudes to evaluate curriculum change for home economics teaching majors, this study sought to help determine the effectiveness of the 1961 home economics teaching curriculum change at Michigan State University by comparing attitudes indicating job satisfaction of home economics teaching majors graduating before the 1961 curriculum change to those of home economics teaching majors graduating after the 1961 curriculum change. The general objectives of the study were:

1. To determine some attitudes that indicate job satisfaction in vocational home economics teachers graduated from Michigan State University.
2. To scale attitudes that indicate job satisfaction in vocational home economics teachers graduated from Michigan State University so that these attitudes could be treated statistically.
3. To determine if there are significant differences of satisfaction in teaching (as measured by the attitude scales developed through objectives one and two) between home economics teaching majors graduated before the 1961 curriculum change and home economics teaching majors graduated after the 1961 curriculum change.

Specific hypotheses related to these general objectives are presented in Chapter III. Chapter II develops the rationale upon which these hypotheses are based.

Overview of the Study

The present chapter outlined the problem and the need for the study. Chapter II reviews selected literature concerning the 1961 curriculum change in home economics at Michigan State University, the importance of job satisfaction in teachers, and attitudes indicating job satisfaction in women teachers. Chapter III sets forth the specific hypotheses tested and Chapter IV details methods and procedures by

which the data to test these hypotheses were obtained and analyzed. The findings and a discussion of implications for future research are presented in Chapter V. The study is summarized in Chapter VI.

CHAPTER II

REVIEW OF SELECTED RESEARCH AND LITERATURE

The present chapter reviews literature pertinent to attitudes indicating job satisfaction in vocational home economics teachers graduated from two different curriculums at Michigan State University. It also seeks to develop a rationale to serve as a basis for study of the above topic. For clarity, the literature reviewed has been placed within three major categories: 1) importance of teacher attitudes indicating job satisfaction, 2) attitudes indicating job satisfaction in women teachers, and 3) home economics curriculum change at Michigan State University in 1961.

A thorough review of the literature concerning attitudes related to teaching satisfaction was done by Hollandsworth who found relationships between teaching satisfaction and personal, home, community, and school factors. She concludes, ". . . that how the respondent feels about a factor might be as, or even more, important than the actual item in teacher satisfaction" (1959: p. 68).

Studies reviewed in this chapter regarding the importance of teacher attitudes indicating job satisfaction and attitudes indicating job satisfaction in women are limited to research completed since 1959.

These studies serve to supplement those reviewed by Hollandsworth. The review of literature in the above two areas is further limited to studies of job satisfaction in relationship to the teaching profession. This limitation is imposed because job satisfaction in teaching may be expected to have different emphases and consist of more common attitudes than would job satisfaction in the total world of work.

As criteria for selecting the studies to be included in the first two areas, several working definitions were framed. Research was defined as any study which stated a problem, collected evidence (expert opinion being defined as one type of evidence) and used reason and logic to arrive at a solution to the problem based on the evidence collected. Hillway outlines the criteria for a research study:

To regard any study as complete research, we must be able to find in it several definite factors. The first of these is a problem to be solved. The second is evidence, consisting usually of provable facts and occasionally of expert opinion. The third is a careful analysis and classification of the evidence, by means of which the evidence is arranged in a logical pattern and tested with regard to its application to the problem. The fourth is the use of reason and logic to arrange the evidence into arguments or factual supports leading to a solution of the problem. The fifth is a definite solution, an answer to the question which the scholar's problem poses (1959: pp. 91-92).

Hollandsworth's definition of a teacher attitude, "the situation as it is perceived by the teacher" (1959: p.22), and her definition of job satisfaction, "any perceived combination of psychological, physiological, and environmental circumstances that causes a person to truthfully say

'I am satisfied with my job,' " (1959: p. 12) were the definitions adopted for this study.

No research has been done comparing behavior patterns, attitudes, interests, or understandings of home economics graduates prior to 1961, with those of graduates after the 1961 home economics curriculum change at Michigan State University. The review of literature on this topic, therefore, will constitute writings which explain the content of the previous as well as that of the revised curriculum. Also included are studies which present and evaluate rationale for the curriculum change.

Importance of Teacher Attitude Indicating Job Satisfaction

Using Montana State College graduates, Hollandsworth researched factors which seemed to influence home economics graduates to enter, to leave, or to remain in the teaching profession (1959). Thirty-three factors, including fifteen personal, six home, five community, and seven school factors were identified (1959: pp. 68-69). A questionnaire of attitudes measuring home economics teachers' degree of satisfaction with teaching based on the identified factors was developed and sent to all of the 598 Montana State College home economics graduates for the years 1935 through 1955. Using data from 308 graduates who had taught, Hollandsworth found a significant difference in teaching satisfaction of graduates who 1) had taught but were full time homemakers, 2) had taught but were employed in other

work, and 3) were teaching. Respondents who were teaching had the highest mean satisfaction score (73.0), those who had taught but were full time homemakers were next high (69.4), and the group who had taught but were now in other work had the lowest mean satisfaction score (65.0) (1959: pp. 108-120). This study suggests that the inter-relationship of many attitude factors may be influencing job satisfaction of teachers and that the degree of satisfaction may determine whether or not an individual remains in the teaching profession.

Closely allied to the results of Hollandsworth's research are the findings of a study completed by Corman and Olmstead. They investigated the impact of the Michigan State University Student-Teacher Education Project (STEP) on changing students' attitudes and initial job satisfaction (1964). Five instruments--Edwards Personal Preference Schedule, Allport-Vernon Scale of Values, Rokeach's Dogmatism Scale, Minnesota Teacher Attitude Inventory, and Strong Vocational Interest Blank--were administered to a sample composed of the 1960 pilot STEP class (N = 38), the 1961 STEP class (N = 88), and a random sample of all first term juniors enrolled in elementary education, but not STEP, in the fall of 1960 (N = 31). The data suggested that while dissatisfaction may not be the reason given for change in position, it probably enters into the decision to change (Corman and Olmstead, 1964: p. 26).

Schunk also found teacher attitudes to be an important indicator of job satisfaction. He surveyed the opinions of leading educators on the needs of student teachers. Based on his findings, he believed that

the teacher ". . . needs to experience satisfaction, joy, and pride in assuming his role as a teacher and to be recognized as he assumes that role" (1959: p. 43). A few years later, Charters examined observations of other researchers concerning the widespread assumption that whatever affects teacher satisfaction thereby affects the teaching-learning process (1963: pp. 715-805). He concludes that, "There is a connection between the teacher's level of satisfaction and his influence on the course of the teaching-learning process, but it is bound to be a more complex connection than we generally have assumed" (1963: p. 801).

Attitudes which measure the degree of job satisfaction experienced by teachers and potential teachers appear to be an important but complex common factor in the studies cited. Thus, in order to facilitate more meaningful teacher education, such attitudes need to be fostered in the curriculum. Because of the complex interrelationship of attitudes within each individual it seems logical to assume that any teacher education curriculum would produce graduates with teacher attitudes indicating widely differing degrees of job satisfaction.

Attitudes Indicating Job Satisfaction in Women Teachers

Studies of attitudes indicating job satisfaction in women only are limited. Rather, most studies are regarding sex differences of attitudes.

The majority of research on attitudes indicating job satisfaction does reveal significant sex differences in such attitudes. Havens

tested the hypothesis that job satisfaction of teachers is related to organizational dimensions of the teaching situation, such as administrator-teacher relationships, facilities and aids available to teachers, and time involved in the tasks of teaching, as these dimensions interacted with personal characteristics of the teachers (1963). He administered a questionnaire of personal characteristics, perceptions of the school environment, and job satisfaction to 885 teachers in eight Northern California school districts. After dividing the 745 useable completed questionnaires into subgroups on the basis of personal characteristics such as age and sex, Havens computed correlations between job satisfaction and various aspects of the teaching environment for the total sample and for the subgroups. Included in the findings, at the five percent significance level, were:

- 1) The adequacy of classroom instructional aids was correlated with job satisfaction for some subgroups of teachers, especially secondary men teachers.

- 2) Make-up work for students absent from class because of other school activities was correlated with job satisfaction of men teachers.

- 3) Assignment to ticket taking and other related extra curricular tasks was negatively correlated with job satisfaction of secondary women teachers.

- 4) The practice of administrators making assignments which absorb the teacher's "free period" was negatively correlated with job

satisfaction of married women teachers (Havens, 1963: pp. 77-83). Havens concludes "The results of this study indicate that the environmental aspects that are related to job satisfaction are not necessarily the same for all subgroups of teachers" (p. 84). The men teachers in Havens' sample appeared most concerned about the instructional materials and assignments in teaching while extra-curricular teaching activities most concerned the women teachers.

That attitudes indicating job satisfaction of men involved specific job conditions while attitudes indicating job satisfaction of women teachers included factors separate from the actual job is also supported by Kendall (1963). He analyzed job satisfaction and behavior, personal background, and situational data on 1008 New York state males in twenty-one diverse jobs (not specifically identified) to get composite variables in companies, community, and personal background related to job satisfaction. A generalization of initial findings was tried with a sample of 642 New York state female teachers with the result that although the global attitude of men and women toward the job was related to satisfaction with the work itself, many teachers held an avocation orientation which is associated with attractive community characteristics and dissatisfaction with the actual work on the job (1963: pp. 83-84).

In a similar study, Mason researched the relationship between sex role and career orientations of beginning teachers by sending questionnaires on career orientation to a ten percent systematic probability sample in the United States for the 1965-7 school year. On the

basis of data received from 7,150 teachers or 89% of the sample, Mason accepted the hypotheses that "the occupational role is the dominant one for men but not for women" and that "the occupational satisfaction of men depends more on factors intrinsic to their work--for example, nature of supervision, opportunity for advancement, working conditions, and so on--while the occupational satisfaction of women depends more on factors extrinsic to their work--for example, marital plans, or the age of their children" (1959: p. 376).

Comparable results were observed by Wagman in his research on sex and age differences in occupational values (1965). Wagman used Centers' Job Values and Desires questionnaire with a sample of 375 high school senior boys, 416 high school senior girls, 122 university sophomore men, and 137 university sophomore women. In both age groups, women valued social service and interpersonal contacts more than men (significant at the .05 level), while men valued profit more than women (significant at the .05 level) (1965: p. 259).

Another study revealing the different attitude orientations of men and women toward job satisfaction in teaching was done in Israel (Adar, 1962). Questionnaire answers of 800 young elementary school teachers were used to examine the relationship between the emphasis placed on external and internal work satisfaction and their criticism toward various aspects of educational activity. External work satisfaction was defined as satisfaction from pay, working conditions, and status as recognized by others. Internal work satisfaction referred to

satisfaction from fulfilling personal desires through work. Four teacher types were found: The aggressive type, externally oriented toward his work and highly critical toward educational activity; the indifferent type, externally oriented and slightly critical; the conforming type, internally oriented and slightly critical; and the reforming type, internally oriented and highly critical. At the five percent level, significantly more women than men were in the internally oriented categories and significantly more men than women were in the externally oriented categories.

A study involving only women also found that job satisfaction of women depends on satisfying internal, psychological needs (Murphy, 1965). Murphy tested and rejected at the five percent level the null hypothesis that no significant relationship existed between each of the needs measured--psychological security, identity, and commitment--and occupational satisfaction scores. Data, including the results of an ego identity scale, a security scale, a measure of professional commitment, and an occupational satisfaction scale, were collected from 386 women of a single religious community whose main function was teaching. Data relationships were defined by correlation coefficients and analysis of variance was employed to test the significance of the difference between the mean scores of each group. After an examination of the results, Murphy reported:

On the basis of the findings, it was concluded that for the greater majority of the religious women included in the sample, the measured needs of security, identity, and commitment related significantly to occupational satisfaction. Groups with

different years teaching experience were found to be not significantly different from each other in occupational satisfaction, even when grade level assignments were considered. This gave added cogency to the underlying hypothesis that external factors such as level of experience, grade level assignment, etc. do not have the same relevance to satisfaction with one's work as does fulfillment of intrinsic psychological needs (p. 153).

In contrast to the above research only two studies since 1959 found no sex differences in attitudes indicating job satisfaction. Richards studied personal characteristics of teachers and attitudes toward their work. He administered a personal characteristics form and a 72 item attitude questionnaire to 150 Nebraska teachers (1964). The attitude questionnaire revealed that items "indicated as unsatisfactory by both men and women pertained to administrative practices, procedures or policies . . . only in the area of compensation were all items reported as unsatisfactory" (p. 101). Since all items on Richards' attitude scale dealt with intrinsic job factors such as pay, supervision, and working conditions, one may question whether it was an appropriate instrument to measure sex differences in attitudes indicating job satisfaction.

The second study implying no attitude differences between men and women was done by Loftis in connection with teacher commitment (1962). From analysis of self commitment rating scales, job satisfaction scores, and a Measure of Professional Commitment, Form E, scores on 246 secondary public school teachers in Allegheny County, Pennsylvania, Loftis stated that "teachers' level of commitment [to

job] was found to be independent of sex, age, marital status, educational level and length of teaching experience. Teachers' level of commitment positively correlated with job satisfaction scores in all cases" (1962: p. 109). Since the size of the correlations was not given, the relevance of this study to attitudes indicating job satisfaction is extremely uncertain.

From the majority of research available, it appears highly likely that there are significant sex differences in attitudes which indicate job satisfaction. Attitudes which best predict job satisfaction in women teachers appear to deal with factors extrinsic to the job itself--marital plans, family needs, community characteristics, or personal needs--rather than the intrinsic job factors of pay, supervision, and working conditions.

Home Economics Curriculum Change at Michigan State University

In the fall of 1961, a new home economics teaching curriculum was introduced as part of the new curriculum in home economics at Michigan State University. Table 1 compares the requirements of the home economics teaching curricula before and after the 1961 revision. Hereafter, this study shall refer to the curriculum before revision as the "skill oriented" curriculum because of the large number of weekly laboratory hours it required--77 to 89 compared with 19 to 27 after the revision. Furthermore, much emphasis before the 1961 revision was on the traditional skill areas of food preparation and clothing

TABLE 1.--Comparison of requirements for home economics teaching majors before and after the 1961 home economics curriculum revision at Michigan State University

Before 1961 Revision -- Skill Oriented Curriculum ¹				After 1961 Revision -- Concept Oriented Curriculum ²			
Course Titles	Term Credit Hours	Weekly Lab Hours		Course Titles	Term Credit Hours	Weekly Lab Hours	
I. General Education							
American Thought and Language (3 terms)	9	0		General Education			
Natural Science (3 terms)	12	9		American Thought and Language (3 terms)	9	0	
Social Science (3 terms)	12	0		Natural Science (3 terms)	12	9	
Humanities (3 terms)	12	0		Social Science (3 terms)	12	0	
Health, Physical Education and Recreation (6 terms)	6	0		Humanities (3 terms)	12	0	
General Education Total	48	9		Health, Physical Education and Recreation (3 terms)	3	0	
II. Home Economics Core				General Education Total			
Food Preparation I and II	5-6	6		General Education Total	45	9	
Meal Management	5	6		II. Home Economics Core			
Relations in the Modern Family	3	0		Nutrition for Man	3	0	
Resident Home Management	4	0		Design for Living	3	1	
Family Finance	4	4		Human Development in the Family	3	0	
Child Study	4	2		Management and Decision Making in the Family	3	0	
Color and Design	4	3		Senior Seminar	3	0	
Textiles for Consumer	5	4		Home Economics Core Total	15	1	
Home Furnishings	4	2		III. Preprofessional and Supporting Courses			
Home Economics Core Total 38-39	4	4		Option I General Chemistry	6	6	
III. Preprofessional and Supporting Courses				Organic Chemistry	3	3	
Preprofessional Courses	0	0		Biochemistry	3	0	
Major Courses in Home Economics	12	12		Advanced Nutrition	5	2	
Chemistry of Foods I, II	5	2		Option II Selected Courses in Sociology, psychology, philosophy, political science and social work	20	0	
Fundamental Principles of Nutrition	2	2		Preprofessional Total	17 or 20	11 or 0	
Health Care of Family	3	0		IV. Professional Courses			
Aids to Understanding Home & Family Living	3	0		Major Courses in Home Economics			
School Lunch Operation	1	0		Meal Management	5	4	
School Lunch Administration	4	6		Resident Home Management	4	4	
Clothing Construction I	4	6		Family Finance	3	0	
Clothing Construction II	4	6		Child Study	4	3	
Design I or Crafts	3	6		The Consumer in the Market	3	0	
Clothing Elective	3	6		Interpersonal Relations in the Home or Understanding Family Living	3	0	
Electives in not more than Two Departments in College of Home Economics	9	0-12		Principles of Clothing Construction	3	2	
Major Courses in Home Economics Total	49	46-58		Textiles	3	1	
IV. Professional Courses				Housing and Home Furnishings	4	4	
Education Courses for Home Economics Teaching				Selection of Clothing for the Family	3	0	
Individual and the School	6	0		Major Courses in Home Economics Total	35	18	
School and Society	6	0		V. Electives			
Methods of Teaching	3	0		Education Courses for Home Economics Teaching			
Student Teaching	12	0		Individual and the School	6	0	
Seminar for Student Teachers	3	0		School and Society	6	0	
Education Total	30	0		Methods of Teaching Home Economics	3	0	
V. Electives				Student Teaching	15	0	
Total 14-15				Seminar in Home Economics Education	2-8	0	
Total 42-45				Education Total	32-38	0	

¹Michigan State University Catalog, 1960-L, 1960: pp. 168-169 and 171.

²Michigan State University Catalog, 1962-3, 1961: pp. 149-151.

construction as denoted by the number of credit hours devoted to those aspects. Table 2, listing the courses required in these areas before and after revision, shows 22 to 31 term hours of food preparation courses and 14 to 23 term hours of clothing construction and crafts before revision. After the revision no food preparation courses and three term hours of clothing construction courses remained. The weekly laboratory hours in food preparation were reduced from a range of 24 to 36 to zero and in clothing construction and crafts from a range of 24 to 26 to two. Lee might have been describing the Michigan State University home economics curriculum before the 1961 revision when she wrote, "Long laboratory hours were devoted to developing technical skills, often beyond the experience which might be considered necessary to illustrate or apply basic principles" (Lee and Dressel, 1963: p. 95).

Throughout the rest of this study, the home economics curriculum after the 1961 revision shall be termed the "concept oriented" curriculum because of its "emphasis on theory rather than manipulative skills" (Mentzer interview, May 15, 1967). One illustration of the concept oriented emphasis in the revised curriculum is the reduction of both laboratory time and number of credit hours devoted to food preparation and clothing construction (see Tables 1 and 2). Referring to this reduction, Lee writes:

Clearly in home economics as in other professional and technical fields there is a trend to eliminate technical courses which do not differ significantly from courses offered in high school or a trade school--that is, courses which have

TABLE 2.--Comparison of food preparation and clothing construction and crafts courses required for home economics teaching majors before and after the 1961 home economics curriculum revision at Michigan State University

Before 1961 Revision — 3				After 1961 Revision — 4			
Skill Oriented Curriculum				Concept Oriented Curriculum			
Course Titles	Term Credit Hours	Weekly Lab Hours		Course Titles	Term Credit Hours	Weekly Lab Hours	
I. Food Preparation				I. Food Preparation			
Food Preparation I and II	5-6	6					
Chemistry of Foods I, II	12	12		None	0	0	
School Lunch Operation	3	6					
School Lunch Administration	1	0		Food Preparation Total	0	0	
Required Electives in							
Home Economics	0-9	0-12					
Food Preparation Total	22-31	24-36					
II. Clothing Construction and Crafts				II. Clothing Construction and Crafts			
Clothing Construction I	4	6					
Clothing Construction II	4	6		Principles of Clothing Construction	3	2	
Design I or Crafts	3	6					
Clothing Elective	3	6		Clothing Construction and Crafts Total	3	2	
Required Electives in							
Home Economics	0-9	0-12					
Clothing Construction and Crafts Total	14-23	24-36					

³ Michigan State University Catalog 1960-1, 1960: pp. 168-169 and p. 171.

⁴ Michigan State University Catalog 1962-3, 1961: pp. 149-151.

no significant body of knowledge or utilize knowledge that can be acquired in other ways. In part, this trend results from doubt as to the appropriateness of these courses in college and, in part, from the redefinition of the technical field at a higher level. In some cases it is recognized that certain skills are incidental, nonessential, or acquirable in other ways (Lee and Dressel, 1963: p. 95).

Further supporting the reduction of skill courses, Stull states his conviction that, "The reproach of the modern world . . . is that man is so busy in the acquisition of techniques that he often loses sight of the moral and social goals toward which such techniques may be used . . . [Therefore, the aim of education is] knowledge with responsible techniques" (1962: p. 38).

A second evidence of the concept oriented emphasis in the revised curriculum is the reduction of term hours in the required core from 38 to 15, with these 15 remaining hours focused on the family in a changing society (Mentzer, 1962: p. 9). In addition, there is a reduction in the number of required courses generally to provide greater flexibility (see Table 1). Thus, the revised curriculum offers more electives which the student may use to pursue concepts in areas important to him.

Further indication of the revised curriculum's concept emphasis is the "careful selection of professional and preprofessional courses building on the basic disciplines" (Mentzer interview, May 15, 1967) and the increase in credits required in liberal education outside of home economics (see Table 1 - the concept oriented curriculum offers a physical science or social science option as well as more electives in liberal arts).

Platt supports the merits of a concept oriented curriculum, arguing that:

Adoption of a concept-developmental approach is an attempt to include the emerging areas and the more modern research data by cutting through the accustomed subject-matter presentation and stressing the importance of a limited number of concepts which transcend the increasing number of specialities within the field (1963: p. 21).

One could assume McGrath believes that home economics, even if its main purpose is professional rather than general education, should still have a concept oriented curriculum; for he writes: "Even professional instruction [italics mine] should stress broad principles, key ideas, and overreaching generalizations" (1959: pp. 14-15).

The 1961 home economics curriculum changes described, involved much thought and hard work by faculty members over a period of three to four years. Mentzer reviews the process used in the 1961 curriculum revision in the college of home economics:

A summary of changes resulting from this revision might include:

1. A reduction of term credits in the core from 38 to 15.
2. A reduction in number of required credits generally.
3. A careful selection of professional and preprofessional requirements.
4. A significant increase in the block of credits required in general liberal education outside of home economics.
5. An increase in the number of free electives.
6. A reduction in the number of courses which emphasize manipulative skills (1962: pp. 15-16).

Mentzer further states that "the changes shown in the above summary are for the most part quantitative. However, we believe that qualitative changes have also occurred" (1962: p. 16). Important among the qualitative changes in the revised home economics core, agreed upon by the faculty, were focus on the family in a changing society, emphasis and application of basic principles from other disciplines, and a liberalizing rather than a specialist approach (Mentzer, 1962: p. 9). The qualitative changes have also followed, in part, Miller's beliefs that "home economics as a profession must move on from the physical environment of the home to the emotional environment of the family" (Paul Miller, speech on June 6, 1960).

Shear evaluated the process of the 1961 core curriculum revision in home economics at Michigan State University, assuming that soundness of process indicates soundness of the revised curriculum. Included in the evaluation were recognition and utilization of a theory of curriculum development, recognition of the dynamics of change, materials developed for the new core courses, and the impact of the new program on students. Outlining the changes in the new core Shear stresses:

The plan for the common learnings, called core, introduced fall term of 1961, seems to be in marked contrast to the previous core in a number of respects. The number of credit hours had been reduced by more than half, from 38 to 15 hours. Further, it was intended that the courses be designed so that they would contribute to general education, focus on the family in a changing society, provide flexibility to allow for more general education and for the development of major programs, and be available to all students on campus without prerequisites.

In addition, the new core as planned was to emphasize broad principles and concepts and was to eliminate laboratories formerly used for the learning of manipulative skills (1964: pp. 17-18).

Data for the core curriculum evaluation were collected from the following sources: 1) Forty-three faculty interviews; 2) records of the revision and course materials for the first three core courses (Food for Man, Design for Living, and Human Development in the Family); 3) questionnaires completed by students who withdrew from and students who transferred into home economics; 4) questionnaires given students enrolled in the first three core courses; 5) Graduate Record Examination Area Tests given to 93 junior and senior students.⁵

Included in Shear's findings were the facts that: 1) students generally expressed approval of the three core courses as taught and of the reduction in number of core courses, 2) students assessed the core courses as contributing to both general and specialized education with more emphasis on general than specialized education. 3) The faculty goal of flexibility seemed to have been partially reached through the reduction of required core credits and elimination of laboratories for core classes. Students, however, did not have flexibility in the means of fulfilling the core requirements. 4) The goal focus on the family was not evident as an integrating factor in the first three core courses, but might be included in two core courses which were to be

⁵Juniors were on the new curriculum and seniors were on the old curriculum.

taught at the junior and senior class level. 5) Balance in general and specialized education was achieved in the core (1964: pp. 151-152).

From the above discussion of the 1961 home economics curriculum revision, several behavioral outcomes for teaching graduates appear to be implied. In a concept oriented curriculum, the concepts taught transcend the increasing number of specialties in home economics. Therefore, while a concept oriented graduate may take a little while to learn the needed skills on his own, he may be better prepared than the skill oriented graduate to keep abreast of the changing knowledge and techniques in the field over a period of years! Conversely, a skill oriented graduate may be better technically prepared to teach skill upon graduation; but his skills will become outdated and he may be less well prepared to keep abreast of the changing knowledge and techniques in the field than a concept oriented graduate. Since research indicates that a global attitude of men and women toward the job is related to satisfaction with the nature of the work itself (Kendall, 1963), it could be theorized that upon graduation concept oriented curriculum graduates would be less satisfied with teaching than skill oriented curriculum graduates. However, it could be further theorized that after the concept oriented curriculum graduates had time to learn the needed skills, they would be more satisfied with teaching than skill oriented curriculum graduates because the concept orientation would make it easier than would the skill orientation to keep up with changes in the

field. If a concept oriented curriculum graduate can learn needed skills on his own and can keep abreast of changes in the field better than a skill oriented curriculum graduate, then it would appear logical that concept oriented curriculum graduates would increase their satisfaction in teaching with increased teaching experience while skill oriented curriculum graduates would decrease their satisfaction in teaching with increased teaching experience.

These implied behavioral outcomes also stem from the fact that there is a social science emphasis in liberal arts courses and a family focus, emotional-environment-of-the-family emphasis in home economics courses in the concept oriented curriculum. It would appear that such emphases would yield better education for effective interpersonal relations and for handling the dual worker-homemaker role of women than would a skill oriented curriculum. Since interpersonal relations and the dual role of women are important areas for attitudes indicating job satisfaction, it seems that they ought to be emphasized curriculums. Concept oriented graduates have a better chance for learning attitudes conducive to job satisfaction because such attitudes are fostered more by their curriculum than by the curriculum for skill oriented graduates.

Further evidence for the theorized behavioral outcomes is that the concept oriented curriculum has more electives than the skill oriented curriculum. Thus, concept oriented curriculum graduates have

had more opportunity than skill oriented curriculum graduates to pursue personal interests, or fulfill personal needs in their education. Assuming that attitudes indicating job satisfaction for women teachers are mainly extrinsic to the job itself--primarily anything other than pay, supervision, and working conditions--concept oriented graduates may have been better able than skill oriented graduates to have fostered such extrinsic values in their education. Thus, because of the nature of the changes in the 1961 home economics curriculum revision at Michigan State University and because of the nature of attitudes indicating job satisfaction in women as revealed by this review of literature, it is theorized that there will be differences in teaching satisfaction between graduates of the skill oriented curriculum and graduates of the concept oriented curriculum.

CHAPTER III

HYPOTHESES

As a result of the review of literature and the rationale developed in Chapter 2, specific hypotheses were formulated to reveal the type of attitudes that indicate job satisfaction in Michigan State University graduated home economics teachers and to determine if differences in teaching satisfaction actually do exist between skill oriented and concept oriented Michigan State University home economics curriculum graduates. The hypotheses are stated as research hypotheses. This assumes that the differences obtained between comparison groups are not due to chance. If one rejects the research hypothesis, one necessarily accepts an alternative that stated differences do not exist.

Hypothesis I

The attitudes which best indicate job satisfaction for vocational home economics teachers graduated from Michigan State University will deal with factors extrinsic to the job itself rather than the intrinsic job factors of pay and working conditions.

Hypothesis II

At the end of student teaching, Michigan State University concept oriented home economics teaching curriculum graduates will be less

satisfied with teaching than Michigan State University skill oriented home economics teaching curriculum graduates of comparable college entrance test scores.

Hypothesis III

At the end of the first year of teaching, Michigan State University concept oriented home economics teaching curriculum graduates will be more satisfied with teaching than Michigan State University skill oriented home economics teaching curriculum graduates of comparable college entrance test scores.

