

SUGGESTIONS FOR IMPROVING THE
IN-SERVICE EDUCATION PROGRAM OF
HIGH SCHOOL HOME ECONOMICS
TEACHERS IN LUZON, PHILIPPINES

Thesis for the Degree of Ph. D.
MICHIGAN STATE UNIVERSITY
Florangel Sevidal Tandoc
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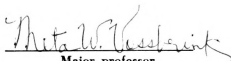
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SUGGESTIONS FOR IMPROVING THE IN-SERVICE EDUCATION
PROGRAM OF HIGH SCHOOL HOME ECONOMICS TEACHERS
IN LUZON, PHILIPPINES

By
Florangel Sevidal Tandoc

AN ABSTRACT OF A THESIS

Submitted to
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ABSTRACT

SUGGESTIONS FOR IMPROVING THE IN-SERVICE EDUCATION PROGRAM OF HIGH SCHOOL HOME ECONOMICS TEACHERS IN LUZON, PHILIPPINES

by Florangel Sevidal Tandoc

The Problem. This study was a survey of the status of the home economics teachers in-service education program in Luzon, Philippines. It was made (1) to find out what educational practices and procedures are used to improve the competencies of teachers and (2) to determine the adequacies and inadequacies of the present program with reference to proposed principles of in-service teacher education.

Method, Technique and Data. Data were obtained from 18 division school superintendents, 16 high school principals, 25 home economics supervisors and 22 home economics teachers through the use of questionnaire forms. The questionnaires were an adaptation of those used by Vossbrink in a similar study. Analysis of the responses from the school personnel was made by using frequency count, percentage and rank order.

Findings and Conclusions. Results of the study indicated some agreement among school administrators on the present in-service educational practices and procedures.

School administrators agreed that in-service training was a regular assignment to the teachers' program. The time provided varied considerably and was not sufficient to insure good results. There was disagreement on whether the people involved in the pre-planning period were paid or not.

The most important factor which determined the content of the in-service education program were the needs, interests and problems of teachers. The needs of the teachers involved (a) teaching equipment and materials, (b) professional improvement, (c) procedures in teaching, (d) program planning, and (e) evaluation of the program and student progress. The most common device used to arrive at these needs was observation.

The present in-service teacher education program made provisions for (a) taking care of teachers with varying abilities in several ways, and (b) checking program accomplishment and teacher growth.

In general, there was agreement that the present program was long range and continuous. It utilized relevant community resources in promoting and carrying out the various experiences. Out of the thirteen learning experiences provided in the present program, intervisitation was the most common, while correspondence work was the least chosen. School administrators were not of the opinion that school committees were acceptable techniques of in-service education.

The Bureau of Public Schools assumed leadership in initiating the program. A great deal of leadership was received from the Bureau, while less supervision came from the division superintendent of schools. Home economics teachers recommended modification and elimination of some present supervisory practices.

The adequacies of the present program were: (a) it was a cooperative undertaking based upon the existing local social environment; (b) flexibility of operation was provided; (c) the local school system contributed a great deal to the creation of a suitable learning environment; (d) a variety of learning experiences were provided which contribute to the attainment of several purposes; and (e) methods were centered on group action.

The inadequacies of the program were: (a) it lacked emphasis upon local school responsibility; (b) individuals were singled out for leadership; (c) program evaluation was limited in type and use; (d) the program did not tend to improve the processes and products of instruction; and (e) participation of teachers in the planning process was limited.

Based upon the findings, some suggestions were made for the over-all improvement of the home economics teachers in-service education program.

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INTRODUCTION

In any field of human endeavor it is an accepted fact that some kind of improvement can be made to enable workers to render more valuable service to mankind. This is made possible by examining carefully what has been done in order to determine the success or failure of the undertaking and to provide a guide for future efforts.

The promotion of teacher growth through in-service education programs is of much concern to educators. Almost from the beginning of organized education, it has been recognized as an integral part of the total program of teacher education. A review of the literature reveals that the in-service training of teachers has been given considerable attention and emphasis. Much time, effort and money are spent to initiate and improve programs of service and assistance to the teachers. It is the educators' belief that it is an important method of raising the quality of instruction which will result in better learning and development of the students. The American Council on Education and the North Central Association of Secondary Schools and Colleges are two associations in the United States that have worked significantly on the improvement of teacher education.