Hypothesis IV

Michigan State University concept oriented home economics teaching curriculum graduates will be more satisfied with teaching at the end of the first year of teaching than at the end of student teaching.

Hypothesis V

Michigan State University skill oriented home economics teaching curriculum graduates will be less satisfied with teaching at the end of the first year of teaching than at the end of student teaching.

Hypothesis VI

The obtained range of job satisfaction scores will approach (within ten percent) the theoretical range of job satisfaction scores among persons in the same group of Michigan State University home economics teaching graduates.

CHAPTER IV

METHOD OF PROCEDURE

This study builds upon an investigation of teaching satisfaction among Michigan State University home economics teaching graduates begun by Dr. Helen Hollandsworth. Hollandsworth's study provided longitudinal job satisfaction data on the 1964 skill oriented home economics teaching curriculum graduates. In addition, the attitudes in Hollandsworth's Survey of Home Economics Graduates questionnaire (1959: pp. 154-166) were adopted for use in this study's Scales of Attitudes Indicating Job Satisfaction. The present study seeks to further test the validity of Hollandsworth's attitudes for indicating job satisfaction in home economics teachers and to scale the valid attitudes so that they may be treated statistically as interval data. Using the scaled attitude questionnaire, the present study then compares to Hollandsworth's job satisfaction data on the 1964 skill oriented home economics graduates with job satisfaction data collected on the 1966 concept oriented home economics graduates from Michigan State University.

Development of Scaled Questionnaire

Educational literature since 1959 was reviewed for attitudes which seemed to indicate job satisfaction in women teachers. No attitudes were found in the literature which were not included in Hollandsworth's Survey of Home Economics Graduates questionnaire (1959: pp. 154-166) (Appendix A). Therefore, the attitudes in Hollandsworth's questionnaire were the sole source of items for this study's questionnaires. In addition to the attitude section (1959: pp. 158-165), questions on "personal goals" (1959: p. 155), "school provision for operating expenses" (1959: p. 157), and "equipment in home economics department" (1959: p. 157) were included because they appeared to meet this study's working definition of a teacher attitude--"the situation as it is perceived by the teacher" (Hollandsworth, 1959: p. 22). All together, questions of attitudes on the following thirty topics were included in the first draft of the questionnaire:

- 1) personal goals at present (in relation to teaching)
- 2) school provision for operating expenses
- 3) equipment in the home economics department
- 4) adequacy of training in the subject matter
- 5) adequacy of training in planning and using methods to achieve goals
- 6) professional adequacy
- 7) educational philosophy

- 8) teacher's chances for marriage
- 9) financial opportunities
- 10) living arrangements
- 11) cultural opportunities
- 12) creativity
- 13) (perceived) attitudes of teachers other than home economics
- 14) (perceived) attitude of administrator(s)
- 15) prestige in the community
- 16) (perceived) attitude of students
- 17) (perceived) attitude of parental family toward home economics teaching
- 18) (perceived) present attitude of husband or boyfriend toward teaching
- 19) (perceived) attitude of friends toward home economics teaching
- 20) relationship with students
- 21) relationships in the community where teaching
- 22) relationships with school personnel
- 23) restrictions in personal life
- 24) attitude of community toward teachers
- 25) supervision by administrator(s)
- 26) supervision by college home economics teacher educator
- 27) supervision by state office home economics person

- 28) worth of junior and senior high school home economics
- 29) work load
- 30) reasons for teaching

In order to determine which of the above topics relate to attitudes indicating job satisfaction in vocational home economics teachers graduated from Michigan State University, a self rating scale was developed as a criterion for job satisfaction (Appendix B). The scale ranges from one to nine points, with one being "extremely well satisfied, would not consider changing present job situation"; and nine indicating "extremely dissatisfied, would change job situation immediately if at all possible". If one accepts this study's working definition of job satisfaction--"any combination of psychological, phsysiological, and environmental circumstances that causes a person truthfully to say, 'I am satisfied with my job'"--(Hollandsworth, 1959: p. 12), then one will also have to accept the fact that the most valid oriterion for determining job satisfaction is a self rating.

For the attitude topic validity test, the population consisted of all 71 home economics student teachers during fall term, 1966, and winter term, 1967 (1967 graduates of Michigan State University), and all 40 second year Michigan home economics teachers who were 1965 graduates of Michigan State University. The above graduates' length of teaching experience, type of teaching situation, and educational background appeared to approximate more closely that of the graduates

to be included in the study using the completed questionnaires than did the qualifications of any other available graduates. The 1965 graduates who had not taught the two years since graduation or who had primarily taught subjects other than home economics or in other states than Michigan were excluded from the sample.

The first draft of the attitude questionnaire and the one to nine point job satisfaction scale, along with a cover letter explaining the study, was sent to the selected graduates on February 15, 1967. Respondents' answers were treated anonymously, but the materials were coded for follow-up purposes. By means of one follow-up letter sent on March 3, 1967, and later telephone calls to non-respondents, all 111 questionnaires and job satisfaction ratings were returned by mid-March, 1967.

The data were analyzed by a contingency table, including Chi Squares and contingency correlations, to determine the relationship between responses on each attitude topic and the job satisfaction self ratings (Hays, 1963: p. 582 and pp. 604-606). Because of the exploratory nature of the test, and the desire not to drop an attitude topic which might indicate job satisfaction in some home economic teachers, all attitude topics with correlations significant from zero at the .10 level were to be retained in the questionnaire. However, the resulting Chi Squares showed a significant relationship at the .001 level and contingency correlations indicated a significant relationship at or above

the .05 level between each of the thirty attitude topics and the job satisfaction self rating criterion (Appendix C). Thus, on the basis of the item validity study, all thirty attitude topics were retained in the questionnaire.

Having supported the validity of the attitude topics in the questionnaire, the attitudes were next scaled in order that they could be treated statistically as interval data. A variation of Thurstone and Chaves's Method of Equal-Appearing Intervals was employed (Edwards, 1957: pp. 83-87). Each attitude was assigned a numerical value, ranging from one to nine, by eight judges, according to the judged importance of the attitude to job satisfaction for vocational home economics teachers. The scale ranged from one (extremely high positive correlation), to nine (extremely high negative correlation) (Appendix D). To avoid biasing ratings through comparison of attitudes on the same topic to each other, attitudes to be judged were randomly listed rather than listed by topic.

During February, 1967, eight home economics teacher educators at eight different universities were sent letters describing the study and asking them to serve as judges in scaling attitudes related to job

satisfaction. All eight agreed to donate their time and effort to the project.⁶ Since the judges live in different states and have limited contact with each other, it can be assumed that they did not influence each other in their ratings of the attitudes. Attitude rating forms and directions were sent to the judges in mid-March, 1967, and all forms were returned by May 1, 1967. The mean rating of the eight judges for each attitude was used as the weight given that attitude in the scaled questionnaires (Appendix E).

Four scaled questionnaires were developed (Appendix F):

- 1) Attitude Scales for Home Economics Teachers--The mean of the judges' ratings was rounded off to the nearest whole number.

⁶Dr. Helen Loftis, Chairman of Home Economics Education, Winthrop College

Dr. Pauline Garrett, Chairman of Home Economics Education, University of Missouri

Dr. Alberta Hill, Chairman of Home Economics Education, Iowa State University

Dr. Elizabeth Ray, Associate Professor in the College of Education, Pennsylvania State University

Dr. Hazel Anthony, Chairman of Home Economics Education, University of Nebraska

Dr. Ellen Champoux, Chairman of Home Economics Education, Kansas State University

Dr. Mary DuBois, Chairman of Home Economics Education, Oregon State University

Dr. Twyla Shear, Coordinator of Home Economics Education Program, Michigan State University

2) **Attitude Scales for Home Economics Teaching Graduates**--The mean of the judges' ratings was rounded off to the nearest whole number.

3) **Attitude Scales for Home Economics Teachers (Research Form)**--The exact mean of the judges' ratings was used.

4) **Attitude Scales for Home Economics Teaching Graduates (Research Form)**--The exact mean of the judges' ratings was used. Only two differences exist between the graduate and regular teacher forms. First, the question regarding the "college coordinator of student teaching" on the graduate form is changed to read "school administrator" on the regular teacher form. Secondly, the question concerning "home economics supervising teacher" on the graduate form is changed to read "home economics state office person" on the regular teacher form.

One source of weakness in any research design using judges may be disagreement of opinion among the judges. In the present study, therefore, the judges' ratings were tested by Hoyt's Analysis of Variance to determine if they were significantly different from zero at the .05 level. Hoyt's interjudge reliability formula was used to determine how well the ratings of one judge agreed with the ratings of the other seven judges. This formula

$$r_{tt} = \frac{SS_R - \frac{SS_C + SS_E}{C - 1}}{SS_R + (SS_C + SS_E)}$$

where: r_{tt} = interjudge reliability coefficient

SS_R = variance of items

SS_C = variance of judges

SS_E = interaction or error variance

C = number of judges

yielded an interjudge reliability coefficient of .9108 (Linguist, 1961: pp. 590-593). Such coefficient is significant from zero at the .001 level (Downie and Heath, 1965: p. 306). An averaged ratings reliability formula was employed to find the reliability of the judges' mean rating on each attitude. Hoyt's formula

$$r_{tt} = \frac{nr}{1 + (n - 1)r}$$

where: r_{tt} = averaged ratings reliability coefficient

n = number of judges which are to be added to the interjudge reliability coefficient

r = interjudge reliability coefficient

found a mean attitude rating reliability coefficient of .9862 (Linguist, 1961: pp. 590-593). This coefficient is significant from zero at the .001 level (Downie and Heath, 1965: p. 306). Thus, the writer concluded that the judges were in an unusually high degree of agreement on their ratings.

Tests were also conducted on the validity and reliability of the scaled attitude questionnaires. Using both the rounded whole number weights and the exact research weights given attitudes in the

regular and research form scaled questionnaires, the odd numbered questionnaires of the original sample--35 student home economics teachers and 20 second year home economics teachers--were scored. Both the whole number and the exact scores were correlated by Pearson Product-Moment Correlation with the job satisfaction self ratings criterion to determine a validity coefficient. The result was a coefficient of .94238 for the regular form (rounded whole number) and a coefficient of .95576 for the research form (exact number) (McNemar, 1962: p. 112). Continuing to use odd numbered questionnaires, reliability of the scaled questionnaire was tested by Pearson Product-Moment Correlation of scores on the odd numbered items with scores on the even numbered items. The coefficient of internal consistency obtained was .85688 for the regular form and .84524 for the research form. Application of the Spearman Brown Prophecy Formula resulted in a .91622 correlation for the regular form and .90478 for the research form (McNemar, 1962: pp. 114-116).

The validity and reliability correlations on the odd numbered questionnaires of the original sample were checked by cross validation on the even numbered questionnaires of the original sample--36 student home economics teachers and 20 second year home economics teachers. Cross validation correlations on the validity yielded a coefficient of .96531 for the regular form and a coefficient of .95776 for the research form (McNemar, 1962: p. 112). Cross validation correlations on the reliability resulted in an internal consistency coefficient

of .86622 for the regular form and .86867 for the research form. By using the Spearman Brown Prophecy formula, a coefficient of .92688 was obtained for the regular form and .92987 for the research form (McNemar, 1962: pp. 114-116). Validity and reliability test results for the scaled attitude questionnaires are summarized in Tables 3 and 4. The above tests indicate that the scaled attitude questionnaires had high validity and reliability, all correlations being significant from zero at or above the .001 level (Downie and Heath, 1961: p. 306). However, no significant difference in validity and reliability was found between the regular (rounded whole numbers) and the research (exact numbers) forms of the scaled questionnaire.

Description of Population and Sample

This study makes inferences concerning characteristics of two populations of vocational home economics teachers: those graduated from a skill oriented curriculum at Michigan State University⁷ and those graduated from a concept oriented curriculum at Michigan State University.⁸ The first class of home economics teaching majors to complete the skill oriented curriculum graduated in June, 1955, and the last class under this curriculum graduated in March, 1965. Thus, the population of skill oriented vocational home economics teachers

⁷ See page 20 for discussion of skill oriented curriculum

⁸ See page 22 for discussion of concept oriented curriculum

TABLE 3.--Validity of scaled questionnaire

Correlation with Self Rating of Job Satisfaction Criteria			
Sample Number	Regular Form	Research Form	Correlation Equal to .001 Significance from Zero Level
Group One 55	.94238	.95576	.44330
Group Two 56	.96531	.95776	.44330

TABLE 4.--Reliability of scaled questionnaire

Internal Consistency Correlations Between Odd and Even Numbered Questions					
Sample Number	Regular Form	Regular Form Using Spearman Brown Prophecy Formula	Research Form	Research Form Using Spearman Brown Prophecy Formula	Correlation Equal to .001 Significance from Zero Level
Group One 55	.85688	.91622	.84524	.90478	.44330
Group Two 56	.86622	.92688	.86867	.92987	.44330

includes all home economics teaching graduates of Michigan State University from June, 1955, through March, 1965. Since June, 1965, home economics teaching graduates have completed the concept oriented curriculum. Consequently, the population of concept oriented vocational home economics teachers includes all home economics teaching graduates of Michigan State University from June, 1965, until such future time as the home economics teaching curriculum at Michigan State University is again revised.

In sampling the two populations, graduates of one year from each curriculum were selected. The skill oriented graduate sample consisted of all members of the last group graduated from the skill oriented home economics teaching curriculum at Michigan State University--76 women who completed student teaching during the 1963-4 school year (hereafter referred to as skill oriented student teachers). The concept oriented graduate sample contained all members of the second group graduated from the concept oriented home economics teaching curriculum at Michigan State University--74 women who completed student teaching during the 1965-6 school year (hereafter referred to as concept oriented student teachers). The first group from the concept oriented curriculum--those women who completed student teaching during the 1964-5 school year--were not sampled because the process of change in curriculum for these students might have introduced many uncontrolled variables.

Job satisfaction data were collected from the graduates in the sample at the end of their student teaching and at the end of their first

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year of regular teaching. Only the graduates who actually had home economics teaching positions in Michigan the year following graduation were counted in the sample of first year teachers. Those who had not taught since graduation or who had primarily taught subjects other than home economics or in states other than Michigan, were excluded from the sample. Using this criterion, 43 of the 76 skill oriented graduates and 44 of the 74 concept oriented graduates comprised the sample of graduates as first year teachers (hereafter referred to as skill oriented first year teachers and concept oriented first year teachers).

Due to practical impossibilities, the sample was not randomly selected. Since the research design demands job satisfaction scores on each graduate in the sample both at the end of student teaching and at the end of the first year of regular teaching, data could not be obtained on graduates prior to the first conception of the study in 1963. Similarly, since the present concept oriented curriculum will probably continue for several years, future home economics teaching graduates could not be included in the sample without waiting a considerable length of time to complete the study.

While sampling limitations will decrease the ability to generalize from the sample to the population, it appears that this study's sample may be just as valid as a random sample for comparing graduates of the two curriculums on attitudes indicating job satisfaction. As seen in Hollandsworth's review of literature on attitudes influencing job

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satisfaction, these attitudes change over a period of years, perhaps in response to changes in society and women's roles in society (1959).

Based on the occurrence of past attitude changes, one might expect similar or even faster changes in attitudes indicating job satisfaction in the future as our society continues to rapidly evolve. In addition, attitudes indicating job satisfaction may be fostered by many factors besides college curriculum. The college instructors to which a student is exposed, the amount of prestige commanded by home economics, pay, and working conditions of the teaching profession are only a few such factors which fluctuate from year to year. By using graduates who are only two years apart in time of graduation, such uncontrolled influences on attitudes indicating job satisfaction may be minimized more than if a random sample were used.

Collection of Data

The Michigan State University home economics teaching graduates constituting the sample answered questionnaires both as student teachers and as first year teachers. Respondents were placed in four groupings:

group one--1963-4 skill oriented student teachers

group two--1964-5 skill oriented first year teachers

group three--1965-6 concept oriented student teachers

group four--1966-7 concept oriented first year teachers

For conciseness and clarity, data collection is described for each group in chronological order. Responses were obtained from graduates in

group one either at the conclusion of student teaching or during the term following student teaching of the 1963-4 school year. Attitude questionnaires for these graduates, along with letters explaining the study (Appendix A) and self-addressed stamped envelopes were mailed to the 76 skill oriented student teachers. Near the end of the 1964-5 school year, members of group two, the 43 skill oriented first year home economics teachers, were mailed attitude questionnaires for first year teachers, along with cover letters (Appendix A) and self-addressed stamped envelopes. During the 1965-6 school year term when they student taught, attitude questionnaires for graduates, accompanied by letters explaining the study and self-addressed stamped envelopes were mailed to graduates in group three, 74 concept oriented student teachers. The final data were collected in April, 1967, when members of group four, the 44 concept oriented first year teachers, were mailed attitude questionnaires for first year teachers, together with cover letters and self-addressed stamped envelopes.

Addresses were obtained from Michigan State University Student Directories and the Michigan State University Alumni Office. Directories of Home Economics Teachers in Michigan compiled by the Home Economics and Family Life Consultants in the Michigan State Department of Education were also consulted to determine which graduates in the sample became first year home economics teachers in Michigan and where these first year teachers were located. Dr. Meta Vossbrink who supervised first year Michigan State University home economics teachers in

Michigan was very helpful in further verifying the names and addresses of first year teachers. Through the use of these various sources, a complete list of the names and addresses of student teachers and first year teachers in the sample was believed to be obtained.

Returns on the questionnaires were exceptional. Through the use of two follow-up letters to each group, written on the basis of personal appeal, and then through telephone calls to the few remaining non-respondents, all questionnaires were returned. Since some of the questionnaires were incomplete, these were remailed to the respondents with further instructions and another appeal for help. As a result of these efforts, 237 usable questionnaires, or 100.00 percent of the sample were made available. Respondents' answers were treated anonymously, but the materials were coded for follow-up purposes.

Treatment of Data

The present investigation was based upon data secured from 237 job satisfaction questionnaires completed by Michigan State University home economics teaching curricula graduates, including 76 skill oriented graduates, 43 skill oriented graduates as first year teachers, 74 concept oriented graduates, and 44 concept oriented graduates as first year teachers. By using attitude ratings from the scaled attitude questionnaires developed in an earlier part of this study, each of the thirty attitude topics checked on each questionnaire was assigned a rating.

Then the thirty ratings on each questionnaire were added to obtain a total job satisfaction score for each questionnaire.

Statistical difference at the .05 point between mean total job satisfaction scores was tested for the following pairs of groups:

- 1) skill oriented student teachers and concept oriented student teachers
- 2) skill oriented first year teachers and concept oriented first year teachers
- 3) concept oriented student teachers and concept oriented first year teachers
- 4) skill oriented student teachers and skill oriented first year teachers (McNemar, 1962: p. 102).

In order to control for differences in academic ability between the groups being compared, the mean differences in total College Entrance Examination Scores were tested at the .05 significance level for each pair of above groups. College Entrance Examination Scores, rather than college grade point average, were chosen as the academic ability criterion because the former remains standard from year to year while the latter may fluctuate as a function of the general level of academic ability among students of a particular year. If significant differences were found between mean College Entrance Examination Scores each group of graduates would be divided into subgroups of academically superior, academically average, and academically low, and comparisons

would be made between corresponding subgroups of the desired groups. This procedure would avoid the variable of increasingly able students being admitted to the university and would reduce the factor of ability differences within each year's graduates.

One can see from Table 5 that a Z score of .0292 resulted from testing the mean differences in total College Entrance Examination Scores between skill oriented and concept oriented student teachers. Since the Z score had to be at least 1.96 to be significant at the .05 level, it was concluded that no significant difference existed (McNemar, 1962: p. 102).

TABLE 5.--Comparison of total College Entrance Examination Scores of 1964 home economics teaching graduates with those of 1966 home economics teaching graduates

Sample	Number	Mean	F Ratio	F Ratio for .05 Point of Significance	Z Score	Z Score for .05 Level of Significance
Group One Skill Oriented Student Teachers	76	121.0526	.91	1.39	.0292	1.96
Group Two Concept Oriented Student Teachers	74	121.8648				

The results of testing the mean differences in total College Entrance Scores between skill oriented and concept oriented first year teachers are shown in Table 6. A t score of .72 was obtained, with 2.020 being required for the .05 significance level. However, the variances of the two groups yielded an F ratio of 2.21 which is significant at the .05 point. Therefore, the .05 t significance level was corrected for the large F ratio. Even with the correction, the .05 t significance level was 2.019. Thus, it was concluded that no significant difference existed (McNemar, 1962: p. 103 and p. 247).

Table 7 presents the results of testing the mean differences in total College Entrance Examination Scores between concept oriented student teachers and concept oriented first year teachers. Using the formula for correlated data, a Z score of .001 was obtained. Since the required Z score of 1.96 for the .05 significance level was not attained, it was concluded that no significant difference existed (McNemar, 1962: pp. 101-102).

The results of testing the mean differences in total College Entrance Examination Scores between skill oriented student teachers and skill oriented first year teachers showed that no significant difference existed (Table 8). Using the formula for correlated data, the Z score obtained was .002, less than the 1.96 Z score needed to be significant at the .05 level. (McNemar, 1962: pp. 101-102).

TABLE 6.--Comparison of total College Entrance Examination Scores of 1964 graduates who were 1965 Michigan first year teachers with those of 1966 graduates who were 1967 Michigan first year home economics teachers

Sample	Number	Mean	F Ratio	F Ratio Point of Significance	t Score for .05 Level of Significance	t Score for .05 Level of Significance	t Score for .05 Level of Significance
Group One -- Skill Oriented First Year Teachers	43	120.5100	2.21	1.51	.72	2.020	2.019
Group Two -- Concept Oriented First Year Teachers	44	122.1600					

TABLE 7.--Comparison of total College Entrance Examination Scores of 1966 home economics teaching graduates with those of 1966 graduates who were 1967 Michigan first year home economics teachers

Sample	No.	Mean	F Ratio	F Ratio for .05 Point of Significance	Z Score	Z Score for .05 Level of Significance
Group One--Concept Oriented Student Teachers	74	121.8648				
			1.36	1.51	.001	1.96
Group Two--Concept Oriented First Year Teachers	44	122.1600				

TABLE 8.--Comparison of total College Entrance Examination Scores of 1964 home economics teaching graduates with those of 1964 graduates who were 1965 Michigan first year home economics teachers

Sample	No.	Mean	F Ratio	F Ratio for .05 Point of Significance	Z Score	Z Score for .05 Level of Significance
Group One--Skill Oriented Student Teachers	76	121.0526				
			1.28	1.51	.002	1.96
Group Two--Skill Oriented First Year Teachers	43	120.5100				

Because no significant differences were found between mean total College Entrance Examination Scores of any of the pairs of groups, the writer concluded that the groups were of comparable academic ability. Therefore, graduates in the different groups were not stratified according to their College Entrance Examination Scores when differences between mean job satisfaction scores were tested.

CHAPTER V

RESULTS AND DISCUSSION

The purpose of the present analysis of data was to determine attitudes indicating job satisfaction in vocational home economics teachers graduating from Michigan State University and then to compare such attitudes of skill oriented graduates with those of concept oriented graduates. This analysis could aid in helping to determine the effectiveness of the 1961 home economics teaching curriculum change at Michigan State University. More generally, the attitudes indicating job satisfaction which were identified by this analysis may be used in formulating better future objectives for home economics teaching curriculums. Furthermore, the comparison of job satisfaction between skill oriented home economics teaching curriculum graduates and concept oriented home economics teaching curriculum graduates from Michigan State University may have implications for home economics teaching curriculum revision at other universities.

Data for six hypotheses were analyzed and the findings concerning each hypothesis are presented, using the five percent significance point except in hypothesis VI where 90 percent of the theoretical range is used. In later sections, possible reasons for the results are

discussed, implications for home economics teaching curriculum revision are drawn, and suggestions for future research are made.

Hypothesis I

Hypothesis I stated: The attitudes which best indicate job satisfaction for vocational home economics teachers graduated from Michigan State University will deal with factors extrinsic to the job itself rather than the intrinsic job factors of pay and working conditions. Data to test this hypothesis, ratings on thirty extrinsic and intrinsic attitude topics and job satisfaction self ratings, were collected for 111 Michigan State University home economics teaching graduates. The relationship between each of the thirty attitude topics and the job satisfaction self ratings criteria was analyzed by Chi Square and contingency correlations during the development of this study's scaled questionnaires (see page 34). As shown in the tables of results included in Appendix C, the Chi Squares on all attitude topics were significant at the .001 level; and the contingency correlations on all attitude topics were significant at or above the .05 level. Thus, since all extrinsic and intrinsic attitudes included in the study were significant at the same high level, the research hypothesis was rejected.

Hypothesis II

The second hypothesis predicted: At the end of student teaching, Michigan State University concept oriented home economics teaching

curriculum graduates will be less satisfied with teaching than Michigan State University skill oriented home economics teaching curriculum graduates of comparable college entrance test scores. To test this hypothesis, job satisfaction scores were collected for 74 concept oriented graduates and 76 skill oriented graduates. The first analysis of the data was to determine the reasonableness of the assumption that the variances within the two groups were not significantly different. Such an analysis is necessary because one of the assumptions upon which analysis of variance is based is that the variances of the cells are homogenous. Variances were tested by the F test (McNemar, 1962: p. 247). As recorded in Table 9, the test of variance of job satisfaction scores at the end of student teaching between Michigan State University concept oriented curriculum graduates and Michigan State University skill oriented curriculum graduates resulted in an F score of 1.118. Since an F score of at least 1.47 is required for the .05 significance point, the assumption of no significant difference in variance within groups was accepted.

TABLE 9.--Variance of job satisfaction scores at the end of student teaching between concept oriented graduates and skill oriented graduates

Sample	N	Mean Job Satisfaction Score	Standard Deviation	F Score	F Score Equal to .05 Significance Point
Concept Oriented Graduates	74	101.9485	21.3383	1.118	1.47
Skill Oriented Graduates	76	105.9769	20.1501		

To determine if the difference in mean job satisfaction scores was significant, the mean scores presented in Table 9 were tested by analysis of variance as summarized in Table 10 (Downie and Heath, 1965: p. 181). The research hypothesis was rejected. In fact, the data reveal that concept oriented student teachers tend in the direction, but not significantly, of being more satisfied in teaching than are skill oriented student teachers.

TABLE 10.--Analysis of variance of mean job satisfaction scores at the end of student teaching between concept oriented graduates and skill oriented graduates

Sources of Variation	Sum of Squares	Degrees of Freedom	Mean Square	F Score	F Score Equal to .05 Significance Point	Significance Point of Obtained F Score
Between Categories	608.460	1	608.460	2.260	3.91	.065
Within Categories	39836.878	148	269.168			
Totals	40445.338	149				

Hypothesis III

The third hypothesis assumed: At the end of the first year of teaching, Michigan State University concept oriented home economics teaching curriculum graduates will be more satisfied with teaching than Michigan State University skill oriented home economics teaching curriculum graduates of comparable college entrance test scores. This hypothesis was tested by analyzing job satisfaction scores of 44 concept oriented first year teachers and 43 skill oriented first year teachers. From the test of the F ratio of variances within the two groups as summarized in Table 11, an F score of 1.60 was obtained (McNemar, 1962: p. 247). The F score equal to the .05 significance point is 1.63. Thus, the assumption of no significant difference in variance within groups was accepted.

TABLE 11.--Variance of job satisfaction scores at the end of the first year of teaching between concept oriented graduates and skill oriented graduates

Sample	N	Mean Job Satisfaction Score	Standard Deviation	F Score	F Score Equal to .05 Significance Point
Concept Oriented First Year Teachers	44	103.3727	17.1444	1.60	1.63
Skill Oriented First Year Teachers	43	107.6127	22.3836		

The difference in mean job satisfaction scores was tested by analysis of variance to determine if the difference was significant (Table 12) (Downie and Heath, 1965: p. 181). Although the data indicate that concept oriented first year teachers tended toward being more satisfied in teaching than did skill oriented first year teachers, the difference is not significant; and the research hypothesis was rejected.

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TABLE 12.--Analysis of variance of mean job satisfaction scores at the end of the first year of teaching between concept oriented graduates and skill oriented graduates

Sources of Variation	Sum of Squares	Degrees of Freedom	Mean Square	F Score	F Score Equal to .05 Significance Point	Significance Point of Obtained F Score
Between Categories	395.305	1	395.305	1.00059	3.96	.16
Within Categories	33976.279	86	395.073			
Total	34371.584	87				

Hypothesis IV

Hypothesis IV stated: Michigan State University concept oriented home economics teaching curriculum graduates will be more satisfied with teaching at the end of the first year of teaching than at the end of student teaching. Data to test this hypothesis were comprised of job satisfaction scores for 74 concept oriented student teachers and 44 of these concept oriented graduates as first year teachers. First, the ratio of variances within the two groups was tested by the F test to determine if the difference in variances was significant (Table 13) (McNemar, 1962: p. 247). Since the obtained F score of 1.54 was not as large as the F score of 1.56 required to be significant at the .05 point, the assumption of no significant difference in variance with groups was accepted.

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TABLE 13.--Variance of job satisfaction scores of concept oriented graduates at the end of student teaching and at the end of the first year of teaching

Sample	N	Mean Job Satisfaction Score	Standard Deviation	F Score	F Score Equal to .05 Significance Point
Concept Oriented Student Teachers	74	101.9485	21.3383	1.54	1.56
Concept Oriented First Year Teachers	44	103.3727	17.1444		

Next, the difference in mean job satisfaction scores was tested for significance by analysis of variance (Table 14) (Downie and Heath, 1965: p. 181). Since concept oriented curriculum graduates tend to be slightly less satisfied in teaching at the end of the first year of teaching than at the end of student teaching (although the difference is not significant) the research hypothesis of increased job satisfaction was rejected.

APP 14.
Notes

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TABLE 14.--Analysis of variance of mean job satisfaction scores of concept oriented graduates at the end of student teaching and at the end of the first year of teaching

Sources of Variation	Sum of Squares	Degrees of Freedom	Mean Square	F Score	F Score Equal to .05 Significance Point	Significance Point of Obtained F Score
Between Categories	56.764	1	56.764	.29758	3.92	.295
Within Categories	22317.897	117	190.751			
Totals	22374.661	118				

Hypothesis V

Hypothesis V predicts: Michigan State University skill oriented home economics teaching curriculum graduates will be less satisfied with teaching at the end of the first year of teaching than at the end of student teaching. Job satisfaction scores of 76 skill oriented student teachers and of 43 skill oriented graduates as first year teachers were used to test the hypothesis. From the test of the F ratio of variances within the two groups as summarized in Table 15, an F score of 1.23 was obtained (McNemar, 1962: p. 247). Since an F score of at least 1.54 is required for the .05 significance point, the assumption of no significant difference in variance within groups was accepted.

TABLE 15.--Variance of job satisfaction scores of skill oriented graduates at the end of student teaching and at the end of the first year of teaching

Sample	N	Mean Job Satisfaction Score	Standard Deviation	F Score	F Score Equal to .05 Significance Point
Skill Oriented Student Teachers	76	105.9769	20.1501	1.23	1.54
Skill Oriented First Year Teachers	43	107.6127	22.3836		

To ascertain if the difference in mean job satisfaction scores was significant, the mean scores presented in Table 15 were tested by analysis of variance as outlined in Table 16 (Downie and Heath, 1965: p. 181). Although the data reveal that skill oriented curriculum graduates tend to be slightly less satisfied in teaching at the end of their first year of teaching than at the end of student teaching, the difference is not significant. Therefore, the research hypothesis was rejected.

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TABLE 16.--Analysis of variance of mean job satisfaction scores of skill oriented graduates at the end of student teaching and at the end of the first year of teaching

Sources of Variation	Sum of Squares	Degrees of Freedom	Mean Square	F Score	F Score Equal to .05 Significance Point	Significance Point of Obtained F Score
Between Categories	73.485	1	73.485			
				.16696	3.92	.345
Within Categories	51495.260	117	440.130			
Totals	51568.745	118				

Hypothesis VI

Hypothesis VI assumes: The obtained range of job satisfaction scores will approach (within ten percent) the theoretical range of job satisfaction scores among persons in the same group of Michigan State University home economics teaching graduates. In order to test this hypothesis, the range of job satisfaction scores for each group of graduates--74 concept oriented student teachers, 76 skill oriented student teachers, 44 concept oriented first year teachers, and 43 skill oriented first year teachers--was analyzed in relation to the theoretical range for that group (Table 17). Both as student teachers and as first year teachers, the skill oriented curriculum graduates had a larger

range of job satisfaction scores than did the concept oriented curriculum graduates. However, no group reached the size of actual range required to equal ninety percent of the theoretical range for a group. The obtained range sizes ran from 30 percent of the theoretical range for concept oriented student teachers to 80 percent of the theoretical range for skill oriented first year teachers. The research hypothesis was therefore rejected.

TABLE 17.--Variance of job satisfaction scores within sample groups

Sample Group	Theoretical Range	Size of Theoretical Range	Actual Range	Size of Actual Range	Size of Range Equal to 90% of Theoretical Range
Concept Oriented Student Teachers	68.50 to 226.15	157.65	72.250 to 127.750	55.500	141.89
Skill Oriented Student Teachers	68.50 to 226.15	157.65	81.875 to 177.250	95.375	141.89
Concept Oriented First Year Teachers	72.875 to 222.875	150.00	77.250 to 156.250	79.000	135.00
Skill Oriented First Year Teachers	72.875 to 222.875	150.00	81.750 to 202.000	102.250	135.00

Discussion of Results

Since all the research hypotheses were rejected at the .05 significance point, the hypothesized situations appear not to exist in the sample. Although generalizations cannot definitely be drawn from a biased sample, such as the one in this study, the hypothesized situations may not exist in the two populations of vocational home economics teachers concerned--those graduated from a skill oriented curriculum at Michigan State University and those graduated from a concept oriented curriculum at Michigan State University. There are many possible reasons why the research hypotheses were rejected, and some of these will be discussed in this section.

Rejection of the first hypothesis indicates there is no difference in ability to predict job satisfaction for vocational home economics teachers graduated from Michigan State University between attitudes dealing with factors extrinsic to the job itself and attitudes dealing with intrinsic job factors of pay and working conditions. Since the instrument used found all factors to be equally significant, a more discerning instrument may be needed to adequately test this hypothesis. For example, the results may have been different if an instrument had been employed which forced choices between the different attitude topics rather than just between degrees of the same attitude.

Furthermore, the writer believes a halo effect might have influenced the results; for if a respondent scored high on one attitude topic,

she tended to score high on all the other topics. Intercorrelations were computed between responses to attitude topics on questionnaires completed by 111 Michigan State University home economics teaching graduates (McNemar, 1962: p. 112). Almost all intercorrelation coefficients were significant at or above the .01 significance level (Appendix G). If the interaction between attitude topics could have been further analyzed, one might have found the kind of interaction and the complexes of attitudes formed by the interaction to be more important to job satisfaction than any single intrinsic or extrinsic attitude topic.

The second, third, fourth, and fifth hypotheses all predicted the comparative job satisfaction of two groups of Michigan State University home economics teaching graduates. Rejection of these hypotheses indicate no significant difference in job satisfaction between the following pairs of groups:

- 1) concept oriented student teachers and skill oriented student teachers
- 2) concept oriented first year teachers and skill oriented first year teachers
- 3) concept oriented student teachers and concept oriented first year teachers
- 4) skill oriented student teachers and skill oriented first year teachers.

This lack of difference in job satisfaction as measured by attitudes may be a reflection of educators' general confusion concerning teaching

of attitudes. Educators cannot agree on the definition of an attitude, what comprises an attitude, or how attitudes are learned. Therefore, it is possible that neither of the two curriculums were actually teaching attitudes indicating job satisfaction or that both curriculums were teaching the attitudes to the same basic extent. In either case, graduates of the two curriculums would be equally prepared by their college education to maintain attitudes indicating job satisfaction.

Another aspect of the lack of difference in job satisfaction found between graduates of the two curriculums is the fact that curriculum change must be qualitative as well as quantitative. Thus, beliefs of the faculty and the way they teach must change, as well as course structure and content. Such qualitative change in people is a much harder, slower process than quantitative change in subject matter. Qualitative changes may not have been completed by the time the 1966 class of home economics teaching graduates entered the concept oriented curriculum and possibly no difference between the two groups should be expected at this early date.

A third possible explanation of the lack of differences in job satisfaction is revealed by the range of job satisfaction scores for each group in the sample (see Table 17). The range of scores for skill oriented graduates, both as student teachers and as first year teachers, is much greater than for concept oriented graduates. Therefore, the extreme scores of a few skill oriented graduates may be overly influencing the mean score and consequently affecting the results.

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In testing hypothesis II, the data revealed that concept oriented student teachers were more satisfied in teaching at the .065 significance point than were skill oriented student teachers. The student teaching experience demands much adjustment to new people and to teaching some content areas in which the student teacher from either curriculum has had, at most, only one or two courses herself. The concept curriculum's emphasis on application of basic concepts and on interpersonal relations may better prepare the student teacher to adequately make such adjustments than does the skill oriented curriculum's emphasis on food preparation and clothing construction. If this is the case, the concept oriented student teacher's ability to meet demands for adjustment in the student teaching experience may generate attitudes indicating higher job satisfaction than would the skill oriented student teacher's confidence gained from mastery of specific skills.

Perhaps no significant difference was found between concept oriented graduates and skill oriented graduates in testing hypothesis III concerning attitudes indicating job satisfaction at the end of the first year of teaching because the time of teaching was too short for eventual differences to emerge. The job satisfaction score of skill oriented teachers may not have been lower because their specific knowledge and skills had not yet had time to become outdated. Similarly, the job satisfaction score of concept oriented teachers may not have been higher because they had not had time, along with the other adjustments

of first year teaching, to master all the desired skills. In addition, if the concept oriented teacher really tries to teach for concepts and application of concepts instead of primary emphasis on food preparation and clothing construction skills in her classroom, she will often be an innovator in changing the status quo of home economics programs in secondary schools. As an innovator, the concept oriented teacher will likely have to work harder and may have greater opposition from students, school personnel, and community members for the first two or three years than had no changes been introduced. This factor may tend to lower the job satisfaction scores of concept oriented first year teachers. In contrast, if the skill oriented teacher emphasizes food preparation and clothing construction skills in her classroom (items which were stressed in her college curriculum), the status of home economics programs in secondary schools will probably not be altered or even threatened. By meeting the expectations that a majority of students, school personnel, and community members have of home economics and since she does not have the work or opposition involved in a process of change, the skill oriented first year teacher may have as high a job satisfaction score as the concept oriented first year teacher.

In testing hypotheses IV and V, data revealed that both concept oriented graduates and skill oriented graduates tended to be slightly, but not significantly, less satisfied in teaching at the end of the first

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year of teaching than at the end of student teaching. Possibly the demands and pressures placed on first year teachers contributed to the lowering of job satisfaction scores in both first year teacher groups. Perhaps lower job satisfaction scores for skill oriented teachers were not evident because there had not been sufficient time for specific knowledge and skills to become outdated, and they were meeting the standard expectations of students, school personnel and community members. On the other hand, job satisfaction scores of concept oriented teachers may not have been higher because they were still unsure of their skills and initial teaching adjustments. Extra work and opposition because they were trying to be innovators of change may also have been a factor.

Significant differences in job satisfaction might be found between skill oriented graduates and concept oriented graduates after a longer period of teaching experience. Upon completion of four or five years teaching, the job satisfaction scores of skill oriented teachers might significantly drop as their specific knowledge and skills become outdated and they find it hard to keep up with changes in the field. After the same period of teaching, job satisfaction scores of the concept oriented teachers might rise and be significantly higher than those of skill oriented teachers because they would have had time to learn needed skills, and their ability to keep up with changes in the field would have been proven. The concept oriented teachers would have

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also had time to establish the concept of a changing home economics program to meet the needs of changing society and to begin seeing the reward of implementing such a concept.

Rejection of the sixth hypothesis indicates that the obtained range of job satisfaction scores does not approach (within ten percent) the theoretical range of job satisfaction scores among persons in the same group of Michigan State University home economics teaching graduates. It was perhaps unrealistic to expect the obtained ranges to be 90 percent or more of the theoretical range when so many variables--academic ability, educational background, subject matter taught, and type of teaching situation--are partially controlled. However the obtained ranges are large enough to indicate a great degree of variation in job satisfaction among graduates of the same curriculum. Such a variation may imply that no home economics teaching curriculum can produce all satisfied or all dissatisfied teachers. It could also suggest that attitudes indicating job satisfaction may be produced through interaction among individual personality, psychological needs, physical environment, and educational preparation.

Actual ranges of job satisfaction scores in the four groups also reveal a point that could be lost in the process of averaging in order to obtain mean job satisfaction scores. Among both student teachers and first year teachers, the most satisfied in teaching are concept oriented curriculum graduates and the most dissatisfied in teaching

are skill oriented curriculum graduates. Although the difference between mean job satisfaction scores of skill oriented graduates and concept oriented graduates is not significant, at least some concept oriented curriculum graduates are happier in teaching than any skill oriented curriculum graduate and at least some skill oriented curriculum graduates are less happy in teaching than any concept oriented curriculum graduate. If home economics educators are as concerned about educating individuals as the plentiful literature on "meeting individual needs" suggests, such findings are a strong argument in favor of a concept home economics teaching curriculum.

This discussion of findings has presented theories which seem to be supported by the results obtained. Quite obviously, however, further research needs to be done to test the theories lest they continue to be unproven theory and not fact.

Implications for Home Economics Teaching Curriculum Revision

Based on the findings and discussion of this research study, the following implications appear to be worthy of consideration in home economics teaching curriculum revision:

- 1) Both attitudes dealing with factors extrinsic to the job and attitudes dealing with the intrinsic factors of pay and working conditions are important indicators of job satisfaction in vocational home economics teachers. Therefore, the "affective domain" (attitudes

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and feelings) may need to be emphasized to as great a degree as the "cognitive domain" (subject matter content) and the "psychomotor domain" (skills) in home economics teaching curriculums.

2) Home economics educators may need to decide which attitudes best achieve the goals of their curriculums; to ascertain what subject matter content they comprise; how to teach for the chosen attitudes; and then, how to apply the chosen attitudes.

3) Effective curriculum change should include qualitative change in faculty beliefs and methods as well as quantitative change in formulated goals and course content. A change in general philosophy of a curriculum may not change attitudes of students unless the change in philosophy is implemented by faculty at the feeling level, in the affective domain as well as in the cognitive domain.

4) Perceived attitudes of others appear to be important indicators of job satisfaction for vocational home economics teachers. Therefore, home economics educators probably need to include more interpersonal relations and more public relations work in home economics teaching curriculums in order that their graduates can convince students, school personnel, and community members of the value of home economics. This is especially true if the home economics college is going to implement a major curriculum revision for its teaching majors. Graduates of the revised curriculum should also be taught how to be innovators of change at the secondary school level.

5) Since individual attitudes indicating job satisfaction appear to vary, college home economics teaching programs might be improved by including qualified advisors to counsel majors on how to select a home economics teaching position which would be satisfying to the individual teacher involved.

6) At the end of first year teaching, job satisfaction scores of graduates from a revised curriculum may not reflect any of the changes made in that curriculum. Pressures and demands made upon first year teachers may account for an apparent lack of increase in job satisfaction scores. However, job satisfaction may increase after three or four years when initial adjustments to teaching are made.

7) Although mean job satisfaction scores of graduates of different home economics teaching curriculums may not be significantly different, the difference in curriculum may make an important difference in the job satisfaction of some graduates.

Suggestions for Future Research

Based on the findings of this research study, the following are suggestions of needed research on attitudes that indicate job satisfaction in vocational home economics teachers graduated from different curriculums:

1) A more definite heirarchy, according to importance, of attitudes indicating job satisfaction should be established, perhaps by use of a forced choice type instrument. What interactions between

attitudes and what complexes of attitudes formed by interactions are important to job satisfaction also need to be ascertained.

2) In-depth studies of attitudes indicating job satisfaction should be conducted to determine exactly what constitutes an attitude, how an attitude is taught, and how it influences behavior.

3) Attitudes indicating job satisfaction of home economics teaching graduates from different curriculums need to be collected on a long range basis to see if significant differences in job satisfaction develop after initial adjustments to teaching are made. Data should be collected from more than one year's graduates of each curriculum studied in order to have a large enough sample of the graduates still teaching after four or five years. Perhaps data could be collected on home economics teaching graduates of different universities so that broader generalizations could be drawn from the results.

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CHAPTER VI

SUMMARY

This study's first purpose was to determine some attitudes that indicate job satisfaction in vocational home economics teachers graduated from Michigan State University. Secondly, the study aimed at helping determine the effectiveness of the 1961 home economics teaching curriculum change at Michigan State University by comparing attitudes indicating job satisfaction of home economics teaching majors graduating before the 1961 curriculum change to those of home economics teaching majors graduating after the 1961 curriculum change. Throughout the study, the curriculum before revision was referred to as a "skill oriented" curriculum because of its large number of weekly laboratory hours and its emphasis on the traditional skill areas of food preparation and clothing construction. In contrast, the curriculum after revision was defined as a "concept oriented" curriculum because of its emphasis on broad concepts and application of concepts rather than on manipulative skills.

The following six specific research hypotheses were formulated to accomplish the stated purposes:

1) The attitudes which best predict job satisfaction for vocational home economics teachers graduated from Michigan State University will deal with factors extrinsic to the job itself rather than the intrinsic job factors of pay and working conditions.

2) At the end of student teaching, Michigan State University concept oriented home economics teaching curriculum graduates will be less satisfied with teaching than Michigan State University skill oriented home economics teaching curriculum graduates of comparable college entrance test scores.

3) At the end of the first year of teaching, Michigan State University concept oriented home economics teaching curriculum graduates will be more satisfied with teaching than Michigan State University skill oriented home economics teaching curriculum graduates of comparable college entrance test scores.

4) Michigan State University concept oriented home economics teaching curriculum graduates will be more satisfied with teaching at the end of the first year of teaching than at the end of student teaching.

5) Michigan State University skill oriented home economics teaching curriculum graduates will be less satisfied with teaching at the end of the first year of teaching than at the end of student teaching.

6) The obtained range of job satisfaction scores will approach (within ten percent) the theoretical range of job satisfaction scores

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among persons in the same group of Michigan State University home economics teaching graduates.

Attitude topics in Hollandsworth's Survey of Home Economics Graduates questionnaire (1959: pp. 154-166) were adopted for use in this study's Scales of Attitudes Indicating Job Satisfaction. All attitude topics were included which were found to be related to job satisfaction of home economics teachers by Hollandsworth's study, and by a review of literature since 1959 on attitudes indicating job satisfaction in women teachers.

To further test the validity of the attitude topics for indicating job satisfaction, a first draft of the attitude questionnaire was answered by all members of a sample of forty 1966-7 Michigan second year home economics teachers and seventy-one home economics student teachers graduating from Michigan State University. A job satisfaction self rating scale ranging from a high of one to a low of nine was also completed by the graduates sampled and was used as the criterion for job satisfaction. In a contingency table analysis, including Chi Squares and contingency correlations, each attitude topic was found by Chi Square to distinguish between high, average, and low satisfied home economics teachers at the .001 significance level (Hays, 1963: p.582) and to have a contingency correlation significant from zero at or above the .05 level (Hays, 1963: pp. 604-606). Since it had been decided to keep in the questionnaire those attitude topics significantly related to job satisfaction at the .10 level, all attitude topics were retained.

Having supported the validity of the attitude topics in the questionnaire, the attitudes were next scaled by being assigned a numerical value ranging from a high of one to a low of nine by eight home economics educators at different universities, according to the judged importance of each attitude to job satisfaction for vocational home economics teachers. The mean rank of the judges for each attitude was the weight given that attitude in the scaled questionnaires. Four scaled questionnaires were developed:

1) Attitude Scales for Home Economics Teachers--The mean of the judges' ratings is rounded off to the nearest whole number.

2) Attitude Scales for Home Economics Teaching Graduates--The mean of the judges' ratings is rounded off to the nearest whole number.

3) Attitude Scales for Home Economics Teachers (Research Form)--The exact mean of the judges' ratings is used.

4) Attitude Scales for Home Economics Teaching Graduates (Research Form)--The exact mean of the judges' ratings is used.

Only two differences exist between the graduate and regular teacher forms. First, the question regarding the "college coordinator of student teaching" on the graduate forms is changed to read "school administrator" on the regular teacher forms. Secondly, the question concerning "home economics supervising teacher" on the graduate form is changed to read "home economics state office person" on the regular teacher form.

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Interjudge reliability was tested for significance from zero at the .05 level. Using Hoyt's Analysis of Variance, interjudge reliability between the eight judges was .9108, and the reliability of the judges' mean ratings on each attitude was .9862 (Linguist, 1961: pp. 590-593).

Tests were also conducted on the validity and reliability of the scaled attitude questionnaires. Pearson Product Moment Correlations to determine a validity coefficient were run between the job satisfaction self ratings criteria and the scaled questionnaire scores of twenty 1966-7 Michigan second year home economics teachers and thirty-five 1966-7 student home economics teachers graduated from Michigan State University. The correlation on the regular form (rounded whole number) was .94238 while the correlation on the research form (exact number) was .95576 (McNemar, 1962: p. 112). Pearson Product Moment Correlations to obtain internal consistency reliability were run between scores on the odd items and scores on the even items of the scaled questionnaires for the same sample. The correlation was .85688 for the regular form and .84524 for the research form. Application of the Spearman Brown Prophecy Formula resulted in a .91622 correlation for the regular form and .90478 for the research form (McNemar, 1962: pp. 114-116).

The validity and reliability correlations were cross validated using another group of twenty 1966-7 Michigan second year home economics teachers and thirty-six 1966-7 student home economics teachers gradu-

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ated from Michigan State University. In the cross validation study, the validity correlation on the regular form was .96531 while that of the research form was .95776 (McNemar, 1962: p. 112). Cross validation correlations on the reliability resulted in an internal consistency correlation of .86622 for the regular form and .86867 for the research form. By using the Spearman Brown Prophecy Formula, a coefficient of .92688 was obtained for the regular form and .92987 for the research form (McNemar, 1962: pp. 114-116). All validity and reliability correlations were significant from zero at the .001 level (Downie and Heath, 1965: p. 306).

The populations for the study consisted of all graduates of the skill oriented home economics teaching curriculum at Michigan State University and all graduates of the concept oriented home economics teaching curriculum at Michigan State University. Due to practical impossibilities, a random sample of the population was not drawn, but rather all members of the last group graduated from the skill oriented curriculum (1964) and all members of the second group graduated from the concept oriented curriculum (1966) were selected. The first group graduated from the concept oriented curriculum (1965) was not sampled because the process of change in curriculum for these students might have introduced many uncontrolled variables.

Graduates who comprised the sample were mailed attitude questionnaires after completion of student teaching and again at the end of

the first year of regular teaching, if they taught the year after graduation. The 237 questionnaires returned (100 percent of the sample) comprised four sample groups: 76 skill oriented graduates, 43 skill oriented graduates as first year teachers, 74 concept oriented graduates, and 44 concept oriented graduates as first year teachers. The scaled attitude questionnaire developed in the first part of this study was used to score these questionnaires.

Statistical difference at the .05 significance point between mean total job satisfaction scores was tested for the following pairs of groups:

1) skill oriented student teachers and concept oriented student teachers.

2) skill oriented first year teachers and concept oriented first year teachers.

3) concept oriented student teachers and concept oriented first year teachers

4) skill oriented student teachers and skill oriented first year teachers (McNemar, 1962: p. 102).

In addition, the obtained range of scores in each of the four sample groups--skill oriented student teachers, concept oriented student teachers, skill oriented first year teachers, and concept oriented first year teachers--was analyzed in terms of its percentage of the theoretical range of scores for the group.

In order to control for differences in academic ability between the groups being compared, the mean difference in total College Entrance

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Examination Scores was tested at the .05 significance level for each pair of groups for which difference between mean total job satisfaction scores was tested (McNemar, 1962: pp. 102-103). No significant differences were found between the scores of any of the pairs of groups.

As a result of the analysis of the data, all six research hypotheses were rejected at the .05 significance point. Although generalizations cannot be definitely drawn from a biased sample, such as the one in this study, hypothesized differences may also not exist in the two populations of vocational home economics teachers concerned--those graduated from a skill oriented curriculum at Michigan State University and those graduated from a concept oriented curriculum at Michigan State University.

The following are some of the implications drawn from the results of this study which seem to be worthy of consideration (for a complete list, see pages 75 to 78). Both attitudes dealing with factors extrinsic to the job and attitudes dealing with the intrinsic factors of pay and working conditions are important indicators of job satisfaction in vocational home economics teachers. Therefore, the "affective domain" (attitudes and feelings) may need to be emphasized to as great a degree as the "cognitive domain" (subject matter content) and the "psychomotor domain" (skills) in home economics teaching curriculums. However, further research is needed to establish which attitudes, or complexes and interactions of these attitudes, are most important in achieving the goals of specific home economics teaching curriculums. In-depth

studies of attitudes indicating job satisfaction should be conducted to determine exactly what constitutes an attitude, how an attitude is taught, and how it influences behavior. Home economics teaching curriculum revisions may not be evidenced by increased job satisfaction scores of the revised curriculum graduates at the end of their first year of teaching, possibly because of the pressures and demands of the first year teaching situation. Therefore, graduates might profit from increased pre-service education emphasis on how to function effectively in a situation of change. Job satisfaction of graduates of different home economics teaching curriculums needs to be sampled after four or five years of teaching to see if significant differences in job satisfaction develop after initial adjustments to teaching are made.

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APPENDICES



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APPENDIX A
ORIGINAL QUESTIONNAIRES AND COVER LETTERS

A SURVEY OF HOME ECONOMICS GRADUATES

I. PERSONAL DATA

A. Marital Status: Single_____ Married_____ Widowed_____
 Divorced or legally separated_____ Remarried_____

B. Child	Number	Age Range
	_____	0-5 years
	_____	6-10 years
	_____	11-15 years
	_____	Over 15 years

C. Date(s) of graduation: BS_____ MS_____ Doctorate_____
 Age at graduation: BS_____
 Completed student teaching: As an undergraduate_____
 graduate_____
 Teaching minor: _____

D. What was the chief reason influencing you to become a home economics teacher? (Check one item only)

- ____ 1. Never wanted to become a home economics teacher
- ____ 2. No particular influence
- ____ 3. Family experience and/or influence
- ____ 4. Influence of counselor
- ____ 5. Influence of home economics teacher
- ____ 6. High school home economics experience
- ____ 7. 4-H Club experience
- ____ 8. Contact with home economics students
- ____ 9. Other influence (Explain) _____
- _____
- _____

E. Time in school when you definitely decided to become a home economics teacher. (Check one item only)

- ____ 1. Never decided to teach
- ____ 2. Grades 1-6
- ____ 3. Grades 7-10
- ____ 4. Grades 11-12
- ____ 5. After high school but before starting to college
- ____ 6. During 1st or 2nd year of college
- ____ 7. During 3rd or 4th year of college
- ____ 8. After college

F. Are there teachers in your family ?

- ☐ 1. No teachers
- ☐ 2. Uncles, aunts and/or grandparents are teachers
- ☐ 3. Parents, brothers and/or sisters are teachers

G. Personal goals upon entering college. (Check one item only)

- ☐ 1. Did not want to become a teacher of home economics
- ☐ 2. Was mildly interested in becoming a teacher of home economics
- ☐ 3. Attended college specifically to become a teacher of home economics

H. Personal goals at present. (Check one item only)

- ☐ 1. Have no desire to teach
- ☐ 2. Want to teach one or two years only!
- ☐ 3. Want to combine teaching and marriage continuously with limited time out of the profession for child bearing
- ☐ 4. Want to combine marriage and teaching only until first pregnancy
- ☐ 5. Want to combine marriage and teaching until first pregnancy and want to return to teaching after children leave home

I. List below every job you have held for a significant length of time including summer employment.

Dates employed		Employer	Type of work you did
From: Month and Year	To: Month and Year		

II. PROFESSIONAL DATA

Directions: In the space on the left side of the page check those items which best describe your student teaching situation. Please check one answer for each item.

A. Size of community. (Check one item only)

- ☐ 1. Population of less than 1000
- ☐ 2. Population of 1000-1999
- ☐ 3. Population of 2000-2999
- ☐ 4. Population of 3000-9999
- ☐ 5. Population of 10,000-49,999
- ☐ 6. Population of 50,000 and over

B. School provision for operating expenses. (Check one item only)

- ☐ 1. No funds are provided by the school
- ☐ 2. Funds are provided by school but no set amount is known by the teacher.
- ☐ 3. Definite amount of school funds provided by the school and the amount is known by the teacher.