Teachers play a vital and strategic role in the preservation and building of any nation. Through them, knowledge and the values that characterize a culture are passed from one generation to another. It is also through them that a people's capacity to meet change in ways that increase the national welfare is strengthened.

The quality of a nation depends upon the quality of its citizens. The quality of its citizens depends--not exclusively, but in critical measure--upon the quality of education. The quality of education depends more than upon any other single factor, upon the quality of its teachers. The quality of the teachers depends largely upon the quality of their own education, both that portion which precedes, and that which comes after their entrance into the profession.¹

This sentiment was also expressed by the late Dr. Gregorio Hernandez, then Secretary of Education in the Philippines, when he said: ". . . the teacher is the architect of the nation's destiny. It is the teacher to whom is entrusted the tender and pliable minds of the young and the privilege and the responsibility of moulding and firing them with the loves and the loyalties for which they shall live and die." Later in the same speech he said ". . . if the teacher is important because he works for tomorrow, then, with more reason can we say that those who train the teachers are important because they work for today. . . . If the teacher . . . is the architect

¹ American Council on Education, Teachers For Our Times, a Statement of Purposes by the Commission on Teacher Education (Washington, D. C., 1944), p. 2.

of a nation's destiny, he who trains the teacher controls that destiny."²

Realizing the importance of the teachers in the whole educational program, professional workers and educators seem to agree that better in-service teacher programs must be carried on for the following reasons.

The first of these reasons is to promote the continuous improvement of the total professional staff of the school system. All teachers, administrators and supervisors must constantly study in order to keep up with advances in subject matter and in the theory and practice of teaching. There are constant additions to our knowledge in all fields and to be up-to-date teachers need a continuing education while in the service. Margaret Mead argues for an in-service education "which will permit the teacher to keep abreast of a changing world," and said:

Within the lifetime of ten-year-olds the world has entered a new age and already before they enter the sixth grade, the atomic age has been followed by the age of the hydrogen bomb differentiated from the atomic age in that many of those who failed to understand the dangers of the atom bomb are painfully beginning to take in the significance of the hydrogen bomb. Teachers who have never heard a radio until they were grown up have to cope with children who have never known a world without television. Teachers who struggled in their childhood with a buttonhook

²Gregorio Hernandez, quoted in: The 6th Milestone: ICA and Education in the Philippines. Annual Report of the United States Operation Mission, International Cooperation Administration in the Philippines, 1958, p.166.

find it difficult to describe a buttonhook to a child bred up among zippers, by zipping them open rather than fumbling by feeling for mysterious buttons.³

The second of these reasons is to eliminate deficiencies in the background preparation of teachers and of other professional workers in education. The pre-service training is only one part of the teacher's education. It cannot develop the skills, attitudes, and knowledge which are necessary to meet the changing demands and needs of society. As Crisanto⁴ stated, "pre-service training only brings a teacher into being; it does not make him a full-fledged teacher." Hass⁵ also pointed out that many teachers and members of the professional staff do not have adequate pre-service preparation. Many teachers enter the profession with only a small amount of college preparation for their work.

This means that the need for the continuous improvement of the teaching activity is not confined to beginning teachers. The age in which we live presents the school with new and continuously changing responsibilities. Teachers who are failing to grow on the job cannot be

³Margaret Mead, The School in American Culture (Cambridge, Massachusetts: Harvard University Press, 1951), pp. 33, 36.

⁴Jose Crisanto, Vocational Education in the Philippines, Bureau of Public Schools, 1955, Manila. Mimeographed, Ch. V, p. 117.

⁵Glen C. Hass, "In-Service Education Today," The Fifty-Sixth Yearbook of the National Society for the Study of Education (Chicago, Illinois: University of Chicago Press, 1957), Ch. II, p.14.

expected to serve adequately the needs of tomorrow's citizens. The in-service program is as necessary for the old as well as for the new teachers. This point of view is explicitly stated by Reeder.