C. Equipment in home economics department. (Check one item only)

- ☐ 1. Inadequate equipment for teaching any area of home economics
- ☐ 2. Adequate equipment for teaching one or two areas of home economics
- ☐ 3. Adequate equipment for teaching almost all areas of home economics

D. Average amount of time you spend on activities (including teaching and preparation time, FHA, home visitation, adult program, etc.) per week as part of your job whether you do the work at school, home or elsewhere. (Check one item only)

- ☐ 1. Under 30 hours
- ☐ 2. 30 - 35 hours
- ☐ 3. 36 - 40 hours
- ☐ 4. 41 - 45 hours
- ☐ 5. 46 - 50 hours
- ☐ 6. 51 - 55 hours
- ☐ 7. 56 - 60 hours
- ☐ 8. 61 - 65 hours
- ☐ 9. 65 hours and over

E. Courses completed beyond B. S. degree. (Check one item only)

- ☐ 1. None
- ☐ 2. Courses required for certification

- _____ 3. Courses beyond that required for certification but have not completed a Master's degree
- _____ 4. Master's degree
- _____ 5. Courses beyond a Master's degree but have not completed a Doctoral degree
- _____ 6. Doctoral degree

F. Other types of professional activities. (Check one item only)

- _____ 1. Participate in no professional activities
- _____ 2. Participate only in local professional activities
- _____ 3. Participate in professional activities only at the regional and/or state levels (such as home economics teacher conference)
- _____ 4. Participate in professional activities at local, regional and/or state levels
- _____ 5. Participate in professional activities at local, regional and/or state and national levels

III. ATTITUDES

Directions: In the spaces on the left, check those items which best describe your beliefs and/or feelings as they applied to your home economics teaching situation. Please check one answer for each item.

A. Adequacy of training in subject matter. (Check one item only)

- _____ 1. Feel inadequately prepared in almost all areas of home economics
- _____ 2. Feel adequately prepared in one or two areas of home economics
- _____ 3. Feel adequately prepared in most areas of home economics
- _____ 4. Feel adequately prepared in all areas of home economics

B. Adequacy of training in planning and using methods to achieve goals. (Check one item only)

- _____ 1. Feel inadequate in planning and using methods
- _____ 2. Feel adequate in the use of general methods such as lecture but feel inadequate in planning and carrying out some special home economics laboratory lessons, discussions, demonstrations, and activities such as FHA and home experiences

- _____ 3. Feel adequate in planning and using a variety of methods in classroom, laboratory and related activities
- _____ 4. Feel adequate in planning, using and evaluating a variety of methods in classroom, laboratory, and related activities

C. Professional adequacy. (Check one item only)

- _____ 1. Feel insecure and unhappy in teaching
- _____ 2. Feel fairly secure and happy in teaching
- _____ 3. Feeling secure and happy in teaching
- _____ 4. Feel secure and happy in teaching and feel that a worthwhile contribution is made to society and young people

D. Educational philosophy. (Check one item only)

- _____ 1. Have no well defined beliefs about the purposes of education
- _____ 2. Have some beliefs concerning the purposes of education but cannot see how to achieve them through home economics
- _____ 3. Have some beliefs concerning the purposes of education and how to help achieve them through home economics
- _____ 4. Have a well defined philosophy of education and the place of home economics in achieving these objectives

E. Chances for marriage. Please check your beliefs even though you may be married. (Check one item only)

- _____ 1. Believe that women teachers have few chances to meet suitable marriage partners
- _____ 2. Believe that women teachers have as many chances to meet suitable marriage partners as women with comparable professional positions
- _____ 3. Believe that women teachers have better chances to meet suitable marriage partners than women with comparable professional positions

F. Financial opportunities. (Check one item only)

- _____ 1. Cannot meet needs with the salary received for teaching

- _____ 2. Can meet immediate needs with the salary received for teaching but find it difficult to plan for travel, attending school and/or major things such as owning a home
- _____ 3. Can meet immediate needs and budget for travel, further education and generally meet financial expectations on the salary received for teaching

G. Living arrangements. (Check one item only)

- _____ 1. Living arrangements are unsatisfactory
- _____ 2. Living arrangements are fairly satisfactory
- _____ 3. Living arrangements are satisfactory
- _____ 4. Living arrangements are very satisfactory

H. Cultural opportunities. (Check one item only)

- _____ 1. This teaching situation provides little opportunity for cultural and/or stimulating intellectual activities such as attending concerts and lectures
- _____ 2. This teaching situation provides some opportunity for cultural and/or stimulating intellectual activities
- _____ 3. This teaching situation provides much opportunity for cultural and/or stimulating intellectual activities

I. Creativity. (Check one item only)

- _____ 1. Home economics teaching seems dull and routine
- _____ 2. Home economics teaching provides limited opportunities to use own ideas in developing the program and teaching methods
- _____ 3. Home economics teaching provides opportunities for experimentation with teaching methods, program development and sharing problem solving in the school as a whole

J. Attitude of teachers other than home economics. (Check one item only)

- _____ 1. Home economics is ignored by most teachers in the school
- _____ 2. Home economics is viewed unfavorably by many of the teachers in the school
- _____ 3. Home economics is viewed unfavorably by some, but is supported by some teachers in the school
- _____ 4. Home economics is viewed favorably and is supported by most of the teachers in the school

K. Attitude of administrator(s). (Check one item only)

- _____ 1. Home economics is considered largely a field for students of a low socio-economic level and/or mental ability
- _____ 2. Home economics is considered necessary for students of low socio-economics level and/or mental ability but is also considered suitable for all students
- _____ 3. Home economics is considered a field having much to offer all girls
- _____ 4. Home economics is considered a field having much to offer all students (boys as well as girls)

L. Prestige in the community. (Check one item only)

- _____ 1. Most community members seem to think of home economics as a "frill" rather than a necessary part of the school program
- _____ 2. Most community members seem to accept home economics as a part of the school program but do not seem to understand that it is more than cooking and sewing
- _____ 3. Most community members seem to understand home economics and generally support the program
- _____ 4. Most community members seem to understand and see real value in home economics and strongly support the program

M. Attitude of students. (Check one item only)

- _____ 1. Home economics is considered largely a field for students of low socio-economics level and/or mental ability
- _____ 2. Home economics is considered necessary for students of low socio-economic level and/or mental ability but is also considered suitable for all students
- _____ 3. Home economics is considered a field having much to offer all girls
- _____ 4. Home economics is considered a field having much to offer all students (boys as well as girls)

N. Attitude of your parental family toward home economics teaching. (Check one item only)

- ☐ 1. Family has little respect for home economics teaching as a profession
- ☐ 2. Family respects home economics teaching but does not think there is any future in it
- ☐ 3. Family has respect for home economics teaching and feel it is a creditable profession for women
- ☐ 4. Family has great respect for home economics teaching and think that it is a worthwhile profession for both men and women

O. Present attitude of husband or boyfriend toward teaching. (Check one item only)

- ☐ 1. Definitely opposed to wife's or girlfriend's teaching
- ☐ 2. Fairly favorable to wife's or girlfriend's teaching
- ☐ 3. Favorable to wife's or girlfriend's teaching
- ☐ 4. Very favorable to wife's or girlfriend's teaching

P. Attitude of friends toward home economics teaching. (Check one item only)

- ☐ 1. Very unfavorable toward home economics teaching
- ☐ 2. Somewhat favorable toward home economics teaching
- ☐ 3. Favorable toward home economics teaching
- ☐ 4. Very favorable toward home economics teaching

Q. Relationships with students. (Check one item only)

- ☐ 1. Students are hard to manage and working with them is not enjoyable
- ☐ 2. Students are hard to manage but working with them is enjoyable
- ☐ 3. Students are fairly cooperative but working with them is not enjoyable
- ☐ 4. Students are fairly cooperative and working with them is enjoyable
- ☐ 5. Students are cooperative and working with them is very enjoyable

R. Relationships in the community where you are teaching or did teach. (Check one item only)

- ☐ 1. Do not participate in community functions and do not feel a part of the community

- _____ 2. Do not participate in community functions and feel a part of the community
- _____ 3. Participate in some community functions but do not feel a part of the community
- _____ 4. Participate in some community functions and feel a part of the community
- _____ 5. Participate in many community functions and have a strong sense of belonging in this community

S. Relationships with school personnel. (Check one item only)

- _____ 1. Do not enjoy many staff members and have little contact with them
- _____ 2. Enjoy some staff members but have few contacts with them other than professional
- _____ 3. Enjoy some staff members and have both professional and social contacts with them
- _____ 4. Enjoy many staff members and have both professional and social contacts with them

T. Restrictions in personal life. (Check one item only)

- _____ 1. Teachers are much more restricted in personal life than other professional workers
- _____ 2. Teachers are somewhat more restricted in personal life than other professional workers
- _____ 3. Teachers have about the same restrictions in personal life as other professional workers

U. Attitude of community toward teachers. (Check one item only)

- _____ 1. Most community members do not accept teachers and are critical of them
- _____ 2. Most community members ignore teachers
- _____ 3. Most community members accept teachers but make no attempt to include them as regular members
- _____ 4. Teachers are well accepted and included in all community functions
- _____ 5. Teachers are sought after as community members and leaders

V. Supervision by the college coordinator of student teaching. (Check one item only)

- _____ 1. Does not visit student teacher's classes

- ☐ 2. Visits classes but does no supervision
- ☐ 3. Sends out directions and checks to see that the student teacher carries them out
- ☐ 4. Checks to see how things are going but gives no suggestions for improvement
- ☐ 5. Observes, gives good suggestions and/or praise
- ☐ 6. Observes, gives good suggestions and/or praise and always supports student teacher

W. Supervision by college home economics teacher education person. (Check one item only)

- ☐ 1. Does not visit this school
- ☐ 2. Visits this school but does no supervision
- ☐ 3. Sends out directives and checks to see that the student teacher carries them out
- ☐ 4. Checks to see how things are going but gives no suggestions for improvement
- ☐ 5. Observes, gives good suggestions and/or praise
- ☐ 6. Observes, gives good suggestions and/or praise and always supports student teacher

X. Supervision by home economics supervising teacher. (Check one item only)

- ☐ 1. Does not visit student teacher's classes
- ☐ 2. Visits classes but does no supervision
- ☐ 3. Gives directives and checks to see that student teacher carries them out
- ☐ 4. Checks to see how things are going but gives no suggestions for improvement
- ☐ 5. Observes, gives good suggestions and/or praise
- ☐ 6. Observes, gives good suggestions and/or praise and always supports student teacher

Y. Worth of junior and senior high school home economics. (Check one item only)

- ☐ 1. Not convinced that home economics education is worthwhile for all students
- ☐ 2. Believe that home economics education can make a worthwhile contribution to the lives of most individual students, families and to society

- _____ 3. Believe that home economics should be an integral part of the school curriculum and of vital importance to individuals, families and society

Z. Load. (Check one item only)

- _____ 1. Have such a heavy schedule of class and extra-class activities that you cannot do many of the things which other teachers do
- _____ 2. Teaching load is usually light enough to enable you to do most of the things other teachers in the school do
- _____ 3. Have about the same teaching and extra-class load as other teachers in the school

AA. Reasons why you will teach. (Rank these items in order of importance. That is, 1 for the most important, 2 for the next important, etc.)

- _____ 1. Teach for financial reasons
- _____ 2. Teach because teaching is the only work for which you feel qualified
- _____ 3. Teach because it is the only work that you can get in the community
- _____ 4. Teach because you enjoy it
- _____ 5. Teach because you feel responsibility toward young people and society

IV. If your reasons for teaching or not teaching have not been fully covered in the questionnaire, will you please explain more completely below.

Dear Home Economics Education Graduate:

Congratulations on having completed (or being in the process of completing) your student teaching experience. We are looking forward to seeing you as co-workers in the future.

You may know that we have started an evaluation of the new home economics education curriculum. We are now asking for your assistance in completing the attached questionnaire. This will help us know how you feel about your preparation for teaching. It is important that each item be checked. If you are not certain, please check your best estimate at this time.

The questionnaire is coded for follow-up purposes as we must obtain a good percentage of returns in order to have a valid study. Your identity, however, will in no way be disclosed or connected with the data. We will be grateful if you will return this questionnaire within two weeks. We hope that you will complete the questionnaire completely and honestly.

Best wishes as you complete your college courses and enter the teaching profession. Do stop by to see us when you are on campus.

Sincerely,

Twyla Shear
Assistant Professor
332 Erickson Hall

Beverly Crabtree
Assistant Professor
333 Erickson Hall

**A SURVEY OF HOME ECONOMICS GRADUATES
FOR FIRST YEAR TEACHERS**

I. PERSONAL DATA

A. Marital Status: Single_____Married_____Widowed_____
Divorced or legally separated _____Remarried _____

B. Children	Number	Age Range
	_____	0-5 years
	_____	6-10 years
	_____	11-15 years
	_____	Over 15 years

C. Date(s) of graduation: BS_____MS_____Doctorate_____
Age at graduation: BS_____
Completed student teaching: As an undergraduate_____graduate_____
Teaching minor: _____

D. What was the chief reason influencing you to become a home economics teacher? (Check one item only)

- _____ 1. Never wanted to become a home economics teacher
- _____ 2. No particular influence
- _____ 3. Family experience and/or influence
- _____ 4. Influence of counselor
- _____ 5. Influence of home economics teacher
- _____ 6. High school home economics experience
- _____ 7. 4-H Club experience
- _____ 8. Contact with home economics students
- _____ 9. Other influence (Explain) _____
- _____
- _____
- _____

E. Time in school when you definitely decided to become a home economics teacher. (Check one item only)

- _____ 1. Never decided to teach
- _____ 2. Grades 1-6
- _____ 3. Grades 7-10
- _____ 4. Grades 11-12
- _____ 5. After high school but before starting to college
- _____ 6. During 1st or 2nd year of college

- ____ 7. During 3rd or 4th year of college
 ____ 8. After college

F. Are there teachers in your family ?

- ____ 1. No teachers
 ____ 2. Uncles, aunts and/or grandparents are teachers
 ____ 3. Parents, brothers and/or sisters are teachers

G. Personal goals upon entering college. (Check one item only)

- ____ 1. Did not want to become a teacher of home economics
 ____ 2. Was mildly interested in becoming a teacher of home economics
 ____ 3. Attended college specifically to become a teacher of home economics

H. Personal goals at present. (Check one item only)

- ____ 1. Have no desire to teach
 ____ 2. Want to teach one or two years only
 ____ 3. Want to combine teaching and marriage continuously with limited time out of the profession for child bearing
 ____ 4. Want to combine marriage and teaching only until first pregnancy
 ____ 5. Want to combine marriage and teaching until first pregnancy and want to return to teaching after children leave home

I. List below every job you have held for a significant length of time including summer employment.

Dates employed		Employer	Type of work you did
From: Month and Year	To: Month and Year		

II. PROFESSIONAL DATA

Directions: In the space on the left side of the page check those items which best describe your teaching situation. Please check one answer for each item.

A. Size of community. (Check one item only)

- ☐ 1. Population of less than 1000
- ☐ 2. Population of 1000-1999
- ☐ 3. Population of 2000-2999
- ☐ 4. Population of 3000-9999
- ☐ 5. Population of 10,000-49,999
- ☐ 6. Population of 50,000 and over

B. School provision for operating expenses. (Check one item only)

- ☐ 1. No funds are provided by the school
- ☐ 2. Funds are provided by school but no set amount is known by the teacher
- ☐ 3. Definite amount of school funds provided by the school and the amount is known by the teacher

C. Equipment in home economics department. (Check one item only)

- ☐ 1. Inadequate equipment for teaching any area of home economics
- ☐ 2. Adequate equipment for teaching one or two areas of home economics
- ☐ 3. Adequate equipment for teaching almost all areas of home economics

D. Average amount of time you spend on activities (including teaching and preparation time, FHA, home visitation, adult program, etc.) per week as part of your job whether you do the work at school, home or elsewhere. (Check one item only)

- ☐ 1. Under 30 hours
- ☐ 2. 30 - 35 hours
- ☐ 3. 36 - 40 hours
- ☐ 4. 41 - 45 hours
- ☐ 5. 46 - 50 hours
- ☐ 6. 51 - 55 hours
- ☐ 7. 56 - 60 hours
- ☐ 8. 61 - 65 hours
- ☐ 9. 65 hours and over

E. Courses completed beyond B.S. degree. (Check one item only)

- ☐ 1. None
- ☐ 2. Courses required for certification
- ☐ 3. Courses beyond that required for certification but have not completed a Master's degree
- ☐ 4. Master's degree
- ☐ 5. Courses beyond a Master's degree but have not completed a Doctoral degree
- ☐ 6. Doctoral degree

F. Other types of professional activities. (Check one item only)

- ☐ 1. Participate in no professional activities
- ☐ 2. Participate only in local professional activities
- ☐ 3. Participate in professional activities only at the regional and/or state levels (such as home economics teacher conference)
- ☐ 4. Participate in professional activities at local, regional and/or state levels
- ☐ 5. Participate in professional activities at local, regional and/or state and national levels.

III. ATTITUDES

Directions: In the spaces on the left, check those items which best describe your beliefs and/or feelings as they applied to your home economics teaching situation. Please check one answer for each item.

A. Adequacy of training in subject matter. (Check one item only)

- ☐ 1. Feel inadequately prepared in almost all areas of home economics
- ☐ 2. Feel adequately prepared in one or two areas of home economics
- ☐ 3. Feel adequately prepared in most areas of home economics
- ☐ 4. Feel adequately prepared in all areas of home economics

B. Adequacy of training in planning and using methods to achieve goals. (Check one item only)

- ☐ 1. Feel inadequate in planning and using most methods

- _____ 2. Feel adequate in the use of general methods such as lecture but feel inadequate in planning and carrying out some special home economics laboratory lessons, discussions, demonstrations, and activities such as FHA and home experiences
- _____ 3. Feel adequate in planning and using a variety of methods in classroom, laboratory and related activities
- _____ 4. Feel adequate in planning, using and evaluating a variety of methods in classroom, laboratory, and related activities

C. Professional adequacy. (Check one item only)

- _____ 1. Feel insecure and unhappy in teaching
- _____ 2. Feel fairly secure and happy in teaching
- _____ 3. Feeling secure and happy in teaching
- _____ 4. Feel secure and happy in teaching and feel that a worthwhile contribution is made to society and young people

D. Educational philosophy. (Check one item only)

- _____ 1. Have no well defined beliefs about the purposes of education
- _____ 2. Have some beliefs concerning the purposes of education but cannot see how to achieve them through home economics
- _____ 3. Have some beliefs concerning the purposes of education and how to help achieve them through home economics
- _____ 4. Have a well defined philosophy of education and the place of home economics in achieving these objectives

E. Chances for marriage. Please check your beliefs even though you may be married. (Check one item only)

- _____ 1. Believe that women teachers have few chances to meet suitable marriage partners
- _____ 2. Believe that women teachers have as many chances to meet suitable marriage partners as women with comparable professional positions
- _____ 3. Believe that women teachers have better chances to meet suitable marriage partners than women with comparable professional positions

F. Financial opportunities. (Check one item only)

- ☐ 1. Cannot meet needs with the salary received for teaching
- ☐ 2. Can meet immediate needs with the salary received for teaching, but find it difficult to plan for travel, attending school and/or major things such as owning a home
- ☐ 3. Can meet immediate needs and budget for travel, further education and generally meet financial expectations on the salary received for teaching

G. Living arrangements. (Check one item only)

- ☐ 1. Living arrangements are unsatisfactory
- ☐ 2. Living arrangements are fairly satisfactory
- ☐ 3. Living arrangements are satisfactory
- ☐ 4. Living arrangements are very satisfactory

H. Cultural opportunities. (Check one item only)

- ☐ 1. This teaching situation provides little opportunity for cultural and/or stimulating intellectual activities such as attending concerts and lectures
- ☐ 2. This teaching situation provides some opportunity for cultural and/or stimulating intellectual activities
- ☐ 3. This teaching situation provides much opportunity for cultural and/or stimulating intellectual activities

I. Creativity. (Check one item only)

- ☐ 1. Home economics teaching seems dull and routine
- ☐ 2. Home economics teaching provides limited opportunities to use own ideas in developing the program and teaching methods
- ☐ 3. Home economics teaching provides opportunities for experimentation with teaching methods, program development and sharing problem solving in the school as a whole

J. Attitude of teachers other than home economics. (Check one item only)

- ☐ 1. Home economics is ignored by most teachers in the school
- ☐ 2. Home economics is viewed unfavorably by many of the teachers in the school

- ☐ 3. Home economics is viewed unfavorably by some, but it is supported by some teachers in the school
- ☐ 4. Home economics is viewed favorably and is supported by most of the teachers in the school

K. Attitude of administrator(s). (Check one item only)

- ☐ 1. Home economics is considered largely a field for students of a low socio-economic level and/or mental ability
- ☐ 2. Home economics is considered necessary for students of low socio-economic level and/or mental ability but is also considered suitable for all students
- ☐ 3. Home economics is considered a field having much to offer all girls
- ☐ 4. Home economics is considered a field having much to offer all students (boys as well as girls)

L. Prestige in the community. (Check one item only)

- ☐ 1. Most community members seem to think of home economics as a "frill" rather than a necessary part of the school program
- ☐ 2. Most community members seem to accept home economics as a part of the school program but do not seem to understand that it is more than cooking and sewing
- ☐ 3. Most community members seem to understand home economics and generally support the program
- ☐ 4. Most community members seem to understand and see real value in home economics and strongly support the program

M. Attitude of students. (Check one item only)

- ☐ 1. Home economics is considered largely a field for students of low socio-economic level and/or mental ability
- ☐ 2. Home economics is considered necessary for students of low socio-economic level and/or mental ability but is also considered suitable for all students
- ☐ 3. Home economics is considered a field having much to offer all girls
- ☐ 4. Home economics is considered a field having much to offer all students (boys as well as girls)

N. Attitude of your parental family toward home economics teaching. (Check one item only)

- ☐ 1. Family has little respect for home economics teaching as a profession
- ☐ 2. Family respects home economics teaching but does not think there is any future in it
- ☐ 3. Family has respect for home economics teaching and feel it is a creditable profession for women
- ☐ 4. Family has great respect for home economics teaching and think that it is a worthwhile profession for both men and women

O. Present attitude of husband or boyfriend toward teaching. (Check one item only)

- ☐ 1. Definitely opposed to wife's or girlfriend's teaching
- ☐ 2. Fairly favorable to wife's or girlfriend's teaching
- ☐ 3. Favorable to wife's or girlfriend's teaching
- ☐ 4. Very favorable to wife's or girlfriend's teaching

P. Attitude of friends toward home economics teaching. (Check one item only)

- ☐ 1. Very unfavorable toward home economics teaching
- ☐ 2. Somewhat favorable toward home economics teaching
- ☐ 3. Favorable toward home economics teaching
- ☐ 4. Very favorable toward home economics teaching

Q. Relationships with students. (Check one item only)

- ☐ 1. Students are hard to manage and working with them is not enjoyable
- ☐ 2. Students are hard to manage but working with them is enjoyable
- ☐ 3. Students are fairly cooperative but working with them is not enjoyable
- ☐ 4. Students are fairly cooperative and working with them is enjoyable
- ☐ 5. Students are cooperative and working with them is enjoyable

R. Relationships in the community where you are teaching or did teach. (Check one item only)

- ☐ 1. Do not participate in community functions and do not feel a part of the community

- ☐ 2. Do not participate in community functions and feel a part of the community
- ☐ 3. Participate in some community functions but do not feel a part of the community
- ☐ 4. Participate in some community functions and feel a part of the community
- ☐ 5. Participate in many community functions and have a strong sense of belonging in this community

S. Relationships with school personnel. (Check one item only)

- ☐ 1. Do not enjoy many staff members and have little contact with them
- ☐ 2. Enjoy some staff members but have few contacts with them other than professional
- ☐ 3. Enjoy some staff members and have both professional and social contacts with them
- ☐ 4. Enjoy many staff members and have both professional and social contacts with them

T. Restrictions in personal life. (Check one item only)

- ☐ 1. Teachers are much more restricted in personal life than other professional workers
- ☐ 2. Teachers are somewhat more restricted in personal life than other professional workers
- ☐ 3. Teachers have about the same restrictions in personal life as other professional workers

U. Attitude of community toward teachers. (Check one item only)

- ☐ 1. Most community members do not accept teachers and are critical of them
- ☐ 2. Most community members ignore teachers
- ☐ 3. Most community members accept teachers but make no attempt to include them as regular members
- ☐ 4. Teachers are well accepted and included in all community functions
- ☐ 5. Teachers are sought after as community members and leaders

V. Supervision by the school administrator. (Check one item only)

- ☐ 1. Does not visit teacher's classes
- ☐ 2. Visits classes but does no supervision
- ☐ 3. Sends out directions and checks to see that the teacher carries them out

- ☐ 4. Checks to see how things are going but gives no suggestions for improvement
- ☐ 5. Observes, gives good suggestions and/or praise
- ☐ 6. Observes, gives good suggestions and/or praise and always supports teacher

W. Supervision by college home economics teacher education person.
(Check one item only)

- ☐ 1. Does not visit this school
- ☐ 2. Visits this school but does no supervision
- ☐ 3. Sends out directions and checks to see that the teacher carries them out
- ☐ 4. Checks to see how things are going but gives no suggestions for improvement
- ☐ 5. Observes, gives good suggestions and/or praise
- ☐ 6. Observes, gives good suggestions and always supports teacher

X. Supervision by person from the state home economics staff.
(From Mrs. Wither's office) (Check one item only)

- ☐ 1. Does not visit teacher's classes
- ☐ 2. Visits classes but does no supervision
- ☐ 3. Gives directions and checks to see that the teacher carries them out
- ☐ 4. Checks to see how things are going but gives no suggestions for improvement
- ☐ 5. Observes, gives good suggestions and/or praise
- ☐ 6. Observes, gives good suggestions and/or praise and always supports teacher

Y. Worth of junior and senior high school home economics.
(Check one item only)

- ☐ 1. Not convinced that home economics education is worthwhile for all students
- ☐ 2. Believe that home economics education can make a worthwhile contribution to the lives of most individual students, families and to society
- ☐ 3. Believe that home economics should be an integral part of the school curriculum and of vital importance to individuals, families and society

Z. Load. (Check one item only)

- ☐ 1. Have such a heavy schedule of class and extra-class activities that you cannot do many of the things which other teachers do
- ☐ 2. Teaching load is usually light enough to enable you to do most of the things other teachers in the school do
- ☐ 3. Have about the same teaching and extra-class load as other teachers in the school

AA. Reasons why you will teach. (Rank these items in order of importance. That is, 1 for the most important, 2 for the next important, etc.)

- ☐ 1. Teach for financial reasons
- ☐ 2. Teach because teaching is the only work for which you feel qualified
- ☐ 3. Teach because it is the only work that you can get in the community
- ☐ 4. Teach because you enjoy it
- ☐ 5. Teach because you feel responsibility toward young people and society

IV. If your reasons for teaching or not teaching have not been fully covered in the questionnaire, will you please explain more completely below.

Dear Home Economics Education Graduate:

Congratulations on having practically completed your first year of teaching. Wouldn't you know that we'd be asking favors of you again! We do hope you'll cooperate with us.

Perhaps you remember completing the enclosed questionnaire at the end of student teaching. We hope that you will now complete it at the end of your first year of teaching. Our purposes are to see if you people, as a group, change significantly in how you feel about teaching after one year and to see if you differ from the first group of graduates from the new curriculum.

Again the questionnaire is coded for follow-up purposes since we must have a good percentage of returns for valid study. Your identity will in no way be disclosed or connected with the data. We will be grateful if you will return the questionnaire in the enclosed self-addressed envelope within two weeks. We hope you will complete the questionnaire completely and honestly. Please do check each item.

Do come to see us when you are on campus.

Sincerely,

Twyla Shear
Assistant Professor
332 Erickson Hall

Beverly Crabtree
Assistant Professor
333 Erickson Hall

Perhaps my last letter did not reach you for we have been hoping you would return the form enclosed. As yet it has not been received in my office.

We are very anxious to evaluate the new teacher education curriculum and we believe that this questionnaire may be one reliable means of doing this.

We would appreciate very much your completing the form enclosed and returning it to us as soon as possible.

Thank you.

Sincerely,

Beverly Crabtree
Assistant Professor
Home Economics Education

BC:cw

Enclosure

APPENDIX B
JOB SATISFACTION RATING SCALE

Job Satisfaction Rating Scale

Definition: Job satisfaction is defined here as how happy you are and how much you wish to remain in your present type of work situation.

Directions: Check the blank to the left of the one number on the scale which best indicates your degree of job satisfaction in your present position of home economics teaching (or home economics student teaching).

<input type="checkbox"/>	1	<input type="checkbox"/>	extremely well satisfied; would not consider changing your present job situation
<input type="checkbox"/>	2	<input type="checkbox"/>	
<input type="checkbox"/>	3	<input type="checkbox"/>	moderately well satisfied; would not look for other job situations; would keep present job situation unless "dream job" were offered you
<input type="checkbox"/>	4	<input type="checkbox"/>	
<input type="checkbox"/>	5	<input type="checkbox"/>	average satisfaction; may look for other job situations; ambivalent whether to keep or to change your present job situation
<input type="checkbox"/>	6	<input type="checkbox"/>	
<input type="checkbox"/>	7	<input type="checkbox"/>	moderately dissatisfied; would look for other job situations; would keep present job situation only if you could find nothing else better
<input type="checkbox"/>	8	<input type="checkbox"/>	
<input type="checkbox"/>	9	<input type="checkbox"/>	extremely dissatisfied; would change your job situation immediately if at all possible

APPENDIX C
CHI SQUARES AND CONTINGENCY CORRELATIONS BETWEEN
RESPONSES ON EACH OF 30 ATTITUDE TOPICS AND
JOB SATISFACTION SELF RATINGS

TABLE 18. --Personal goals at present in relation to job satisfaction self ratings

Attitude Responses	High Satisfaction 1-3 Rating		Average Satisfaction 4-6 Rating		Low Satisfaction 7-9 Rating		Totals
	N		N		N		N
Have no desire to teach	0		2		12		14
Want to teach one or two years only	0		3		4		7
Want to combine teaching and marriage continuously with limited time out of the profession for child bearing	34		4		2		40
Want to combine marriage and teaching only until first pregnancy	2		7		4		13
Want to combine marriage and teaching until first pregnancy and want to return to teaching after children leave home	20		16		1		37
Totals	56		32		23		111

Chi X² = 84.162

Degrees of Freedom = 8

Chi X² .001 = 26.125

Contingency

Correlation = .6566892

r .05 = .6319



TABLE 19. --School provision for operating expenses in relation to job satisfaction self ratings

Attitude Responses	High Satisfaction 1-3 Rating		Average Satisfaction 4-6 Rating		Low Satisfaction 7-9 Rating		Totals
	N		N		N		N
No funds provided by the school	0		1		18		19
Funds are provided by school but no set amount is known by the teacher	21		22		5		48
Definite amount of school funds provided by the school and the amount is known by the teacher	35		9		0		44
Totals	56		32		23		111

Chi X^2 = 139.108

Chi X^2 .001 = 18.465

Degrees of Freedom = 4

Contingency

Correlation = .815730

r .05 = .7067

TABLE 20.--Equipment in the home economics department in relation to job satisfaction self ratings

Attitude Responses	High Satisfaction 1-3 Rating		Average Satisfaction 4-6 Rating		Low Satisfaction 7-9 Rating		Totals
	N		N		N		N
Inadequate equipment for teaching any area of home economics	0		0		20		20
Adequate equipment for teaching one or two areas of home economics	14		21		3		38
Adequate equipment for teaching almost all areas of home economics	42		11		0		53
Totals	56		32		23		111

125

Chi X^2 = 116.606

Chi X^2 .001 = 18.465

Degrees of Freedom = 4

Contingency

Correlation = .807692

r .05 = .7067

TABLE 21.--Adequacy of training in subject matter in relation to job satisfaction self ratings

Attitude Responses	High Satisfaction 1-3 Rating		Average Satisfaction 4-6 Rating		Low Satisfaction 7-9 Rating		Totals
	N		N		N		N
Feel inadequately prepared in almost all areas of home economics	0		5		20		25
Feel adequately prepared in one or two areas of home economics	4		14		2		20
Feel adequately prepared in most areas of home economics	27		13		1		41
Feel adequately prepared in all areas of home economics	25		0		0		25
Totals	56		32		23		111

Chi $X^2 = 136.516$ Chi $X^2 .001 = 22.457$

Degrees of Freedom = 6

Contingency
Correlation = .848646

r .05 = .7067

TABLE 22.--Adequacy of training in planning and using methods to achieve goals in relation to job satisfaction self ratings

Attitude Responses	High Satisfaction 1-3 Rating		Average Satisfaction 4-6 Rating		Low Satisfaction 7-9 Rating		Totals	
	N		N		N		N	
Feel inadequate in planning and using most methods	0		1		18		19	
Feel adequate in the use of general methods such as lecture but feel inadequate in planning and carrying out some special home economics laboratory lessons, discussions, demonstrations, and activities such as FHA and home experiences	3		9		4		16	
Feel adequate in planning and using a variety of methods in classroom, laboratory and related activities	21		21		1		43	
Feel adequate in planning, using and evaluating a variety of methods in classroom, laboratory, and related activities	32		1		0		33	
Totals	56		32		23		111	

Chi $X^2 = 150.063$

Degrees of Freedom = 6

Chi $X^2 .001 = 22.457$

Contingency

Correlation = .840590

$r .05 = .7067$

TABLE 23. --Professional adequacy in relation to job satisfaction self ratings

Attitude Responses	High Satisfaction 1-3 Rating		Average Satisfaction 4-6 Rating		Low Satisfaction 7-9 Rating		Totals
	N		N		N		N
Feel insecure and unhappy in teaching	0		0		18		18
Feel fairly secure and happy in teaching	7		24		5		36
Feeling secure and happy in teaching	9		8		0		17
Feel secure and happy in teaching and feel that a worthwhile contribution is made to society and young people	40		0		0		40
Totals	56		32		23		111

Chi X^2 = 163.000

Contingency

Correlation = .842447

Degrees of Freedom = 6

Chi X^2 .001 = 22.457

r .05 = .7067

TABLE 24. --Educational philosophy in relation to job satisfaction self rating

Attitude Responses	High Satisfaction 1-3 Rating	Average Satisfaction 4-6 Rating	Low Satisfaction 7-9 Rating	Totals
	N	N	N	N
Have no well defined beliefs about the purposes of education	0	0	19	19
Have some beliefs concerning the purposes of education but cannot see how to achieve them through home economics	0	1	1	2
Have some beliefs concerning the purposes of education and how to help achieve them through home economics	23	27	3	53
Have a well defined philosophy of education and the place of home economics in achieving these objectives	33	4	0	37
Totals	56	32	23	111

Chi X^2 = 128.431

Degrees of Freedom = 6

Chi X^2 .001 = 22.457

Contingency

Correlation = .847726

r .05 = .7067

TABLE 25.--Teachers' chances for marriage in relation to job satisfaction self ratings

Attitude Responses	High Satisfaction 1-3 Rating		Average Satisfaction 4-6 Rating		Low Satisfaction 7-9 Rating		Totals
	N		N		N		
Believe that women teachers have few chances to meet suitable marriage partners	6		7		20		33
Believe that women teachers have as many chances to meet suitable marriage partners as women with comparable professional positions	26		25		3		54
Believe that women teachers have better chances to meet suitable marriage partners than women with comparable professional positions	24		0		0		24
Totals	56		32		23		111

Chi X^2 = 101.417

Degrees of Freedom = 4

Chi X^2 .001 = 18.465

Contingency

Correlation = .767951

r .05 = .7067

TABLE 26.--Financial opportunities in relation to job satisfaction self ratings

Attitude Responses	High Satisfaction		Average Satisfaction		Low Satisfaction		Totals
	1-3 Rating	N	4-6 Rating	N	7-9 Rating	N	
Cannot meet needs with the salary received for teaching	0		2		18		20
Can meet immediate needs with the salary received for teaching, but find it difficult to plan for travel, attending school and/or major things such as owning a home	24		28		4		56
Can meet immediate needs and budget for travel, further education and generally meet financial expectations on the salary received for teaching	32		2		1		35
Totals	56		32		23		111

Chi $X^2 = 141.996$

Chi $X^2 .001 = 18.465$

Degrees of Freedom = 4

Contingency
Correlation = .813805

$r .05 = .7067$

TABLE 27.--Living arrangements in relation to job satisfaction self ratings

Attitude Responses	High Satisfaction 1-3 Rating		Average Satisfaction 4-6 Rating		Low Satisfaction 7-9 Rating		Totals
	N		N		N		N
Living arrangements are unsatisfactory	0		0		18		18
Living arrangements are fairly satisfactory	7		6		3		16
Living arrangements are satisfactory	18		24		2		44
Living arrangements are very satisfactory	31		2		0		33
Totals	56		32		23		111

Chi $X^2 = 153.206$ Chi $X^2 .001 = 22.457$

Degrees of Freedom = 6

Contingency

Correlation = .844809

r .05 = .7067

TABLE 28. --Cultural opportunities in relation to job satisfaction self ratings

Attitude Responses	High Satisfaction 1-3 Rating		Average Satisfaction 4-6 Rating		Low Satisfaction 7-9 Rating		Totals
	N		N		N		
This teaching situation provides little opportunity for cultural and/or stimulating intellectual activities such as attending concerts and lectures	3		3		22		28
This teaching situation provides some opportunity for cultural and/or stimulating intellectual activities	19		26		1		46
This teaching situation provides much opportunity for cultural and/or stimulating intellectual activities	34		3		0		37
Totals	56		32		23		111

133

Chi X^2 = 106.305

Chi X^2 .001 = 18.465

Degrees of Freedom = 4

Contingency
Correlation = .760611

r .05 = .7067

TABLE 29. --Creativity in relation to job satisfaction self ratings

Attitude Responses	High Satisfaction 1-3 Rating	Average Satisfaction 4-6 Rating	Low Satisfaction 7-9 Rating	Totals
	N	N	N	N
Home economics teaching seems dull and routine	0	0	19	19
Home economics teaching provides limited opportunities to use own ideas in developing the program and teaching methods	4	19	2	25
Home economics teaching provides opportunities for experimentation with teaching methods, program development and sharing problem solving in the school as a whole	52	13	2	67
Totals	56	32	23	111

Chi X^2 = 126.945Chi X^2 .001 = 18.465

Degrees of Freedom = 4

Contingency

Correlation = .842318

r .05 = .7067

Chi X ² = 148.757	Chi X ² .001 = 22.457
Contingency	Degrees of Freedom = 6
Correlation = .891313	r .05 = .7067

TABLE 31.--(Perceived) attitude of administrator(s) in relation to job satisfaction self ratings

Attitude Responses	High Satisfaction 1-3 Rating		Average Satisfaction 4-6 Rating		Low Satisfaction 7-9 Rating		Totals
	N		N		N		
Home economics is considered largely a field for students of a low socio-economic level and/or mental ability	0		3		20		23
Home economics is considered necessary for students of low socio-economic level and/or mental ability but is also considered suitable for all students	12		16		2		30
Home economics is considered a field having much to offer all girls	14		11		1		26
Home economics is considered a field having much to offer all students (boys as well as girls)	30		2		0		32
Totals	56		32		23		111

Chi $X^2 = 131.031$ Chi $X^2 .001 = 22.457$

Degrees of Freedom = 6

Contingency
Correlation = .818201

r .05 = .7067

TABLE 32.--Prestige in the community in relation to job satisfaction self ratings

Attitude Responses	High Satisfaction 1-3 Rating		Average Satisfaction 4-6 Rating		Low Satisfaction 7-9 Rating		Totals	
	N		N		N		N	
Most community members seem to think of home economics as a "frill" rather than a necessary part of the school program	0		0		15		15	
Most community members seem to accept home economics as a part of the school program but do not seem to understand that it is more than cooking and sewing	21		26		8		55	
Most community members seem to understand home economics and generally support the program	10		6		0		16	
Most community members seem to understand and see real value in home economics and strongly support the program	25		0		0		25	
Totals	56		32		23		111	

Chi X^2 = 146.871

Chi X^2 .001 = 22.457

Degrees of Freedom = 6

Contingency

Correlation = .793756

r .05 = .7067

TABLE 33.--(Perceived) attitude of students in relation to job satisfaction self ratings

Attitude Responses	High Satisfaction 1-3 Rating		Average Satisfaction 4-6 Rating		Low Satisfaction 7-9 Rating		Totals
	N		N		N		N
Home economics is considered largely a field for students of low socio-economic level and/or mental ability	0		2		19		21
Home economics is considered necessary for students of low socio-economic level and/or mental ability but is also considered suitable for all students	8		18		4		30
Home economics is considered a field having much to offer all girls	25		9		0		34
Home economics is considered a field having much to offer all students (boys as well as girls)	23		3		0		26
Totals	56		32		23		111

Chi X^2 = 138.243

Chi X^2 .001 = 22.457

Degrees of Freedom = 6

Contingency
Correlation = .834057

r .05 = .7067

TABLE 34.--(Perceived) attitude of parental family toward home economics teaching in relation to job satisfaction self ratings

Attitude Responses	High Satisfaction		Average Satisfaction		Low Satisfaction		Totals
	1-3 Rating	N	4-6 Rating	N	7-9 Rating	N	
Family has little respect for home economics teaching as a profession	1		0		18		19
Family respects home economics teaching but does not think there is any future in it	0		3		1		4
Family has respect for home economics teaching and feel it is a creditable profession for women	28		28		4		60
Family has great respect for home economics teaching and think that it is a worthwhile profession for both men and women	27		1		0		28
Totals	56		32		23		111

Chi X^2 = 144.637

Chi X^2 .001 = 22.457

Degrees of Freedom = 6

Contingency
Correlation = .838034

r .05 = .7067

TABLE 35. -- (Perceived) attitude of husband or boyfriend toward teaching in relation to job satisfaction self ratings

Attitude Responses	High Satisfaction 1-3 Rating		Average Satisfaction 4-6 Rating		Low Satisfaction 7-9 Rating		Totals	
	N	N	N	N	N	N	N	N
Definitely opposed to wife's or girlfriend's teaching	0	0	0	18	18	18		
Fairly favorable to wife's or girlfriend's teaching	0	7	3	10	10	10		
Favorable to wife's or girlfriend's teaching	14	23	0	37	37	37		
Very favorable to wife's or girlfriend's teaching	42	2	2	46	46	46		
Totals	56	32	23	111	111	111		

Chi X^2 = 146.380

Chi X^2 .001 = 22.457

Degrees of Freedom = 6

Contingency
Correlation = .846533

r .05 = .7067

TABLE 36.--(Perceived) attitude of friends toward home economics teaching in relation to job satisfaction self ratings

Attitude Responses	High Satisfaction 1-3 Rating		Average Satisfaction 4-6 Rating		Low Satisfaction 7-9 Rating		Totals
	N		N		N		N
Very unfavorable toward home economics teaching	0		0		18		18
Somewhat favorable toward home economics teaching	4		12		3		19
Very favorable toward home economics teaching	23		18		2		43
Favorable toward home economics teaching	29		2		0		31
Totals	56		32		23		111

Chi $X^2 = 163.047$

Chi $X^2 .001 = 22.457$

Degrees of Freedom = 6

Contingency
Correlation = .871123

$r .05 = .7067$

TABLE 37. --Relationships with students in relation to job satisfaction self ratings

Attitude Responses	High Satisfaction 1-3 Rating	Average Satisfaction 4-6 Rating	Low Satisfaction 7-9 Rating	Totals
	N	N	N	N
Students are hard to manage and working with them is not enjoyable	0	0	19	19
Students are hard to manage but working with them is enjoyable	2	4	3	9
Students are fairly cooperative but working with them is not enjoyable	0	0	1	1
Students are fairly cooperative and working with them is enjoyable	20	27	0	47
Students are cooperative and working with them is very enjoyable	34	1	0	35
Totals	56	32	23	111

Chi X^2 = 156.319

Chi X^2 .001 = 26.125

Degrees of Freedom = 8

Contingency

Correlation = .852475

r .05 = .6319

TABLE 38.--Relationships in the community where teaching in relation to job satisfaction self ratings

Attitude Responses	High Satisfaction 1-3 Rating		Average Satisfaction 4-6 Rating		Low Satisfaction 7-9 Rating		Totals
	N		N		N		
Do not participate in community functions and do not feel a part of the community	1		3		18		22
Do not participate in community functions and feel a part of the community	6		2		1		9
Participate in some community functions but do not feel a part of the community	5		16		3		24
Participate in some community functions and feel a part of the community	22		11		1		34
Participate in many community functions and have a strong sense of belonging in this community	22		0		0		22
Totals	56		32		23		111

Chi X² = 113.682

Chi X² .001 = 26.125

Degrees of Freedom = 8

Contingency

Correlation = .744385

r .05 = .6319

TABLE 39. --Relationships with school personnel in relation to job satisfaction self ratings

Attitude Responses	High Satisfaction 1-3 Rating		Average Satisfaction 4-6 Rating		Low Satisfaction 7-9 Rating		Totals
	N		N		N		
Do not enjoy many staff members and have little contact with them	0		0		17		17
Enjoy some staff members but have few contacts with them other than professional	10		15		4		29
Enjoy some staff members and have both professional and social contacts with them	13		16		1		30
Enjoy many staff members and have both professional and social contacts with them	33		1		1		35
Totals	56		32		23		111

Chi $X^2 = 132.744$

Degrees of Freedom = 6

Chi $X^2 .001 = 22.457$

Contingency

Correlation = .781092

r .05 = .7067

TABLE 40.--Restrictions in personal life in relation to job satisfaction self ratings

Attitude Responses	High Satisfaction 1-3 Rating	Average Satisfaction 4-6 Rating	Low Satisfaction 7-9 Rating	Totals
	N	N	N	N
Teachers are much more restricted in personal life than other professional workers	0	1	19	20
Teachers are somewhat more restricted in personal life than other professional workers	18	25	4	47
Teachers have about the same restrictions in personal life as other professional workers	38	6	0	44
Totals	56	32	23	111

Chi $X^2 = 125.157$

Chi $X^2 .001 = 18.465$

Degrees of Freedom = 4

Contingency
Correlation = .817033

r .05 = .7067

TABLE 41.--(Perceived) attitude of community toward teachers in relation to job satisfaction self ratings

Attitude Responses	High Satisfaction 1-3 Rating		Average Satisfaction 4-6 Rating		Low Satisfaction 7-9 Rating		Totals
	N	N	N	N	N	N	
Most community members do not accept teachers and are critical of them	0	0	19	0	19	0	19
Most community members ignore teachers	0	2	2	0	2	0	4
Most community members accept teachers but make no attempt to include them as regular members	9	12	0	0	0	0	21
Teachers are well accepted and included in all community functions	24	18	2	0	0	0	44
Teachers are sought after as community members and leaders	23	0	0	0	0	0	23
Totals	56	32	23	0	0	0	111

Chi X² = 136.9111

Chi X² .001 = 26.125

Degrees of Freedom = 8

Contingency
Correlation = .836351

r .05 = .6319

TABLE 42.--Supervision by administrators in relation to job satisfaction self ratings

Attitude Responses	High Satisfaction 1-3 Rating		Average Satisfaction 4-6 Rating		Low Satisfaction 7-9 Rating		Totals
	N		N		N		
Does not visit teacher's classes	1		3		8		12
Visits classes but does no supervision	2		2		2		6
Sends out directions and checks to see that the teacher carries them out	0		0		11		11
Checks to see how things are going but gives no suggestions for improvement	5		13		2		20
Observes, gives good suggestions and/or praise	16		14		0		30
Observes, gives good suggestions and/or praise and always supports teacher	32		0		0		32
Totals	56		32		23		111

Chi $X^2 = 134.482$

Chi $X^2 .001 = 29.588$

Degrees of Freedom = 10

Contingency

Correlation = .681119

r .05 = .5760

TABLE 43.--Supervision by college home economics teacher educator in relation to job satisfaction self ratings

Attitude Responses	High Satisfaction 1-3 Rating		Average Satisfaction 4-6 Rating		Low Satisfaction 7-9 Rating		Totals
	N		N		N		
Does not visit this school	4		8		13		25
Visits this school but does no supervision	0		0		5		5
Sends out directions and checks to see that the teacher carries them out	0		0		5		5
Checks to see how things are going but gives no suggestions for improvement	0		8		0		8
Observes, gives good suggestions and/or praise	23		15		0		38
Observes, gives good suggestions and always supports teacher	29		1		0		30
Totals	56		32		23		111

Chi² = 104.522

Chi X² .001 = 29.588

Degrees of Freedom = 10

Contingency
Correlation = .709763

r .05 = .5760

TABLE 44.--Supervision by state office home economics person in relation to job satisfaction self ratings

Attitude Responses	High Satisfaction 1-3 Rating		Average Satisfaction 4-6 Rating		Low Satisfaction 7-9 Rating		Totals
	N	N	N	N	N	N	
Does not visit teacher's classes	6		6		10		22
Visits classes but does no supervision	0		0		2		2
Gives directions and checks to see that the teacher carries them out	0		3		11		14
Checks to see how things are going but gives no suggestions for improvement	3		9		0		12
Observes, gives good suggestions and/or praise	12		12		0		24
Observes, gives good suggestions and/or praise and always supports teacher	35		2		0		37
Totals	56		32		23		111
Chi X ² = 134.323							Chi X ² .001 = 29.588
Contingency							Degrees of Freedom = 10
Correlation = .655984							r .05 = .5760

TABLE 45.--Worth of junior and senior high school home economics in relation to job satisfaction self ratings

Attitude Responses	High Satisfaction 1-3 Rating		Average Satisfaction 4-6 Rating		Low Satisfaction 7-9 Rating		Totals
	N		N		N		
Not convinced that home economics education is worthwhile for all students	0		1		21		22
Believe that home economics education can make a worthwhile contribution to the lives of most individual students, families and to society	13		26		2		41
Believe that home economics should be an integral part of the school curriculum and of vital importance to individuals, families and society	43		5		0		48
Totals	56		32		23		111

Chi $X^2 = 151.977$

Chi $X^2 .001 = 18.465$

Degrees of Freedom = 4

Contingency
Correlation = .891162

$r .05 = .7067$

TABLE 46.--Work load in relation to job satisfaction self ratings

Attitude Responses	High Satisfaction 1-3 Rating	Average Satisfaction 4-6 Rating	Low Satisfaction 7-9 Rating	Totals
	N	N	N	N
Have such a heavy schedule of class and extra- class activities that you cannot do many of the things which other teachers do	2	9	20	31
Teaching load is usually light enough to enable you to do most of the things other teachers in the school do	22	3	2	27
Have about the same teaching and extra-class load as other teachers in the school	32	20	1	53
Totals	56	32	23	111

151

Chi X^2 = 60.950

Chi X^2 .001 = 18.465

Degrees of Freedom = 4

Contingency

Correlation = .726939

r .05 = .7067

TABLE 47. --Reasons for teaching in relation to job satisfaction self ratings

Attitude Responses	High Satisfaction 1-3 Rating		Average Satisfaction 4-6 Rating		Low Satisfaction 7-9 Rating		Totals
	N	N	N	N	N	N	
Teach for financial reasons	3		9		18		30
Teach because teaching is the only work for which you feel qualified	2		1		2		5
Teach because it is the only work that you can get in the community	0		1		2		3
Teach because you enjoy it	38		10		0		48
Teach because you feel responsibility toward young people and society	13		11		1		25
Totals	56		32		23		111

$$\chi^2 = 84.955$$
$$\chi^2 = 26.125$$

Degrees of Freedom = 8

Contingency
Correlation = .6584390
$$r_{.05} = .6319$$

APPENDIX D

JUDGES' RATING SCALE AND ATTITUDE RATING FORM

Attitude Rating Form Directions

The attached form lists degrees of attitudes held by home economics teachers and student teachers which appear (on the basis of research studies by Hollandsworth and by Story) to be related to the degree of job satisfaction that these teachers experience. Place in the blank to the left of each attitude statement the number from the following scale which best indicates how you judge the attitude to correlate with job satisfaction of home economics teachers.

- | | |
|---|---|
| 1 | <u>Extremely high positive correlation</u> — Teacher would be extremely well satisfied; would not consider changing present job situation. |
| 2 | |
| 3 | <u>Moderately high positive correlation</u> — Teacher would be moderately well satisfied; would keep present job situation unless "dream job" were offered. |
| 4 | |
| 5 | <u>Low correlation</u> — Teacher would have average satisfaction; may look for other job situations; ambivalent whether to keep or change present job situation. |
| 6 | |
| 7 | <u>Moderately high negative correlation</u> — Teacher would be moderately dissatisfied; would look for other job situations; would keep present job situation only if could find nothing else better. |
| 8 | |
| 9 | <u>Extremely high negative correlation</u> — Teacher would be extremely dissatisfied; would change job situation immediately if at all possible. |

Example One — The following would indicate you judged the attitude to have an extremely high negative correlation with job satisfaction of home economics teachers:

9 Did not want to become a home economics teacher when I entered college.

Example Two — The following would indicate you judged the attitude to have a moderately high positive correlation with job satisfaction of home economics teachers:

3 Attended college specifically to become a teacher of home economics.

Attitude Rating Form

- _____ Participate in some community functions and feel a part of the community. R-4
- _____ Teachers are sought after as community members and leaders. U-5
- _____ Equipment in the home economics department is inadequate for teaching any area of home economics. 3C-1
- _____ This teaching situation provides little opportunity for cultural and/or stimulating intellectual activities such as attending concerts and lectures. H-1
- _____ Students are hard to manage but working with them is enjoyable. Q-2
- _____ Family has great respect for home economics teaching and think that it is a worthwhile profession for both men and women. N-4
- _____ Most community members ignore teachers. U-2
- _____ Teach primarily because I feel responsibility toward young people and society. AA-5
- _____ Want to combine marriage and teaching until first pregnancy and want to return to teaching after children leave home. 2H-5
- _____ Have some beliefs concerning the purposes of education and how to help achieve them through home economics. D-3
- _____ Feel secure and happy in teaching and feel that a worthwhile contribution is made to society and young people. C-4
- _____ Friends' attitudes are favorable toward home economics teaching. P-4
- _____ Feel adequate in the use of general methods such as lecture but feel inadequate in planning and carrying out some special home economics laboratory lessons, discussions, demonstrations, and activities such as FHA and home experiences. B-2
- _____ Home economics teacher educator from state office observes classes, gives good suggestions and/or praise and always supports teacher. X-6
- _____ Believe that home economics should be an integral part of the junior and senior high school curriculum and of vital importance to individuals, families, and society. Y-3

- _____ Students are fairly cooperative but working with them is not enjoyable. Q-3
- _____ Teaching load is usually light enough to be able to do most of the things other teachers in the school do. Z-2
- _____ A definite amount of school funds are provided by the school for home economics operating expenses and the amount is known by the home economics teacher. 3B-3
- _____ Principal visits classes but does no supervision. V-2
- _____ Not convinced that home economics education is worthwhile for all students in junior and senior high school. Y-1
- _____ Teach primarily because it is the only work that I can get in the community. AA-3
- _____ Have some beliefs concerning the purposes of education but cannot see how to achieve them through home economics. D-2
- _____ Family has respect for home economics teaching and feel it is a creditable profession for women. N-3
- _____ Principal observes classes, gives good suggestions and/or praise and always supports teacher. V-6
- _____ Have such a heavy schedule of class and extra-class activities that cannot do many of the things which other teachers do. Z-1
- _____ Friends' attitudes are favorable toward home economics teaching. P-2
- _____ Feel insecure and unhappy in teaching. C-1
- _____ Home economics is considered a field having much to offer all students (boys as well as girls). K-4
- _____ Principal sends out directives and checks to see that the teacher carries them out. V-3
- _____ Funds for home economics operating expenses are provided by the school but no set amount is known by the teacher. 3B-2
- _____ Have no desire to teach. 2H-1

- _____ Home economics is considered a field having much to offer all girls.
K-3
- _____ Students are cooperative and working with them is very enjoyable.
Q-5
- _____ College coordinator and supervising teacher send out directives
and check to see that the student teacher carries them out. V, X-3
- _____ College home economics teacher educator visits this school but
does no supervision. W-2
- _____ Husband or boyfriend's attitude is fairly favorable to wife or girl-
friend's home economics teaching. O-2
- _____ College home economics teacher educator sends out directives and
checks to see that the teacher carries them out. W-3
- _____ Teachers are somewhat more restricted in personal life than other
professional workers. T-2
- _____ Feel fairly secure and happy in teaching. C-2
- _____ Teach primarily for financial reasons. AA-1
- _____ College home economics teacher educator observes classes, gives
good suggestions and/or praise and always supports teacher. W-6
- _____ Students consider home economics a field having much to offer all
students (boys as well as girls). M-4
- _____ Home economics teaching provides opportunities for experimentation
with teaching methods, program development and sharing problem
solving in the school as a whole. I-3
- _____ Feel adequate in planning and using a variety of methods in class-
room, laboratory and related activities. B-3
- _____ Want to teach one or two years only. 2H-2
- _____ Enjoy many staff members and have both professional and social
contacts with them. S-4
- _____ Teachers are much more restricted in personal life than other pro-
fessional workers. T-1

- _____ Home economics is considered necessary for students of low socio-economic level and/or mental ability but is also considered suitable for all students. K-2
- _____ Feel adequate in planning, using and evaluating a variety of methods in classroom, laboratory, and related activities. B-4
- _____ Students consider home economics necessary for students of low socio-economic level and/or mental ability but also consider it suitable for all students. M-2
- _____ Feel adequately prepared in all areas of home economics. A-4
- _____ Believe that women teachers have few chances to meet suitable marriage partners. E-1
- _____ Home economics teaching seems dull and routine. I-1
- _____ Home economics teacher educator from state office observes classes, gives good suggestions and/or praise. X-5
- _____ Do not participate in community functions and do not feel a part of the community. R-1
- _____ College coordinator of student teaching and supervising teacher observe classes, give good suggestions and/or praise and always support student teacher. V, X-6
- _____ Do not enjoy many staff members and have little contact with them. S-1
- _____ This teaching situation provides much opportunity for cultural and/or stimulating intellectual activities. H-3
- _____ Living arrangements are unsatisfactory. G-1
- _____ Home economics teacher educator from state office gives directives and checks to see that teacher carries them out. X-3
- _____ Principal checks to see how things are going but gives no suggestions for improvement. V-4
- _____ Equipment in the home economics department is adequate for teaching one or two areas of home economics. 3C-2
- _____ Friends' attitudes are favorable toward home economics teaching. P-3

- _____ Home economics is viewed favorably and is supported by most of the teachers in the school. J-4
- _____ College coordinator of student teaching and supervising teacher check to see how things are going but give no suggestions for improvement. V, X-4
- _____ Cannot meet needs with the salary received for teaching. F-1'
- _____ Believe that home economics education can make a worthwhile contribution to the lives of most individual students and families and to society. Y-2
- _____ Most community members seem to understand and see real value in home economics and strongly support the program. L-4
- _____ Most community members accept teachers but make no attempt to include them as regular members. U-3
- _____ Teach primarily because teaching is the only work for which I feel qualified. AA-2
- _____ Feel secure and happy in teaching. C-3
- _____ Have a well defined philosophy of education and the place of home economics in achieving these objectives. D-4
- _____ Students consider home economics to be largely a field for students of low socio-economic level and/or mental ability. M-1
- _____ Home economics teaching provides limited opportunities to use own ideas in developing the program and teaching methods. I-2
- _____ Home economics is considered largely a field for students of a low socio-economic level and/or mental ability. K-1
- _____ No funds for home economics operating expenses are provided by the school. 3B-1
- _____ Participate in many community functions and have a strong sense of belonging in this community. R-5
- _____ Principal does not visit teacher's classes. V-1
- _____ Feel adequately prepared in most areas of home economics. A-3

- _____ Home economics teacher educator from state office visits classes but does no supervision. X-2
- _____ Home economics is viewed unfavorably by some, but is supported by some teachers in the school. J-3
- _____ Principal observes classes, gives good suggestions and/or praise. V-5
- _____ Living arrangements are satisfactory. G-3
- _____ Home economics teacher educator from state office checks to see how things are going but gives no suggestions for improvement. X-4
- _____ Home economics is viewed unfavorably by many of the teachers in the school. J-2
- _____ College home economics teacher educator does not visit this school. W-1
- _____ Enjoy some staff members and have both professional and social contacts with them. S-3
- _____ Want to combine marriage and teaching only until first pregnancy. 2H-4
- _____ Friends' attitudes are very unfavorable toward home economics teaching. P-1
- _____ Family has little respect for home economics teaching as a profession. N-1
- _____ College coordinator of student teaching and supervising teacher do not visit student teacher's classes. V, X-1
- _____ Most community members do not accept teachers and are critical of them. U-1
- _____ Participate in some community functions but do not feel a part of the community. R-3
- _____ Enjoy some staff members but have few contacts with them other than professional. S-2
- _____ Students are hard to manage and working with them is not enjoyable. Q-1

- _____ Teachers have about the same restrictions in personal life as other professional workers. T-3
- _____ College home economics teacher educator observes classes, gives good suggestions and/or praise. W-5
- _____ Living arrangements are fairly satisfactory. G-2
- _____ Husband or boyfriend's attitude is very favorable to wife or girlfriend's home economics teaching. O-4
- _____ Have no well defined beliefs about the purposes of education. D-1
- _____ College coordinator of student teaching and supervising teacher observe classes, give good suggestions and/or praise. V, X-5
- _____ Teach primarily because I enjoy it. AA-4
- _____ College coordinator of student teaching and supervising teacher visit classes but do no supervision. V, X-2
- _____ Believe that women teachers have better chances to meet suitable marriage partners than women with comparable professional positions. E-3
- _____ Can meet immediate needs and budget for travel, further education and generally meet financial expectations on the salary received for teaching. F-3
- _____ Want to combine teaching and marriage continuously with limited time out of the profession for child bearing. 2H-3
- _____ Have about the same teaching and extra-class load as other teachers in the school. Z-3
- _____ Feel inadequate in planning and using most methods of teaching. B-1
- _____ Most community members seem to think of home economics as a "frill" rather than a necessary part of the school program. L-1
- _____ Believe that women teachers have as many chances to meet suitable marriage partners as women with comparable professional positions. E-2
- _____ Feel adequately prepared in one or two areas of home economics. A-2

- _____ Home economics is ignored by most teachers in the school. J-1
- _____ Most community members seem to understand home economics and generally support the program. L-3
- _____ Can meet immediate needs with the salary received for teaching, but find it difficult to plan for travel, attending school and/or major things such as owning a home. F-2
- _____ This teaching situation provides some opportunity for cultural and/or stimulating intellectual activities. H-2
- _____ Husband or boyfriend's attitude definitely opposed to wife or girlfriend's home economics teaching. O-1
- _____ Teachers are well accepted and included in all community functions. U-4
- _____ Home economics teacher educator from state office does not visit this school. X-1
- _____ Most community members seem to accept home economics as a part of the school program but do not seem to understand that it is more than cooking and sewing. L-2
- _____ Students are fairly cooperative and working with them is enjoyable. Q-4
- _____ Do not participate in community functions and feel a part of the community. R-2
- _____ Husband or boyfriend's attitude is favorable to wife or girlfriend's home economics teaching. O-3
- _____ Living arrangements are very satisfactory. G-4
- _____ Family respects home economics teaching but does not think there is any future in it. N-2
- _____ Feel inadequately prepared in almost all areas of home economics. A-1
- _____ Students believe home economics is a field having much to offer all girls. M-3

- _____ College home economics teacher educator checks to see how things are going but gives no suggestions for improvement. W-4
- _____ Equipment in the home economics department is adequate for teaching almost all areas of home economics. 3C-3

APPENDIX E

JUDGES' RATINGS AND MEAN RATING FOR EACH ATTITUDE

TABLE 48. --Judges' ratings and mean rating for each attitude

Attitudes	Judges								Mean
	#1	#2	#3	#4	#5	#6	#7	#8	
Participate in some community functions and feel a part of the community.	5	4	3	4	4	5	2	2	3.625
Teachers are sought after as community members and leaders	4	4	5	3	3	4	4	3	3.750
Equipment in the home economics department is inadequate for teaching any area of home economics	9	9	7	7	9	9	9	8	8.375
This teaching situation provides little opportunity for cultural and/or stimulating intellectual activities such as attending concerts and lectures.	4	5	5	5	5	4	5	5	4.750
Students are hard to manage but working with them is enjoyable	3	3	3	3	4	5	5	3	3.625
Family has great respect for home economics teaching and think that it is a worthwhile profession for both men and women	3	3	3	5	2	5	3	2	3.250
Most community members ignore teachers	7	7	7	6	7	6	7	7	6.750
Teach primarily because I feel responsibility toward young people and society	4	3	3	4	2	2	4	2	3.000

TABLE 48.--Continued

Attitudes	Judges								Mean
	#1	#2	#3	#4	#5	#6	#7	#8	
Want to combine marriage and teaching until first pregnancy and want to return to teaching after children leave home	3	3	3	3	3	3	3	3	3.000
Have some beliefs concerning the purposes of education and how to help achieve them through home economics	2	3	3	3	3	5	5	2	3.250
Feel secure and happy in teaching and feel that a worthwhile contribution is made to society and young people	2	2	2	2	2	2	1	1	1.750
Friends' attitudes are very favorable toward home economics teaching	3	3	3	3	2	2	3	2	2.625
Feel adequate in the use of general methods such as lecture but feel inadequate in planning and carrying out some special home economics laboratory lessons, discussions, demonstrations, and activities such as FHA and home experiences	6	6	6	6	7	8	7	6	6.500
Home economics teacher educator from state office observes classes, gives good suggestions and/or praise and always supports teacher	2	2	3	4	4	2	1	1	2.375

TABLE 48.--Continued

Attitudes	Judges								Mean
	#1	#2	#3	#4	#5	#6	#7	#8	
Believe that home economics should be an integral part of the junior and senior high school curriculum and of vital importance to individuals, families, and society	2	3	3	3	2	3	2	3	2.625
Students are fairly cooperative but working with them is not enjoyable	7	7	7	8	8	8	7	8	7.500
Teaching load is usually light enough to be able to do most of the things other teachers in the school do	3	3	3	3	3	3	3	3	3.000
A definite amount of school funds are provided by the school for home economics operating expenses and the amount is known by the home economics teacher	3	2	2	3	2	2	3	3	2.500
Principal visits classes but does no supervision	5	5	5	4	6	4	5	4	4.750
Not convinced that home economics education is worthwhile for all students in junior and senior high school	8	8	7	8	7	8	8	8	7.750
Teach primarily because it is the only work that I can get in the community	9	9	9	7	9	9	9	7	8.500

TABLE 48.--Continued

Attitudes	Judges								
	#1	#2	#3	#4	#5	#6	#7	#8	Mean
Have some beliefs concerning the purposes of education but cannot see how to achieve them through home economics	7	7	7	7	8	7	8	7	7.250
Family has respect for home economics teaching and feel it is a creditable profession for women	3	3	3	3	2	3	2	2	2.625
Principal observes classes, gives good suggestions and/or praise and always supports teacher	2	2	3	3	2	2	2	2	2.250
Have such a heavy schedule of class and extra-class activities that cannot do many of the things which other teachers do	8	8	8	8	9	9	8	8	8.250
Friends' attitudes are favorable toward home economics teaching	3	3	3	3	2	3	2	2	2.625
Feel insecure and unhappy in teaching	9	9	9	9	9	9	9	9	9.000
Home economics is considered a field having much to offer all students (boys as well as girls)	3	2	3	3	2	3	1	1	2.250
Principal sends out directives and checks to see that the teacher carries them out	8	7	5	7	5	5	7	7	6.375

TABLE 48.--Continued

Attitudes	Judges								Mean
	#1	#2	#3	#4	#5	#6	#7	#8	
Funds for home economics operating expenses are provided by the school but no set amount is known by the teacher	5	5	7	5	7	5	5	5	5.500
Have no desire to teach	9	9	9	9	9	9	9	9	9.000
Home economics is considered a field having much to offer all girls	3	3	3	3	2	3	2	3	2.750
Students are cooperative and working with them is very enjoyable	2	1	1	3	2	3	1	1	1.750
College coordinator and supervising teacher send out directives and check to see that the student teacher carries them out	8	8	8	8	8	7	8	7	7.750
College home economics teacher educator visits this school but does no supervision	5	5	5	5	5	5	5	5	5.000
Husband or boyfriend's attitude is fairly favorable to wife or girlfriend's home economics teaching	4	3	3	4	3	5	3	2	3.375
College home economics teacher educator sends out directives and checks to see that the teacher carries them out	8	8	7	7	8	8	8	7	7.625

TABLE 48.--Continued

Attitudes	Judges								Mean
	#1	#2	#3	#4	#5	#6	#7	#8	
Teachers are somewhat more restricted in personal life than other professional workers	6	6	7	6	7	6	6	7	6.375
Feel fairly secure and happy in teaching	3	4	2	2	4	4	4	3	3.250
Teach primarily for financial reasons	5	7	7	5	7	7	7	5	6.250
College home economics teacher educator observes classes, gives good suggestions and/or praise and always supports teacher	2	2	2	3	2	1	1	3	2.000
Students consider home economics a field having much to offer all students (boys as well as girls)	3	2	2	3	2	2	1	1	2.000
Home economics teaching provides opportunities for experimentation with teaching methods, program development and sharing problem solving in the school as a whole	2	2	3	2	2	2	2	2	2.125
Feel adequate in planning and using a variety of methods in classroom, laboratory and related activities	2	2	3	2	2	3	3	2	2.375
Want to teach one or two years only	6	6	6	2	3	5	2	5	4.375

TABLE 48.--Continued

Attitudes	Judges								Mean
	#1	#2	#3	#4	#5	#6	#7	#8	
Enjoy many staff members and have both professional and social contacts	3	1	1	2	3	3	1	1	1.875
Teachers are much more restricted in personal life than other professional workers	7	7	5	7	7	7	7	6	6.625
Home economics is considered necessary for students of low socio-economic level and/or mental ability but is also considered suitable for all students	5	3	3	3	3	3	3	3	3.250
Feel adequate in planning, using and evaluating a variety of methods in classroom, laboratory, and related activities	2	2	3	2	2	2	3	2	2.250
Students consider home economics necessary for students of low socio-economic level and/or mental ability but also consider it suitable for all students	4	3	3	3	3	3	3	3	3.125
Feel adequately prepared in all areas of home economics	3	2	2	2	2	3	2	2	2.250
Believe that women teachers have few chances to meet suitable marriage partners	7	7	6	7	8	7	7	6	6.875

TABLE 48.--Continued

Attitudes	Judges								Mean
	#1	#2	#3	#4	#5	#6	#7	#8	
Home economics teaching seems dull and routine	8	9	9	8	9	9	9	9	8.750
Home economics teacher educator from state office observes classes, gives good suggestions and/or praise	2	2	3	4	4	2	2	3	2.750
Do not participate in community functions and do not feel a part of the community	5	8	5	6	8	8	8	7	6.875
College coordinator of student teaching and supervising teacher observe classes, give good suggestions and/or praise and always support student teacher	3	2	3	2	2	2	2	2	2.250
Do not enjoy many staff members and have little contact with them	7	8	8	8	7	8	8	8	7.750
This teaching situation provides much opportunity for cultural and/or stimulating intellectual activities	4	1	1	2	1	1	1	1	1.625
Living arrangements are unsatisfactory	7	8	7	8	8	5	8	5	7.000
Home economics teacher educator from state office gives directives and checks to see that teacher carries them out	7	5	5	5	6	6	5	7	5.750

TABLE 48.--Continued

Attitudes	Judges								Mean
	#1	#2	#3	#4	#5	#6	#7	#8	
Principal checks to see how things are going but gives no suggestions for improvement	5	5	5	5	7	7	4	4	5.250
Equipment in the home economics department is adequate for teaching one or two areas of home economics	6	5	5	5	5	6	5	5	5.250
Friends' attitudes are somewhat favorable toward home economics teaching	3	3	3	3	4	3	2	2	2.875
Home economics is viewed favorably and is supported by most of the teachers in the school	3	2	3	2	2	2	2	2	2.250
College coordinator of student teaching and supervising teacher check to see how things are going but give no suggestions for improvement	5	5	3	5	5	5	4	4	4.500
Cannot meet needs with the salary received for teaching	9	9	9	9	9	9	9	9	9.000
Believe that home economics education can make a worthwhile contribution to the lives of most individual students and families and to society	3	3	3	3	4	3	3	3	3.125

TABLE 48. --Continued

Attitudes	Judges								Mean
	#1	#2	#3	#4	#5	#6	#7	#8	
Most community members seem to understand and see real value in home economics and strongly support the program	2	2	2	3	2	2	2	2	2.125
Most community members accept teachers but make no attempt to include them as regular members	4	4	3	4	5	4	4	4	4.000
Teach primarily because teaching is the only work for which I feel qualified	9	9	9	7	7	7	9	9	8.250
Feel secure and happy in teaching	2	1	1	1	1	1	1	1	1.125
Have a well defined philosophy of education and the place of home economics in achieving these objectives	3	1	3	2	3	1	1	1	1.875
Students consider home economics to be largely a field for students of low socio-economic level and/or mental ability	6	4	5	4	6	4	4	5	4.750
Home economics teaching provides limited opportunities to use own ideas in developing the program and teaching methods	5	7	7	6	6	7	7	5	6.250

TABLE 48. --Continued

Attitudes	Judges								Mean
	#1	#2	#3	#4	#5	#6	#7	#8	
Home economics is considered largely a field for students of a low socio-economic level and/or mental ability	6	6	5	6	6	6	5	5	5.625
No funds for home economics operating expenses are provided by the school	8	9	9	8	9	9	9	9	8.750
Participate in many community functions and have a strong sense of belonging in this community	2	2	2	2	1	2	1	2	1.750
Principal does not visit teacher's classes	5	5	5	5	6	5	5	3	4.875
Feel adequately prepared in most areas of home economics	4	3	3	3	3	2	4	2	3.000
Home economics teacher educator from state office visits classes but does no supervision	5	5	5	5	4	6	6	3	4.875
Home economics is viewed unfavorably by some, but is supported by some teachers in the school	4	4	5	6	5	4	6	4	4.750
Principal observes classes, gives good suggestions and/or praise	3	3	3	3	4	2	3	2	2.875

TABLE 48. --Continued

Attitudes	Judges								Mean
	#1	#2	#3	#4	#5	#6	#7	#8	
Living arrangements are satisfactory	3	3	3	3	2	3	3	3	2.875
Home economics teacher educator from state office checks to see how things are going but gives no suggestions for improvement	5	4	5	5	4	4	4	4	4.375
Home economics is viewed unfavorably by many of the teachers in the school	6	8	5	7	8	8	8	5	6.875
College home economics teacher educator does not visit this school	5	5	5	5	5	5	5	5	5.000
Enjoy some staff members and have both professional and social contacts with them	4	4	3	4	4	3	3	4	3.625
Want to combine marriage and teaching only until first pregnancy	5	5	5	3	5	3	3	4	4.125
Friends' attitudes are very unfavorable toward home economics teaching	6	7	6	7	7	7	7	7	6.750
Family has little respect for home economics teaching as a profession	7	7	6	7	7	7	7	7	6.875

TABLE 48. --Continued

Attitudes	Judges								Mean
	#1	#2	#3	#4	#5	#6	#7	#8	
College coordinator of student teaching and supervising teacher do not visit student teacher's classes	5	7	7	5	6	7	6	7	6.250
Most community members do not accept teachers and are critical of them	8	8	7	7	8	8	8	8	7.750
Participate in some community functions but do not feel a part of the community	5	6	5	6	6	5	6	7	5.750
Enjoy some staff members but have few contacts with them other than professional	5	4	5	4	4	4	4	5	4.375
Students are hard to manage and working with them is not enjoyable	9	9	7	7	9	9	9	9	8.500
Teachers have about the same restrictions in personal life as other professional workers	5	5	3	5	5	3	3	4	4.125
College home economics teacher educator observes classes, gives good suggestions and/or praise	2	2	2	4	4	2	2	2	2.500
Living arrangements are fairly satisfactory	4	4	3	4	4	3	3	4	3.625

TABLE 48. --Continued

Attitudes	Judges							
	#1	#2	#3	#4	#5	#6	#7	#8
Husband or boyfriend's attitude is very favorable to wife or girlfriend's home economics teaching	2	2	1	3	3	3	1	2
Have no well defined beliefs about the purposes of education	6	9	9	7	6	9	9	7
College coordinator of student teaching and supervising teacher observe classes, give good suggestions and/or praise	2	2	1	2	3	1	2	2
Teach primarily because I enjoy it	2	1	1	2	3	1	1	1
College coordinator of student teaching and supervising teacher visit classes but do no supervision	5	5	5	5	5	3	5	3
Believe that women teachers have better chances to meet suitable marriage partners than women with comparable professional positions	4	4	5	3	5	4	3	4
Can meet immediate needs and budget for travel, further education and generally meet financial expectations on the salary received for teaching	3	2	2	4	4	2	2	3

TABLE 48. --Continued

Attitudes	Judges							
	#1	#2	#3	#4	#5	#6	#7	#8
								Mean
Want to combine teaching and marriage continuously with limited time out of the profession for child bearing	3	3	2	3	3	2	2	3
								2.625
Have about the same teaching and extra-class load as other teachers in the school	3	3	3	3	2	2	3	3
								2.750
Feel inadequate in planning and using most methods of teaching	8	7	7	7	8	7	7	8
								7.375
Most community members seem to think of home economics as a "frill" rather than a necessary part of the school program	7	7	7	6	6	7	7	7
								6.750
Believe that women teachers have as many chances to meet suitable marriage partners as women with comparable professional positions	4	4	3	4	4	4	4	4
								3.875
Feel adequately prepared in one or two areas of home economics	5	4	5	4	4	4	4	4
								4.250
Home economics is ignored by most teachers in the school	7	7	5	7	7	7	7	5
								6.500

TABLE 48. --Continued

Attitudes	Judges								
	#1	#2	#3	#4	#5	#6	#7	#8	Mean
Most community members seem to understand home economics and generally support the program	4	3	3	4	3	3	3	3	3.250
Can meet immediate needs with the salary received for teaching, but find it difficult to plan for travel, attending school and/or major things such as owning a home	5	5	5	6	5	5	5	6	5.250
This teaching situation provides some opportunity for cultural and/or stimulating intellectual activities	4	4	4	4	4	5	4	5	4.250
Husband or boyfriend's attitude definitely opposed to wife or girlfriend's home economics teaching	8	8	8	8	8	8	8	8	8.000
Teachers are well accepted and included in all community functions	3	2	3	3	2	2	2	2	2.375
Home economics teacher educator from state office does not visit this school	5	5	5	5	4	5	5	4	4.750
Most community members seem to accept home economics as part of the school program but do not seem to understand that it is more than cooking and sewing	5	5	5	5	5	5	5	5	5.000

TABLE 48.--Continued

Attitudes	Judges								Mean
	#1	#2	#3	#4	#5	#6	#7	#8	
Students are fairly cooperative and working with them is enjoyable	3	3	3	3	3	3	3	3	3.000
Do not participate in community functions and feel a part of the community	7	7	5	6	7	6	5	7	6.250
Husband or boyfriend's attitude is favorable to wife or girlfriend's home economics teaching	2	2	3	3	2	2	2	2	2.250
Living arrangements are very satisfactory	3	2	2	3	2	3	2	2	2.375
Family respects home economics teaching but does not think there is any future	5	5	5	6	6	5	6	5	5.375
Feel inadequately prepared in almost all areas of home economics	8	9	9	9	9	9	9	9	8.875
Students believe home economics is a field having much to offer all girls	3	2	2	3	3	2	2	2	2.375
College home economics teacher educator checks to see how things are going but gives no suggestions for improvement	5	5	3	5	5	5	5	3	4.500
Equipment in the home economics department is adequate for teaching almost all areas of home economics	3	3	2	3	2	3	3	2	2.625

APPENDIX F
SCALED QUESTIONNAIRES

ATTITUDE SCALES FOR HOME ECONOMICS TEACHERS

Directions: Circle the number of the one statement which best indicates your attitude toward each lettered topic. Please respond to all topics.

A. Personal goals at present. (Circle one number only)

- 9 Have no desire to teach
- 4 Want to teach one or two years only
- 4 Want to combine marriage and teaching only until first pregnancy
- 3 Want to combine marriage and teaching until first pregnancy and want to return to teaching after children leave home
- 3 Want to combine teaching and marriage continuously with limited time out of the profession for child bearing

B. School provision for operating expenses. (Circle one number only)

- 9 No funds are provided by the school
- 6 Funds are provided by school but no set amount is known by the teacher
- 3 Definite amount of school funds provided by the school and the amount is known by the teacher

C. Equipment in home economics department. (Circle one number only)

- 8 Inadequate equipment for teaching any area of home economics
- 5 Adequate equipment for teaching one or two areas of home economics
- 3 Adequate equipment for teaching almost all areas of home economics

D. Adequacy of training in subject matter. (Circle one number only)

- 9 Feel inadequately prepared in almost all areas of home economics

D. Continued

- 4 Feel adequately prepared in one or two areas of home economics
- 3 Feel adequately prepared in most areas of home economics
- 2 Feel adequately prepared in all areas of home economics

E. Adequacy of training in planning and using methods to achieve goals.
(Circle one number only)

- 7 Feel inadequate in planning and using most methods
- 7 Feel adequate in the use of general methods such as lecture but feel inadequate in planning and carrying out some special home economics laboratory lessons, discussions, demonstrations, and activities such as FHA and home experiences
- 2 Feel adequate in planning and using a variety of methods in classroom, laboratory and related activities
- 2 Feel adequate in planning, using and evaluating a variety of methods in classroom, laboratory, and related activities

F. Professional adequacy. (Circle one number only)

- 9 Feel insecure and unhappy in teaching
- 3 Feel fairly secure and happy in teaching
- 2 Feel secure and happy in teaching and feel that a worthwhile contribution is made to society and young people
- 1 Feeling secure and happy in teaching

G. Educational philosophy. (Circle one number only)

- 8 Have no well defined beliefs about the purposes of education
- 7 Have some beliefs concerning the purposes of education but cannot see how to achieve them through home economics
- 3 Have some beliefs concerning the purposes of education and how to help achieve them through home economics
- 2 Have a well defined philosophy of education and the place of home economics in achieving these objectives

H. Chances for marriage. Please circle the number of your beliefs even though you may be married. (Circle one number only)

- 7 Believe that women teachers have few chances to meet suitable marriage partners
- 4 Believe that women teachers have better chances to meet suitable marriage partners than women with comparable professional positions
- 4 Believe that women teachers have as many chances to meet suitable marriage partners as women with comparable professional positions

I. Financial opportunities. (Circle one number only)

- 9 Cannot meet needs with the salary received for teaching
- 5 Can meet immediate needs with the salary received for teaching, but find it difficult to plan for travel, attending school and/or major things such as owning a home
- 3 Can meet immediate needs and budget for travel, further education and generally meet financial expectations on the salary received for teaching

J. Living arrangements. (Circle one number only)

- 7 Living arrangements are unsatisfactory
- 4 Living arrangements are fairly satisfactory
- 3 Living arrangements are satisfactory
- 2 Living arrangements are very satisfactory

K. Cultural opportunities. (Circle one number only)

- 5 This teaching situation provides little opportunity for cultural and/or stimulating intellectual activities such as attending concerts and lectures
- 4 This teaching situation provides some opportunity for cultural and/or stimulating intellectual activities
- 2 This teaching situation provides much opportunity for cultural and/or stimulating intellectual activities

L. Creativity. (Circle one number only)

- 9 Home economics teaching seems dull and routine
- 6 Home economics teaching provides limited opportunities to use own ideas in developing the program and teaching methods
- 2 Home economics teaching provides opportunities for experimentation with teaching methods, program development and sharing problem solving in the school as a whole

M. Attitude of teachers other than home economics. (Circle one number only)

- 7 Home economics is viewed unfavorably by many of the teachers in the school
- 7 Home economics is ignored by most teachers in the school
- 5 Home economics is viewed unfavorably by some, but is supported by some teachers in the school
- 2 Home economics is viewed favorably and is supported by most of the teachers in the school

N. Attitude of administrator(s). (Circle one number only)

- 6 Home economics is considered largely a field for students of a low socio-economic level and/or mental ability
- 3 Home economics is considered necessary for students of low socio-economic level and/or mental ability but is also considered suitable for all students
- 3 Home economics is considered a field having much to offer all girls
- 2 Home economics is considered a field having much to offer all students (boys as well as girls)

O. Prestige in the community. (Circle one number only)

- 7 Most community members seem to think of home economics as a "frill" rather than a necessary part of the school program
- 5 Most community members seem to accept home economics as a part of the school program but do not seem to understand that it is more than cooking and sewing

O. Continued

- 3 Most community members seem to understand home economics and generally support the program
- 2 Most community members seem to understand and see real value in home economics and strongly support the program

P. Attitude of students. (Circle one number only)

- 5 Home economics is considered largely a field for students of low socio-economic level and/or mental ability
- 3 Home economics is considered necessary for students of low socio-economic level and/or mental ability but is also considered suitable for all students
- 2 Home economics is considered a field having much to offer all girls
- 2 Home economics is considered a field having much to offer all students (boys as well as girls)

Q. Attitude of your parental family toward home economics teaching. (Circle one number only)

- 7 Family has little respect for home economics teaching as a profession
- 5 Family respects home economics teaching but does not think there is any future in it
- 3 Family has great respect for home economics teaching and think that it is a worthwhile profession for both men and women
- 3 Family has respect for home economics teaching and feel it is a creditable profession for women

R. Present attitude of husband or boyfriend toward teaching. (Circle one number only)

- 8 Definitely opposed to wife's or girlfriend's teaching
- 3 Fairly favorable to wife's or girlfriend's teaching

R. Continued

2 Favorable to wife's or girlfriend's teaching

2 Very favorable to wife's or girlfriend's teaching

S. Attitude of friends toward home economics teaching. (Circle one number only)

7 Very unfavorable toward home economics teaching

3 Somewhat favorable toward home economics teaching

3 Favorable toward home economics teaching

3 Very favorable toward home economics teaching

T. Relationships with students. (Circle one number only)

9 Students are hard to manage and working with them is not enjoyable

8 Students are fairly cooperative but working with them is not enjoyable

4 Students are hard to manage but working with them is enjoyable

3 Students are fairly cooperative and working with them is enjoyable

2 Students are cooperative and working with them is very enjoyable

U. Relationships in the community where you are teaching or did teach. (Circle one number only)

7 Do not participate in community functions and do not feel a part of the community

6 Do not participate in community functions and feel a part of the community

6 Participate in some community functions but do not feel a part of the community

U. Continued

- 4 Participate in some community functions and feel a part of the community
- 2 Participate in many community functions and have a strong sense of belonging in this community

V. Relationships with school personnel. (Circle one number only)

- 8 Do not enjoy many staff members and have little contact with them
- 4 Enjoy some staff members but have few contacts with them other than professional
- 4 Enjoy some staff members and have both professional and social contacts with them
- 2 Enjoy many staff members and have both professional and social contacts with them

W. Restrictions in personal life. (Circle one number only)

- 7 Teachers are much more restricted in personal life than other professional workers
- 6 Teachers are somewhat more restricted in personal life than other professional workers
- 4 Teachers have about the same restrictions in personal life as other professional workers

X. Attitude of community toward teachers. (Circle one number only)

- 8 Most community members do not accept teachers and are critical of them
- 7 Most community members ignore teachers
- 4 Most community members accept teachers but make no attempt to include them as regular members
- 4 Teachers are sought after as community members and leaders
- 2 Teachers are well accepted and included in all community functions

Y. Supervision by the school administrator. (Circle one number only)

- 6 Sends out directions and checks to see that the teacher carries them out
- 5 Checks to see how things are going but gives no suggestions for improvement
- 5 Does not visit teacher's classes
- 5 Visits classes but does no supervision
- 3 Observes, gives good suggestions and/or praise
- 2 Observes, gives good suggestions and/or praise and always supports teacher

Z. Supervision by college home economics teacher education person. (Circle one number only)

- 8 Sends out directions and checks to see that the teacher carries them out
- 5 Does not visit this school
- 5 Visits this school but does no supervision
- 5 Checks to see how things are going but gives no suggestions for improvement
- 3 Observes, gives good suggestions and/or praise
- 2 Observes, gives good suggestions and always supports teacher

AA. Supervision by person from the state home economics staff. (Circle one number only)

- 6 Gives directions and checks to see that the teacher carries them out
- 5 Visits classes but does no supervision
- 5 Does not visit teacher's classes
- 4 Checks to see how things are going but gives no suggestions for improvement

AA. Continued

- 3 Observes, gives good suggestions and/or praise
- 2 Observes, gives good suggestions and/or praise and always supports teacher

BB. Worth of junior and senior high school home economics. (Circle one number only)

- 8 Not convinced that home economics education is worthwhile for all students
- 3 Believe that home economics education can make a worthwhile contribution to the lives of most individual students, families and to society
- 3 Believe that home economics should be an integral part of the school curriculum and of vital importance to individuals, families and society

CC. Load. (Circle one number only)

- 8 Have such a heavy schedule of class and extra-class activities that you cannot do many of the things which other teachers do
- 3 Teaching load is usually light enough to enable you to do most of the things which other teachers do
- 3 Have about the same teaching and extra-class load as other teachers in the school

DD. Reasons why you will teach. (Circle one number only)

- 9 Teach because it is the only work that you can get in the community
- 8 Teach because teaching is the only work for which you feel qualified
- 6 Teach for financial reasons
- 3 Teach because you feel responsibility toward young people and society
- 2 Teach because you enjoy it

ATTITUDE SCALES FOR HOME ECONOMICS
TEACHING GRADUATES

Directions: Circle the number of the one statement which best indicates your attitude toward each lettered topic. Please respond to all topics.

A. Personal goals at present. (Circle one number only)

- 9 Have no desire to teach
- 4 Want to teach one or two years only
- 4 Want to combine marriage and teaching only until first pregnancy
- 3 Want to combine marriage and teaching until first pregnancy and want to return to teaching after children leave home
- 3 Want to combine teaching and marriage continuously with limited time out of the profession for child bearing

B. School provision for operating expenses. (Circle one number only)

- 9 No funds are provided by the school
- 6 Funds are provided by school but no set amount is known by the teacher
- 3 Definite amount of school funds provided by the school and the amount is known by the teacher

C. Equipment in home economics department. (Circle one number only)

- 8 Inadequate equipment for teaching any area of home economics
- 5 Adequate equipment for teaching one or two areas of home economics
- 3 Adequate equipment for teaching almost all areas of home economics

D. Adequacy of training in subject matter. (Circle one number only)

- 9 Feel inadequately prepared in almost all areas of home economics
- 4 Feel adequately prepared in one or two areas of home economics
- 3 Feel adequately prepared in most areas of home economics
- 2 Feel adequately prepared in all areas of home economics

E. Adequacy of training in planning and using methods to achieve goals. (Circle one number only)

- 7 Feel inadequate in planning and using most methods
- 7 Feel adequate in the use of general methods such as lecture but feel inadequate in planning and carrying out some special home economics laboratory lessons, discussions, demonstrations, and activities such as FHA and home experiences
- 2 Feel adequate in planning and using a variety of methods in classroom, laboratory and related activities
- 2 Feel adequate in planning, using and evaluating a variety of methods in classroom, laboratory, and related activities

F. Professional adequacy. (Circle one number only)

- 9 Feel insecure and unhappy in teaching
- 3 Feel fairly secure and happy in teaching
- 2 Feel secure and happy in teaching and feel that a worthwhile contribution is made to society and young people
- 1 Feeling secure and happy in teaching

G. Educational philosophy. (Circle one number only)

- 8 Have no well defined beliefs about the purposes of education
- 7 Have some beliefs concerning the purposes of education but cannot see how to achieve them through home economics
- 3 Have some beliefs concerning the purposes of education and how to help achieve them through home economics

G. Continued

- 2 Have a well defined philosophy of education and the place of home economics in achieving these objectives

H. Chances for marriage. Please circle the number of your beliefs even though you may be married. (Circle one number only)

- 7 Believe that women teachers have few chances to meet suitable marriage partners
- 4 Believe that women teachers have better chances to meet suitable marriage partners than women with comparable professional positions
- 4 Believe that women teachers have as many chances to meet suitable marriage partners as women with comparable professional positions

I. Financial opportunities. (Circle one number only)

- 9 Cannot meet needs with the salary received for teaching
- 5 Can meet immediate needs with the salary received for teaching, but find it difficult to plan for travel, attending school and/or major things such as owning a home
- 3 Can meet immediate needs and budget for travel, further education and generally meet financial expectations on the salary received for teaching

J. Living arrangements. (Circle one number only)

- 7 Living arrangements are unsatisfactory
- 4 Living arrangements are fairly satisfactory
- 3 Living arrangements are satisfactory
- 2 Living arrangements are very satisfactory

K. Cultural opportunities. (Circle one number only)

- 5 This teaching situation provides little opportunity for cultural and/or stimulating intellectual activities such as attending concerts and lectures

K. Continued

- 4 This teaching situation provides some opportunity for cultural and/or stimulating intellectual activities
- 2 This teaching situation provides much opportunity for cultural and/or stimulating intellectual activities

L. Creativity. (Circle one number only)

- 9 Home economics teaching seems dull and routine
- 6 Home economics teaching provides limited opportunities to use own ideas in developing the program and teaching methods
- 2 Home economics teaching provides opportunities for experimentation with teaching methods, program development and sharing problem solving in the school as a whole

M. Attitude of teachers other than home economics. (Circle one number only)

- 7 Home economics is viewed unfavorably by many of the teachers in the school
- 7 Home economics is ignored by most teachers in the school
- 5 Home economics is viewed unfavorably by some, but is supported by some teachers in the school
- 2 Home economics is viewed favorably and is supported by most of the teachers in the school

N. Attitude of administrator(s). (Circle one number only)

- 6 Home economics is considered largely a field for students of a low socio-economic level and/or mental ability
- 3 Home economics is considered necessary for students of low socio-economic level and/or mental ability but is also considered suitable for all students
- 3 Home economics is considered a field having much to offer all girls
- 2 Home economics is considered a field having much to offer all students (boys as well as girls)

O. Prestige in the community. (Circle one number only)

- 7 Most community members seem to think of home economics as a "frill" rather than a necessary part of the school program
- 5 Most community members seem to accept home economics as a part of the school program but do not seem to understand that it is more than cooking and sewing
- 3 Most community members seem to understand home economics and generally support the program
- 2 Most community members seem to understand and see real value in home economics and strongly support the program

P. Attitude of students. (Circle one number only)

- 5 Home economics is considered largely a field for students of low socio-economic level and/or mental ability
- 3 Home economics is considered necessary for students of low socio-economic level and/or mental ability but is also considered suitable for all students
- 2 Home economics is considered a field having much to offer all girls
- 2 Home economics is considered a field having much to offer all students (boys as well as girls)

Q. Attitude of your parental family toward home economics teaching. (Circle one number only)

- 7 Family has little respect for home economics teaching as a profession
- 5 Family respects home economics teaching but does not think there is any future in it
- 3 Family has great respect for home economics teaching and think that it is a worthwhile profession for both men and women
- 3 Family has respect for home economics teaching and feel it is a creditable profession for women

R. Present attitude of husband or boyfriend toward teaching. (Circle one number only)

8 Definitely opposed to wife's or girlfriend's teaching

3 Fairly favorable to wife's or girlfriend's teaching

2 Favorable to wife's or girlfriend's teaching

2 Very favorable to wife's or girlfriend's teaching

S. Attitude of friends toward home economics teaching. (Circle one number only)

7 Very unfavorable toward home economics teaching

3 Somewhat favorable toward home economics teaching

3 Favorable toward home economics teaching

3 Very favorable toward home economics teaching

T. Relationships with students. (Circle one number only)

9 Students are hard to manage and working with them is not enjoyable

8 Students are fairly cooperative but working with them is not enjoyable

4 Students are hard to manage but working with them is enjoyable

3 Students are fairly cooperative and working with them is enjoyable

2 Students are cooperative and working with them is very enjoyable

U. Relationships in the community where you are teaching or did teach. (Circle one number only)

7 Do not participate in community functions and do not feel a part of the community

6 Do not participate in community functions and feel a part of the community

U. Continued

- 6 Participate in some community functions but do not feel a part of the community
- 4 Participate in some community functions and feel a part of the community
- 2 Participate in many community functions and have a strong sense of belonging in this community

V. Relationships with school personnel. (Circle one number only)

- 8 Do not enjoy many staff members and have little contact with them
- 4 Enjoy some staff members but have few contacts with them other than professional
- 4 Enjoy some staff members and have both professional and social contacts with them
- 2 Enjoy many staff members and have both professional and social contacts with them

W. Restrictions in personal life. (Circle one number only)

- 7 Teachers are much more restricted in personal life than other professional workers
- 6 Teachers are somewhat more restricted in personal life than other professional workers
- 4 Teachers have about the same restrictions in personal life as other professional workers

X. Attitude of community toward teachers. (Circle one number only)

- 8 Most community members do not accept teachers and are critical of them
- 7 Most community members ignore teachers
- 4 Most community members accept teachers but make no attempt to include them as regular members
- 2 Teachers are well accepted and included in all community functions

Y. Supervision by the college coordinator of student teaching. (Circle one number only)

- 8 Sends out directions and checks to see that the student teacher carries them out
- 6 Does not visit student teacher's classes
- 5 Visits classes but does no supervision
- 5 Checks to see how things are going but gives no suggestions for improvement
- 2 Observes, gives good suggestions and/or praise and always supports student teacher
- 2 Observes, gives good suggestions and/or praise

Z. Supervision by college home economics teacher education person. (Circle one number only)

- 8 Sends out directions and checks to see that the teacher carries them out
- 5 Does not visit this school
- 5 Visits this school but does no supervision
- 5 Checks to see how things are going but gives no suggestions for improvement
- 3 Observes, gives good suggestions and/or praise
- 2 Observes, gives good suggestions and always supports teacher

AA. Supervision by home economics supervising teacher. (Circle one number only)

- 8 Gives directives and checks to see that student teacher carries them out
- 6 Does not visit student teacher's classes
- 5 Visits classes but does no supervision

AA. Continued

- 5 Checks to see how things are going but gives no suggestions for improvement
- 2 Observes, gives good suggestions and/or praise and always supports student teacher
- 2 Observes, gives good suggestions and/or praise

BB. Worth of junior and senior high school home economics. (Circle one number only)

- 8 Not convinced that home economics education is worthwhile for all students
- 3 Believe that home economics education can make a worthwhile contribution to the lives of most individual students, families and to society
- 3 Believe that home economics should be an integral part of the school curriculum and of vital importance to individuals, families and society

CC. Load. (Circle one number only)

- 8 Have such a heavy schedule of class and extra-class activities that you cannot do many of the things which other teachers do
- 3 Teaching load is usually light enough to enable you to do most of the things which other teachers do
- 3 Have about the same teaching and extra-class load as other teachers in the school

DD. Reasons why you will teach. (Circle one number only)

- 9 Teach because it is the only work that you can get in the community
- 8 Teach because teaching is the only work for which you feel qualified
- 6 Teach for financial reasons

DD. Continued

- 3 Teach because you feel responsibility toward young people and society
- 2 Teach because you enjoy it

ATTITUDE SCALES FOR HOME ECONOMICS TEACHERS

(Research Form)

Directions: Circle the number of the one statement which best indicates your attitude toward each lettered topic. Please respond to all topics.

A. Personal goals at present. (Circle one number only)

- 9.000 Have no desire to teach
- 4.375 Want to teach one or two years only
- 4.125 Want to combine marriage and teaching only until first pregnancy
- 3.000 Want to combine marriage and teaching until first pregnancy and want to return to teaching after children leave home
- 2.625 Want to combine teaching and marriage continuously with limited time out of the profession for child bearing

B. School provision for operating expenses. (Circle one number only)

- 8.750 No funds are provided by the school
- 5.500 Funds are provided by school but no set amount is known by the teacher
- 2.500 Definite amount of school funds provided by the school and the amount is known by the teacher

C. Equipment in home economics department. (Circle one number only)

- 8.375 Inadequate equipment for teaching any area of home economics
- 5.250 Adequate equipment for teaching one or two areas of home economics
- 2.625 Adequate equipment for teaching almost all areas of home economics

D. Adequacy of training in subject matter. (Circle one number only)

- 8.875 Feel inadequately prepared in almost all areas of home economics
- 4.250 Feel adequately prepared in one or two areas of home economics
- 3.000 Feel adequately prepared in most areas of home economics
- 2.250 Feel adequately prepared in all areas of home economics

E. Adequacy of training in planning and using methods to achieve goals. (Circle one number only)

- 7.375 Feel inadequate in planning and using most methods
- 6.500 Feel adequate in the use of general methods such as lecture but feel inadequate in planning and carrying out some special home economics laboratory lessons, discussions, demonstrations, and activities such as FHA and home experiences
- 2.375 Feel adequate in planning and using a variety of methods in classroom, laboratory and related activities.
- 2.250 Feel adequate in planning, using and evaluating a variety of methods in classroom, laboratory, and related activities

F. Professional adequacy. (Circle one number only)

- 9.000 Feel insecure and unhappy in teaching
- 3.250 Feel fairly secure and happy in teaching
- 1.750 Feel secure and happy in teaching and feel that a worthwhile contribution is made to society and young people
- 1.125 Feeling secure and happy in teaching

G. Educational philosophy. (Circle one number only)

- 7.750 Have no well defined beliefs about the purposes of education
- 7.250 Have some beliefs concerning the purposes of education but cannot see how to achieve them through home economics

G. Continued

- 3.250 Have some beliefs concerning the purposes of education and how to help achieve them through home economics
- 1.875 Have a well defined philosophy of education and the place of home economics in achieving these objectives

H. Chances for marriage. Please circle the number of your beliefs even though you may be married. (Circle one number only)

- 6.875 Believe that women teachers have few chances to meet suitable marriage partners
- 4.000 Believe that women teachers have better chances to meet suitable marriage partners than women with comparable professional positions
- 3.875 Believe that women teachers have as many chances to meet suitable marriage partners as women with comparable professional positions

I. Financial opportunities. (Circle one number only)

- 9.000 Cannot meet needs with the salary received for teaching
- 5.250 Can meet immediate needs with the salary received for teaching, but find it difficult to plan for travel, attending school and/or major things such as owning a home
- 2.750 Can meet immediate needs and budget for travel, further education and generally meet financial expectations on the salary received for teaching

J. Living arrangements. (Circle one number only)

- 7.000 Living arrangements are unsatisfactory
- 3.625 Living arrangements are fairly satisfactory
- 2.875 Living arrangements are satisfactory
- 2.375 Living arrangements are very satisfactory

K. Cultural opportunities. (Circle one number only)

- 4.750 This teaching situation provides little opportunity for cultural and/or stimulating intellectual activities such as attending concerts and lectures
- 4.250 This teaching situation provides some opportunity for cultural and/or stimulating intellectual activities
- 1.625 This teaching situation provides much opportunity for cultural and/or stimulating intellectual activities

L. Creativity. (Circle one number only)

- 8.750 Home economics teaching seems dull and routine
- 6.250 Home economics teaching provides limited opportunities to use own ideas in developing the program and teaching methods
- 2.125 Home economics teaching provides opportunities for experimentation with teaching methods, program development and sharing problem solving in the school as a whole

M. Attitude of teachers other than home economics. (Circle one number only)

- 6.875 Home economics is viewed unfavorably by many of the teachers in the school
- 6.500 Home economics is ignored by most teachers in the school
- 4.750 Home economics is viewed unfavorably by some, but is supported by some teachers in the school
- 2.250 Home economics is viewed favorably and is supported by most of the teachers in the school

N. Attitude of administrator(s). (Circle one number only)

- 5.625 Home economics is considered largely a field for students of a low socio-economic level and/or mental ability
- 3.250 Home economics is considered necessary for students of low socio-economic level and/or mental ability but is also considered suitable for all students

N. Continued

- 2.750 Home economics is considered a field having much to offer all girls
- 2.250 Home economics is considered a field having much to offer all students (boys as well as girls)

O. Prestige in the community. (Circle one number only)

- 6.750 Most community members seem to think of home economics as a "frill" rather than a necessary part of the school program
- 5.000 Most community members seem to accept home economics as a part of the school program but do not seem to understand that it is more than cooking and sewing
- 3.250 Most community members seem to understand home economics and generally support the program
- 2.125 Most community members seem to understand and see real value in home economics and strongly support the program

P. Attitude of students. (Circle one number only)

- 4.750 Home economics is considered largely a field for students of low socio-economic level and/or mental ability
- 3.125 Home economics is considered necessary for students of low socio-economic level and/or mental ability but is also considered suitable for all students
- 2.375 Home economics is considered a field having much to offer all girls
- 2.000 Home economics is considered a field having much to offer all students (boys as well as girls)

Q. Attitude of your parental family toward home economics teaching. (Circle one number only)

- 6.875 Family has little respect for home economics teaching as a profession

Q. Continued

- 5.375 Family respects home economics teaching but does not think there is any future in it
- 3.250 Family has great respect for home economics teaching and think that it is a worthwhile profession for both men and women
- 2.625 Family has respect for home economics teaching and feel it is a creditable profession for women

R. Present attitude of husband or boyfriend toward teaching. (Circle one number only)

- 8.000 Definitely opposed to wife's or girlfriend's teaching
- 3.375 Fairly favorable to wife's or girlfriend's teaching
- 2.250 Favorable to wife's or girlfriend's teaching
- 2.125 Very favorable to wife's or girlfriend's teaching

S. Attitude of friends toward home economics teaching. (Circle one number only)

- 6.750 Very unfavorable toward home economics teaching
- 2.875 Somewhat favorable toward home economics teaching
- 2.625 Favorable toward home economics teaching
- 2.625 Very favorable toward home economics teaching

T. Relationships with students. (Circle one number only)

- 8.500 Students are hard to manage and working with them is not enjoyable
- 7.500 Students are fairly cooperative but working with them is not enjoyable
- 3.625 Students are hard to manage but working with them is enjoyable

T. Continued

- 3.000 Students are fairly cooperative and working with them is enjoyable
- 1.750 Students are cooperative and working with them is very enjoyable

U. Relationships in the community where you are teaching or did teach. (Circle one number only)

- 6.875 Do not participate in community functions and do not feel a part of the community
- 6.250 Do not participate in community functions and feel a part of the community
- 5.750 Participate in some community functions but do not feel a part of the community
- 3.625 Participate in some community functions and feel a part of the community
- 1.750 Participate in many community functions and have a strong sense of belonging in this community

V. Relationships with school personnel. (Circle one number only)

- 7.750 Do not enjoy many staff members and have little contact with them
- 4.375 Enjoy some staff members but have few contacts with them other than professional
- 3.625 Enjoy some staff members and have both professional and social contacts with them
- 1.875 Enjoy many staff members and have both professional and social contacts with them

W. Restrictions in personal life. (Circle one number only)

- 6.625 Teachers are much more restricted in personal life than other professional workers
- 6.375 Teachers are somewhat more restricted in personal life than other professional workers

W. Continued

- 4.125 Teachers have about the same restrictions in personal life as other professional workers

X. Attitude of community toward teachers. (Circle one number only)

- 7.750 Most community members do not accept teachers and are critical of them
- 6.750 Most community members ignore teachers
- 4.000 Most community members accept teachers but make no attempt to include them as regular members
- 3.750 Teachers are sought after as community members and leaders
- 2.375 Teachers are well accepted and included in all community functions

Y. Supervision by the school administrator. (Circle one number only)

- 6.375 Sends out directions and checks to see that the teacher carries them out
- 5.250 Checks to see how things are going but gives no suggestions for improvement
- 4.875 Does not visit teacher's classes
- 4.750 Visits classes but does no supervision
- 2.875 Observes, gives good suggestions and/or praise
- 2.250 Observes, gives good suggestions and/or praise and always supports teacher

Z. Supervision by college home economics teacher education person. (Circle one number only)

- 7.625 Sends out directions and checks to see that the teacher carries them out
- 5.000 Does not visit this school
- 5.000 Visits this school but does no supervision

Z. Continued

- 4.500 Checks to see how things are going but gives no suggestions for improvement
- 2.500 Observes, gives good suggestions and/or praise
- 2.000 Observes, gives good suggestions and always supports teacher

AA. Supervision by person from the state home economics staff. (Circle one number only)

- 5.750 Gives directions and checks to see that the teacher carries them out
- 4.875 Visits classes but does no supervision
- 4.750 Does not visit teacher's classes
- 4.375 Checks to see how things are going but gives no suggestions for improvement
- 2.750 Observes, gives good suggestions and/or praise
- 2.375 Observes, gives good suggestions and/or praise and always supports teacher

BB. Worth of junior and senior high school home economics. (Circle one number only)

- 7.750 Not convinced that home economics education is worthwhile for all students
- 3.125 Believe that home economics education can make a worthwhile contribution to the lives of most individual students, families and to society
- 2.625 Believe that home economics should be an integral part of the school curriculum and of vital importance to individuals, families and society

CC. Load. (Circle one number only)

8.250 Have such a heavy schedule of class and extra-class activities that you cannot do many of the things that other teachers do

3.000 Teaching load is usually light enough to enable you to do most of the things other teachers in the school do

2.750 Have about the same teaching and extra-class load as other teachers in the school

DD. Reasons why you will teach. (Circle one number only)

8.500 Teach because it is the only work that you can get in the community

8.250 Teach because teaching is the only work for which you feel qualified

6.250 Teach for financial reasons

3.000 Teach because you feel responsibility toward young people and society

1.500 Teach because you enjoy it

ATTITUDE SCALES FOR HOME ECONOMICS

TEACHING GRADUATES

(Research Form)

Directions: Circle the number of the one statement which best indicates your attitude toward each lettered topic. Please respond to all topics.

A. Personal goals at present. (Circle one number only)

- 9.000 Have no desire to teach
- 4.375 Want to teach one or two years only
- 4.125 Want to combine marriage and teaching only until first pregnancy
- 3.000 Want to combine marriage and teaching until first pregnancy and want to return to teaching after children leave home
- 2.625 Want to combine teaching and marriage continuously with limited time out of the profession for child bearing

B. School provision for operating expenses. (Circle one number only)

- 8.750 No funds are provided by the school
- 5.500 Funds are provided by school but no set amount is known by teacher
- 2.500 Definite amount of school funds provided by the school and the amount is known by the teacher

C. Equipment in home economics department. (Circle one number only)

- 8.375 Inadequate equipment for teaching any area of home economics
- 5.250 Adequate equipment for teaching one or two areas of home economics
- 2.625 Adequate equipment for teaching almost all areas of home economics

D. Adequacy of training in subject matter. (Circle one number only)

- 8.875 Feel inadequately prepared in almost all areas of home economics
- 4.250 Feel adequately prepared in one or two areas of home economics
- 3.000 Feel adequately prepared in most areas of home economics
- 2.250 Feel adequately prepared in all areas of home economics

E. Adequacy of training in planning and using methods to achieve goals. (Circle one number only)

- 7.375 Feel inadequate in planning and using most methods
- 6.500 Feel adequate in the use of general methods such as lecture but feel inadequate in planning and carrying out some special home economics laboratory lessons, discussions, demonstrations, and activities such as FHA and home experiences
- 2.375 Feel adequate in planning and using a variety of methods in classroom, laboratory and related activities
- 2.250 Feel adequate in planning, using and evaluating a variety of methods in classroom, laboratory, and related activities

F. Professional adequacy. (Circle one number only)

- 9.000 Feel insecure and unhappy in teaching
- 3.250 Feel fairly secure and happy in teaching
- 1.750 Feel secure and happy in teaching and feel that a worthwhile contribution is made to society and young people
- 1.125 Feeling secure and happy in teaching

G. Educational philosophy. (Circle one number only)

- 7.750 Have no well defined beliefs about the purposes of education
- 7.250 Have some beliefs concerning the purposes of education but cannot see how to achieve them through home economics

G. Continued

- 3.250 Have some beliefs concerning the purposes of education and how to help achieve them through home economics
- 1.875 Have a well defined philosophy of education and the place of home economics in achieving these objectives

H. Chances for marriage. Please circle the number of your beliefs even though you may be married. (Circle one number only)

- 6.875 Believe that women teachers have few chances to meet suitable marriage partners
- 4.000 Believe that women teachers have better chances to meet suitable marriage partners than women with comparable professional positions
- 3.875 Believe that women teachers have as many chances to meet suitable marriage partners as women with comparable professional positions

I. Financial opportunities. (Circle one number only)

- 9.000 Cannot meet needs with the salary received for teaching
- 5.250 Can meet immediate needs with the salary received for teaching, but find it difficult to plan for travel, attending school and/or major things such as owning a home
- 2.750 Can meet immediate needs and budget for travel, further education and generally meet financial expectations on the salary received for teaching

J. Living arrangements. (Circle one number only)

- 7.000 Living arrangements are unsatisfactory
- 3.625 Living arrangements are fairly satisfactory
- 2.875 Living arrangements are satisfactory
- 2.375 Living arrangements are very satisfactory

K. Cultural opportunities. (Circle one number only)

- 4.750 This teaching situation provides little opportunity for cultural and/or stimulating intellectual activities such as attending concerts and lectures
- 4.250 This teaching situation provides some opportunity for cultural and/or stimulating intellectual activities
- 1.625 This teaching situation provides much opportunity for cultural and/or stimulating intellectual activities

L. Creativity. (Circle one number only)

- 8.750 Home economics teaching seems dull and routine
- 6.250 Home economics teaching provides limited opportunities to use own ideas in developing the program and teaching methods
- 2.125 Home economics teaching provides opportunities for experimentation with teaching methods, program development and sharing problem solving in the school as a whole

M. Attitude of teachers other than home economics. (Circle one number only)

- 6.875 Home economics is viewed unfavorably by many of the teachers in the school
- 6.500 Home economics is ignored by most teachers in the school
- 4.750 Home economics is viewed unfavorably by some, but is supported by some teachers in the school
- 2.250 Home economics is viewed favorably and is supported by most of the teachers in the school

N. Attitude of administrator(s). (Circle one number only)

- 5.625 Home economics is considered largely a field for students of a low socio-economic level and/or mental ability
- 3.250 Home economics is considered necessary for students of low socio-economic level and/or mental ability but is also considered suitable for all students

N. Continued

- 2.750 Home economics is considered a field having much to offer all girls
- 2.250 Home economics is considered a field having much to offer all students (boys as well as girls)

O. Prestige in the community. (Circle one number only)

- 6.750 Most community members seem to think of home economics as a "frill" rather than a necessary part of the school program
- 5.000 Most community members seem to accept home economics as a part of the school program but do not seem to understand that it is more than cooking and sewing
- 3.250 Most community members seem to understand home economics and generally support the program
- 2.125 Most community members seem to understand and see real value in home economics and strongly support the program

P. Attitude of students. (Circle one number only)

- 4.750 Home economics is considered largely a field for students of low socio-economic level and/or mental ability
- 3.125 Home economics is considered necessary for students of low socio-economic level and/or mental ability but is also considered suitable for all students
- 2.375 Home economics is considered a field having much to offer all girls
- 2.000 Home economics is considered a field having much to offer all students (boys as well as girls)

Q. Attitude of your parental family toward home economics teaching. (Circle one number only)

- 6.875 Family has little respect for home economics teaching as a profession

Q. Continued

- 5.375 Family respects home economics teaching but does not think there is any future in it
- 3.250 Family has great respect for home economics teaching and think that it is a worthwhile profession for both men and women
- 2.625 Family has respect for home economics teaching and feel it is a creditable profession for women

R. Present attitude of husband or boyfriend toward teaching. (Circle one number only)

- 8.000 Definitely opposed to wife's or girlfriend's teaching
- 3.375 Fairly favorable to wife's or girlfriend's teaching
- 2.250 Favorable to wife's or girlfriend's teaching
- 2.125 Very favorable to wife's or girlfriend's teaching

S. Attitude of friends toward home economics teaching. (Circle one number only)

- 6.750 Very unfavorable toward home economics teaching
- 2.875 Somewhat favorable toward home economics teaching
- 2.625 Favorable toward home economics teaching
- 2.625 Very favorable toward home economics teaching

T. Relationships with students. (Circle one number only)

- 8.500 Students are hard to manage and working with them is not enjoyable
- 7.500 Students are fairly cooperative but working with them is not enjoyable
- 3.625 Students are hard to manage but working with them is enjoyable
- 3.000 Students are fairly cooperative and working with them is enjoyable

T. Continued

- 1.750 Students are cooperative and working with them is very enjoyable

U. Relationships in the community where you are teaching or did teach. (Circle one number only)

- 6.875 Do not participate in community functions and do not feel a part of the community
- 6.250 Do not participate in community functions and feel a part of the community
- 5.750 Participate in some community functions but do not feel a part of the community
- 3.625 Participate in some community functions and feel a part of the community
- 1.750 Participate in many community functions and have a strong sense of belonging in this community

V. Relationships with school personnel. (Circle one number only)

- 7.750 Do not enjoy many staff members and have little contact with them
- 4.375 Enjoy some staff members but have few contacts with them other than professional
- 3.625 Enjoy some staff members and have both professional and social contacts with them
- 1.875 Enjoy many staff members and have both professional and social contacts with them

W. Restrictions in personal life. (Circle one number only)

- 6.625 Teachers are much more restricted in personal life than other professional workers
- 6.375 Teachers are somewhat more restricted in personal life than other professional workers
- 4.125 Teachers have about the same restrictions in personal life as other professional workers

X. Attitude of community toward teachers. (Circle one number only)

- 7.750 Most community members do not accept teachers and are critical of them
- 6.750 Most community members ignore teachers
- 4.000 Most community members accept teachers but make no attempt to include them as regular members
- 3.750 Teachers are sought after as community members and leaders
- 2.375 Teachers are well accepted and included in all community functions

Y. Supervision by the college coordinator of student teaching. (Circle one number only)

- 7.750 Sends out directions and checks to see that the student teacher carries them out
- 6.250 Does not visit student teacher's classes
- 4.500 Visits classes but does no supervision
- 4.500 Checks to see how things are going but gives no suggestions for improvement
- 2.250 Observes, gives good suggestions and/or praise and always supports student teacher
- 1.875 Observes, gives good suggestions and/or praise

Z. Supervision by college home economics teacher education person. (Circle one number only)

- 7.625 Sends out directions and checks to see that the teacher carries them out
- 5.000 Does not visit this school
- 5.000 Visits this school but does no supervision
- 4.500 Checks to see how things are going but gives no suggestions for improvement

Z. Continued

- 2.500 Observes, gives good suggestions and/or praise
- 2.000 Observes, gives good suggestions and always supports teacher

AA. Supervision by home economics supervising teacher. (Circle one number only)

- 7.750 Gives directives and checks to see that student teacher carries them out
- 6.250 Does not visit student teacher's classes
- 4.500 Visits classes but does no supervision
- 4.500 Checks to see how things are going but gives no suggestions for improvement
- 2.250 Observes, gives good suggestions and/or praise and always supports student teacher
- 1.875 Observes, gives good suggestions and/or praise

BB. Worth of junior and senior high school home economics. (Circle one number only)

- 7.750 Not convinced that home economics education is worthwhile for all students
- 3.125 Believe that home economics education can make a worthwhile contribution to the lives of most individual students, families and to society
- 2.625 Believe that home economics should be an integral part of the school curriculum and of vital importance to individuals, families and society

CC. Load. (Circle one number only)

- 8.250 Have such a heavy schedule of class and extra-class activities that you cannot do many of the things that other teachers do

CC. Continued

- 3.000 Teaching load is usually light enough to enable you to do most of the things other teachers in the school do
- 2.750 Have about the same teaching and extra-class load as other teachers in the school

DD. Reasons why you will teach. (Circle one number only)

- 8.500 Teach because it is the only work that you can get in the community
- 8.250 Teach because teaching is the only work for which you feel qualified
- 6.250 Teach for financial reasons
- 3.000 Teach because you feel responsibility toward young people and society
- 1.500 Teach because you enjoy it

APPENDIX G
INTERCORRELATIONS BETWEEN RESPONSES TO
ATTITUDE TOPICS ON QUESTIONNAIRES

ATTITUDE TOPICS FOR TABLES 49, 50, 51, AND 52

- 2 Personal goals at present
- 3 School provision for operating expenses
- 4 Equipment in home economics department
- 5 Adequacy of training in subject matter
- 6 Adequacy of training in planning and using methods to achieve
goals
- 7 Professional adequacy
- 8 Educational philosophy
- 9 Chances for marriage
- 10 Financial opportunities
- 11 Living arrangements
- 12 Cultural opportunities
- 13 Creativity
- 14 (Perceived) attitude of teachers other than home economics
- 15 (Perceived) attitude of administrator(s)
- 16 Prestige in the community
- 17 (Perceived) attitude of students
- 18 (Perceived) attitude of parental family toward home economics
teaching
- 19 (Perceived) present attitude of husband or boyfriend toward
teaching

- 20 (Perceived) attitude of friends toward home economics teaching
- 21 Relationship with students
- 22 Relationships in community where you are teaching
- 23 Relationships with school personnel
- 24 Restrictions in personal life
- 25 (Perceived) attitude of community toward teachers
- 26 Supervision by administrator(s)
- 27 Supervision by college home economics teacher educator person
- 28 Supervision by state office home economics person
- 29 Worth of junior and senior high school home economics
- 30 Work load
- 31 Reasons why you will teach
- 32 Total score

TABLE 49. --Intercorrelations between responses to attitude topics on questionnaires using scores rounded off to the nearest whole number

N = 35 1967 home economics student teachers at Michigan State University and 20 1967 second year home economics teachers graduated from Michigan State University r equal to .01 percent significance level is .354																																	
Attitude Topic	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32		
2	1.000																																
3	0.502	1.000																															
4	0.594	0.797	1.000																														
5	0.663	0.665	0.785	1.000																													
6	0.718	0.560	0.690	0.741	1.000																												
7	0.653	0.736	0.817	0.807	0.641	1.000																											
8	0.621	0.800	0.893	0.824	0.705	0.905	1.000																										
9	0.516	0.531	0.541	0.578	0.629	0.573	0.569	1.000																									
10	0.559	0.749	0.810	0.758	0.645	0.797	0.884	0.651	1.000																								
11	0.714	0.771	0.803	0.777	0.719	0.864	0.869	0.655	0.834	1.000																							
12	0.491	0.650	0.702	0.631	0.511	0.530	0.632	0.532	0.712	0.716	1.000																						
13	0.647	0.689	0.774	0.708	0.642	0.768	0.808	0.651	0.828	0.803	0.703	1.000																					
14	0.564	0.693	0.736	0.727	0.672	0.665	0.733	0.528	0.748	0.680	0.626	0.728	1.000																				
15	0.563	0.729	0.758	0.848	0.625	0.806	0.881	0.544	0.791	0.775	0.560	0.689	0.764	1.000																			
16	0.527	0.723	0.712	0.697	0.629	0.624	0.687	0.563	0.767	0.741	0.754	0.657	0.770	0.741	1.000																		
17	0.710	0.664	0.759	0.792	0.751	0.796	0.867	0.565	0.822	0.788	0.593	0.787	0.775	0.844	0.724	1.000																	
18	0.601	0.752	0.865	0.804	0.671	0.907	0.964	0.485	0.841	0.837	0.541	0.757	0.681	0.832	0.605	0.844	1.000																
19	0.676	0.772	0.847	0.780	0.689	0.971	0.928	0.585	0.815	0.884	0.542	0.784	0.658	0.794	0.637	0.820	0.924	1.000															
20	0.653	0.760	0.805	0.756	0.644	0.964	0.910	0.567	0.789	0.859	0.498	0.727	0.628	0.785	0.599	0.808	0.917	0.987	1.000														
21	0.653	0.790	0.877	0.819	0.704	0.903	0.970	0.495	0.862	0.892	0.618	0.805	0.733	0.847	0.684	0.876	0.966	0.921	0.903	1.000													
22	0.440	0.685	0.696	0.620	0.411	0.580	0.694	0.456	0.696	0.682	0.725	0.656	0.681	0.679	0.711	0.597	0.600	0.588	0.545	0.684	1.000												
23	0.576	0.767	0.827	0.804	0.685	0.792	0.879	0.573	0.864	0.804	0.702	0.779	0.810	0.826	0.792	0.839	0.837	0.801	0.772	0.872	0.734	1.000											
24	0.532	0.665	0.664	0.647	0.672	0.643	0.697	0.545	0.726	0.752	0.703	0.683	0.699	0.661	0.694	0.684	0.639	0.606	0.586	0.724	0.624	0.727	1.000										
25	0.512	0.562	0.676	0.547	0.510	0.748	0.755	0.465	0.683	0.750	0.410	0.709	0.528	0.567	0.407	0.634	0.808	0.736	0.720	0.767	0.471	0.610	0.533	1.000									
26	0.638	0.640	0.733	0.603	0.643	0.662	0.698	0.552	0.747	0.667	0.628	0.738	0.765	0.618	0.696	0.713	0.680	0.660	0.630	0.735	0.672	0.749	0.685	0.580	1.000								
27	0.508	0.549	0.642	0.619	0.528	0.572	0.583	0.505	0.692	0.648	0.658	0.659	0.710	0.539	0.693	0.587	0.549	0.557	0.505	0.622	0.742	0.706	0.639	0.476	0.802	1.000							
28	0.583	0.538	0.569	0.529	0.629	0.462	0.600	0.519	0.650	0.669	0.599	0.660	0.684	0.593	0.670	0.712	0.557	0.499	0.458	0.641	0.539	0.668	0.667	0.501	0.754	0.686	1.000						
29	0.589	0.669	0.841	0.755	0.632	0.873	0.924	0.450	0.811	0.787	0.530	0.780	0.667	0.764	0.595	0.796	0.921	0.902	0.875	0.914	0.623	0.807	0.550	0.745	0.674	0.552	0.505	1.000					
30	0.448	0.548	0.604	0.684	0.452	0.709	0.776	0.453	0.755	0.674	0.603	0.626	0.529	0.729	0.508	0.657	0.738	0.699	0.706	0.742	0.557	0.714	0.511	0.495	0.514	0.381	0.408	0.698	1.000				
31	0.495	0.446	0.594	0.527	0.510	0.491	0.505	0.416	0.582	0.637	0.640	0.599	0.630	0.459	0.703	0.543	0.468	0.483	0.416	0.566	0.582	0.606	0.506	0.489	0.674	0.754	0.703	0.476	0.366	1.000			
32	0.725	0.817	0.901	0.866	0.775	0.889	0.949	0.666	0.916	0.926	0.743	0.880	0.831	0.866	0.806	0.896	0.912	0.912	0.880	0.950	0.754	0.918	0.780	0.746	0.821	0.741	0.726	0.878	0.737	0.673	1.000		

TABLE 50. --Cross validation of intercorrelations between responses to attitude topics on questionnaires using scores rounded off to the nearest whole number

N = 36 1967 home economics student teachers at Michigan State University and 20 1967 second year home economics teachers graduated from Michigan State University r equal to 0.1 percent significance level is .354																															
Attitude Topic	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
2	1.000																														
3	0.561	1.000																													
4	0.660	0.680	1.000																												
5	0.660	0.708	0.876	1.000																											
6	0.556	0.615	0.713	0.706	1.000																										
7	0.725	0.764	0.816	0.807	0.649	1.000																									
8	0.671	0.766	0.879	0.860	0.732	0.883	1.000																								
9	0.642	0.631	0.676	0.768	0.631	0.739	0.714	1.000																							
10	0.455	0.737	0.739	0.712	0.629	0.724	0.735	0.702	1.000																						
11	0.639	0.780	0.819	0.823	0.670	0.888	0.843	0.770	0.809	1.000																					
12	0.528	0.729	0.693	0.637	0.611	0.581	0.624	0.555	0.715	0.702	1.000																				
13	0.569	0.733	0.834	0.762	0.648	0.767	0.812	0.566	0.656	0.811	0.838	1.000																			
14	0.533	0.725	0.732	0.750	0.666	0.656	0.720	0.612	0.636	0.714	0.656	0.683	1.000																		
15	0.664	0.789	0.856	0.855	0.736	0.855	0.954	0.685	0.688	0.827	0.657	0.831	0.797	1.000																	
16	0.479	0.712	0.696	0.723	0.565	0.656	0.658	0.647	0.802	0.708	0.692	0.651	0.627	0.667	1.000																
17	0.657	0.803	0.829	0.856	0.651	0.880	0.827	0.686	0.699	0.859	0.630	0.848	0.715	0.854	0.703	1.000															
18	0.628	0.651	0.797	0.761	0.691	0.844	0.855	0.705	0.702	0.869	0.576	0.757	0.572	0.795	0.600	0.794	1.000														
19	0.630	0.697	0.769	0.748	0.687	0.882	0.824	0.817	0.811	0.902	0.599	0.738	0.669	0.787	0.622	0.815	0.849	1.000													
20	0.608	0.677	0.756	0.734	0.650	0.863	0.802	0.807	0.808	0.899	0.583	0.717	0.649	0.756	0.611	0.794	0.846	0.985	1.000												
21	0.729	0.786	0.897	0.896	0.734	0.926	0.936	0.798	0.748	0.883	0.659	0.798	0.772	0.923	0.716	0.874	0.826	0.858	0.843	1.000											
22	0.387	0.696	0.473	0.551	0.485	0.562	0.548	0.472	0.644	0.679	0.640	0.558	0.560	0.567	0.557	0.596	0.482	0.540	0.522	0.557	1.000										
23	0.589	0.699	0.756	0.749	0.583	0.829	0.768	0.717	0.778	0.831	0.685	0.758	0.673	0.777	0.766	0.787	0.754	0.782	0.761	0.815	0.542	1.000									
24	0.498	0.645	0.642	0.703	0.624	0.617	0.661	0.585	0.580	0.680	0.586	0.697	0.691	0.703	0.532	0.671	0.542	0.596	0.574	0.687	0.589	0.664	1.000								
25	0.635	0.657	0.642	0.652	0.566	0.836	0.747	0.770	0.668	0.769	0.514	0.587	0.571	0.698	0.569	0.734	0.756	0.847	0.828	0.778	0.454	0.755	0.469	1.000							
26	0.539	0.611	0.734	0.651	0.543	0.689	0.733	0.549	0.612	0.721	0.487	0.700	0.640	0.739	0.567	0.704	0.675	0.718	0.704	0.712	0.453	0.703	0.515	0.643	1.000						
27	0.574	0.678	0.772	0.800	0.668	0.681	0.759	0.688	0.693	0.696	0.589	0.690	0.626	0.749	0.636	0.756	0.663	0.655	0.628	0.751	0.570	0.733	0.624	0.607	0.654	1.000					
28	0.417	0.707	0.660	0.680	0.509	0.641	0.671	0.557	0.781	0.712	0.575	0.620	0.552	0.598	0.657	0.688	0.689	0.663	0.657	0.679	0.572	0.659	0.469	0.570	0.648	0.729	1.000				
29	0.712	0.710	0.861	0.839	0.728	0.889	0.898	0.804	0.747	0.839	0.599	0.729	0.727	0.865	0.652	0.828	0.791	0.905	0.892	0.944	0.493	0.756	0.614	0.812	0.724	0.735	0.662	1.000			
30	0.558	0.618	0.575	0.589	0.511	0.622	0.620	0.515	0.546	0.597	0.581	0.570	0.618	0.643	0.602	0.593	0.502	0.610	0.604	0.662	0.473	0.560	0.474	0.548	0.584	0.532	0.481	0.696	1.000		
31	0.479	0.622	0.787	0.763	0.611	0.647	0.735	0.528	0.582	0.694	0.556	0.710	0.581	0.705	0.517	0.728	0.660	0.665	0.658	0.727	0.489	0.558	0.548	0.513	0.582	0.657	0.622	0.745	0.423	1.000	
32	0.717	0.844	0.905	0.903	0.774	0.918	0.931	0.807	0.841	0.934	0.746	0.858	0.802	0.920	0.779	0.912	0.864	0.906	0.888	0.957	0.661	0.867	0.730	0.808	0.781	0.820	0.764	0.930	0.702	0.766	1.000

TABLE 51. --Intercorrelations between responses to attitude topics on questionnaires using exact scores

N = 35 1967 home economics student teachers at Michigan State University and 20 1967 second year home economics teachers graduated from Michigan State University r equal to 0.1 percent significance level is .354																															
Attitude Topic	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
2	1.000																														
3	0.505	1.000																													
4	0.564	0.767	1.000																												
5	0.663	0.657	0.757	1.000																											
6	0.701	0.567	0.726	0.752	1.000																										
7	0.641	0.760	0.784	0.819	0.681	1.000																									
8	0.595	0.819	0.860	0.803	0.738	0.884	1.000																								
9	0.499	0.509	0.526	0.548	0.601	0.588	0.573	1.000																							
10	0.527	0.755	0.766	0.731	0.669	0.774	0.855	0.644	1.000																						
11	0.704	0.768	0.768	0.751	0.750	0.894	0.850	0.634	0.760	1.000																					
12	0.475	0.570	0.655	0.599	0.516	0.468	0.568	0.517	0.670	0.557	1.000																				
13	0.641	0.682	0.755	0.700	0.656	0.784	0.812	0.676	0.801	0.797	0.632	1.000																			
14	0.558	0.733	0.717	0.726	0.649	0.687	0.767	0.502	0.767	0.662	0.567	0.699	1.000																		
15	0.580	0.727	0.700	0.848	0.648	0.824	0.870	0.562	0.768	0.760	0.473	0.700	0.799	1.000																	
16	0.537	0.709	0.675	0.707	0.673	0.627	0.699	0.568	0.808	0.667	0.669	0.631	0.769	0.741	1.000																
17	0.712	0.673	0.737	0.796	0.769	0.798	0.867	0.577	0.831	0.793	0.580	0.797	0.785	0.861	0.750	1.000															
18	0.451	0.593	0.748	0.686	0.670	0.782	0.833	0.349	0.682	0.750	0.353	0.625	0.510	0.678	0.471	0.895	1.000														
19	0.651	0.786	0.816	0.785	0.738	0.961	0.903	0.579	0.774	0.919	0.477	0.783	0.660	0.789	0.621	0.816	0.823	1.000													
20	0.632	0.767	0.759	0.754	0.692	0.955	0.883	0.560	0.750	0.899	0.410	0.723	0.642	0.793	0.587	0.808	0.823	0.979	1.000												
21	0.640	0.801	0.843	0.804	0.727	0.896	0.955	0.478	0.829	0.878	0.527	0.802	0.748	0.848	0.672	0.877	0.829	0.916	0.897	1.000											
22	0.444	0.672	0.641	0.604	0.434	0.593	0.689	0.439	0.690	0.656	0.627	0.630	0.612	0.634	0.652	0.652	0.478	0.585	0.539	0.657	1.000										
23	0.546	0.787	0.750	0.745	0.647	0.772	0.843	0.534	0.845	0.750	0.617	0.752	0.786	0.790	0.762	0.812	0.612	0.770	0.742	0.827	0.702	1.000									
24	0.475	0.533	0.522	0.505	0.554	0.525	0.680	0.486	0.622	0.539	0.568	0.596	0.597	0.534	0.615	0.580	0.303	0.456	0.435	0.568	0.463	0.613	1.000								
25	0.489	0.610	0.662	0.582	0.551	0.775	0.757	0.486	0.688	0.821	0.395	0.747	0.596	0.639	0.474	0.671	0.755	0.755	0.740	0.791	0.555	0.654	0.475	1.000							
26	0.593	0.675	0.738	0.624	0.652	0.726	0.743	0.532	0.728	0.720	0.536	0.714	0.711	0.666	0.596	0.741	0.626	0.737	0.716	0.773	0.656	0.711	0.481	0.678	1.000						
27	0.577	0.575	0.687	0.664	0.591	0.674	0.672	0.566	0.740	0.687	0.581	0.708	0.643	0.620	0.645	0.673	0.537	0.657	0.597	0.685	0.711	0.720	0.516	0.650	0.740	1.000					
28	0.593	0.511	0.555	0.514	0.657	0.465	0.617	0.498	0.655	0.624	0.469	0.649	0.651	0.593	0.634	0.704	0.512	0.511	0.475	0.621	0.496	0.593	0.499	0.580	0.691	0.649	1.000				
29	0.610	0.775	0.843	0.813	0.746	0.907	0.952	0.529	0.838	0.871	0.498	0.798	0.727	0.838	0.631	0.874	0.872	0.938	0.925	0.967	0.612	0.837	0.499	0.816	0.782	0.676	0.591	1.000			
30	0.424	0.604	0.557	0.673	0.462	0.707	0.737	0.429	0.723	0.667	0.536	0.630	0.600	0.706	0.521	0.665	0.608	0.687	0.696	0.716	0.611	0.699	0.320	0.553	0.633	0.440	0.397	0.733	1.000		
31	0.507	0.480	0.657	0.550	0.576	0.520	0.547	0.409	0.604	0.577	0.609	0.597	0.625	0.518	0.662	0.589	0.429	0.512	0.442	0.586	0.508	0.536	0.416	0.510	0.635	0.738	0.642	0.518	0.294	1.000	
32	0.713	0.828	0.877	0.861	0.802	0.908	0.945	0.659	0.904	0.915	0.675	0.876	0.828	0.869	0.795	0.908	0.780	0.913	0.881	0.943	0.738	0.881	0.633	0.792	0.835	0.794	0.710	0.937	0.737	0.682	1.000

TABLE 52.--Cross validation of intercorrelations between responses to attitude topics on questionnaires using exact scores

N = 36 1967 home economics student teachers at Michigan State University and 20 1967 second year home economics teachers graduated from Michigan State University

r equal to .01 percent significance level is .354

Attitude Topics	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
2	1.000																														
3	0.619	1.000																													
4	0.698	0.687	1.000																												
5	0.726	0.722	0.855	1.000																											
6	0.664	0.717	0.735	0.771	1.000																										
7	0.770	0.793	0.805	0.823	0.754	1.000																									
8	0.725	0.785	0.847	0.857	0.792	0.878	1.000																								
9	0.683	0.644	0.649	0.779	0.693	0.743	0.707	1.000																							
10	0.540	0.739	0.731	0.707	0.679	0.722	0.742	0.683	1.000																						
11	0.709	0.779	0.799	0.823	0.744	0.916	0.853	0.793	0.786	1.000																					
12	0.385	0.649	0.610	0.511	0.515	0.456	0.526	0.366	0.642	0.509	1.000																				
13	0.603	0.710	0.792	0.737	0.695	0.729	0.761	0.517	0.639	0.770	0.568	1.000																			
14	0.612	0.700	0.754	0.761	0.759	0.693	0.737	0.618	0.632	0.700	0.609	0.711	1.000																		
15	0.708	0.779	0.824	0.865	0.818	0.860	0.938	0.697	0.684	0.838	0.539	0.781	0.776	1.000																	
16	0.538	0.711	0.707	0.693	0.590	0.670	0.666	0.619	0.795	0.681	0.717	0.636	0.622	0.693	1.000																
17	0.673	0.859	0.792	0.842	0.720	0.869	0.807	0.656	0.699	0.855	0.554	0.802	0.760	0.861	0.707	1.000															
18	0.702	0.702	0.766	0.773	0.703	0.880	0.859	0.737	0.651	0.912	0.360	0.755	0.648	0.841	0.519	0.799	1.000														
19	0.696	0.724	0.761	0.769	0.778	0.889	0.816	0.821	0.794	0.937	0.443	0.717	0.706	0.791	0.632	0.803	0.875	1.000													
20	0.675	0.718	0.754	0.765	0.746	0.872	0.797	0.818	0.790	0.942	0.421	0.692	0.684	0.771	0.620	0.799	0.865	0.991	1.000												
21	0.774	0.800	0.871	0.898	0.815	0.930	0.916	0.782	0.742	0.907	0.539	0.769	0.804	0.925	0.723	0.870	0.862	0.860	0.850	1.000											
22	0.452	0.676	0.475	0.529	0.509	0.612	0.586	0.455	0.644	0.589	0.608	0.533	0.593	0.532	0.578	0.621	0.455	0.563	0.532	0.587	1.000										
23	0.667	0.712	0.777	0.783	0.709	0.865	0.783	0.730	0.787	0.850	0.613	0.768	0.712	0.792	0.771	0.814	0.803	0.820	0.792	0.841	0.606	1.000									
24	0.401	0.561	0.493	0.563	0.568	0.465	0.530	0.403	0.471	0.507	0.548	0.561	0.627	0.525	0.431	0.602	0.411	0.436	0.429	0.535	0.605	0.524	1.000								
25	0.727	0.703	0.701	0.721	0.705	0.868	0.791	0.819	0.686	0.845	0.363	0.605	0.613	0.735	0.571	0.749	0.867	0.903	0.880	0.818	0.464	0.785	0.345	1.000							
26	0.593	0.624	0.743	0.673	0.610	0.723	0.741	0.563	0.622	0.737	0.441	0.753	0.671	0.730	0.641	0.732	0.710	0.751	0.732	0.751	0.438	0.737	0.465	0.705	1.000						
27	0.599	0.663	0.749	0.785	0.668	0.673	0.734	0.672	0.666	0.653	0.523	0.665	0.650	0.714	0.650	0.736	0.641	0.656	0.631	0.744	0.521	0.748	0.492	0.629	0.693	1.000					
28	0.443	0.684	0.613	0.662	0.530	0.652	0.657	0.557	0.734	0.706	0.518	0.584	0.535	0.596	0.624	0.692	0.652	0.661	0.657	0.689	0.525	0.688	0.411	0.615	0.682	0.722	1.000				
29	0.749	0.707	0.834	0.818	0.775	0.866	0.865	0.766	0.733	0.828	0.483	0.721	0.772	0.808	0.656	0.771	0.778	0.882	0.855	0.904	0.569	0.771	0.425	0.841	0.759	0.740	0.641	1.000			
30	0.607	0.587	0.559	0.599	0.578	0.628	0.647	0.528	0.540	0.607	0.503	0.545	0.583	0.619	0.591	0.596	0.537	0.625	0.618	0.676	0.422	0.558	0.455	0.574	0.539	0.470	0.475	0.664	1.000		
31	0.540	0.611	0.749	0.739	0.604	0.667	0.724	0.503	0.591	0.693	0.564	0.717	0.632	0.690	0.580	0.731	0.571	0.663	0.646	0.736	0.551	0.646	0.542	0.570	0.641	0.693	0.608	0.768	0.508	1.000	
32	0.775	0.851	0.888	0.903	0.839	0.927	0.926	0.797	0.832	0.931	0.633	0.836	0.823	0.910	0.779	0.908	0.868	0.913	0.896	0.959	0.666	0.895	0.601	0.851	0.809	0.805	0.751	0.917	0.702	0.783	1.000

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