Preparation in service however is not urged for the inadequately prepared teachers alone. It is of vital importance to those who have spent a much longer period of time in the teacher-preparation institutions. Complete preparation before the teacher enters the service cannot be secured in a teacher-preparation institution. It cannot be secured because before the novitiate can gain full competence and confidence he must try out his theories and techniques in an actual teaching situation; he must secure the "feel" of his work. Experience continues to be the oldest and the greatest teacher.⁶

A teacher once prepared is not always prepared. The best education is likely to become obsolete as the best automobile. Teachers then must be given maximum opportunity to improve themselves in every possible way.

The work of making good teachers must be carried forward steadily because of the immaturity of teachers on entering the profession, the unevenness of their preparation, the singular lack of external stimulus, connected with the practice of the profession, the complex nature of the work that must be entrusted to even the poorest teacher, the profound injury that results when the work is badly done, the constant change in methods and curriculum.⁷

⁶Ward G. Reeder, The Fundamentals of Public School Administration, 4th edition (New York: The Macmillan Company, 1958), pp. 125-126.

⁷Charles D. Lowry, quoted in Nelson B. Henry in: "Preface," Fifty-Sixth Yearbook of the National Society for the Study of Education (Chicago, Illinois: University of Chicago Press, 1957), p. ix.

Teachers as well as administrators must be aware of what is happening in their own local school systems, determine the strengths and weaknesses of their programs of in-service education so that they can devise better ways and means of carrying on well-planned and creative programs. Professional educators and school administrators must help the teachers by providing them with the necessary conditions and opportunities by which the teachers may be equipped to grow professionally. Teachers should in turn take full advantage of the opportunities afforded them. In-service teacher education programs should be a cooperative enterprise which will stimulate or arouse the creative efforts of all members of the teaching profession to improve the quality of the total educational program. This then represents the line of thinking which was followed in setting up the study.

CHAPTER I

THE PROBLEM: ITS NATURE AND IMPORTANCE

Statement of the Problem

The problem in this study was to make a survey of the status of the existing program of in-service education for home economics teachers in the island of Luzon, Philippines. It was made (1) to find out what educational practices and procedures are used to improve the competencies of teachers and (2) to determine the adequacies and inadequacies of the present program with reference to proposed principles of in-service teacher education.

Importance of the Study

Home economics, like all other fields of education, is vitally concerned with the in-service work of teachers. The objective of home economics is to improve family living through better use of available resources. It is therefore essential that the teachers be well trained in the subject in order to accomplish this aim. Findings in some studies indicate that a great proportion of the teachers in the schools do not possess, or in their initial

training acquire, the necessary amount of basic knowledge to teach the subject; hence the need for additional in-service training is of particular importance in home economics.

Various opportunities and techniques have been reported in the literature to improve the competencies of teachers on the job. However, Hass pointed out some pertinent facts and factors concerning the need for better programs of in-service teacher education in these words:

The rapidly changing culture and its implications for curriculum change, the continuing increase in pupil enrollments, and the number of teachers, the need for improved school leadership, the continuous knowledge about children and youth, and the learning process, all in accumulation mean that the school people need to work continuously to keep abreast of what they must know and be able to do. They need help too in the form of carefully planned and creative programs of in-service teacher education.⁸

Having been a home economics teacher in the Philippines, the writer has been well aware of the need for more well-defined and intensive in-service education programs for home economics teachers. Over the years in the Philippine educational system several types of in-service activities have been in use, but their effectiveness could not be specified for lack of information. It is also impossible

⁸Hass, op. cit., p. 1.

to indicate clearly the degree of success of the total program because of the absence of research evidence or evaluative data upon which to base judgment. Some studies have been conducted to determine the practices and needs of vocational agricultural teachers in the Philippine Islands, but the investigator was unable to find any similar studies in the field of home economics. The present study was undertaken, therefore, to provide data on which more comprehensive in-service teacher education programs for home economics teachers in the Philippines might be based. An analysis of the results of this study can be utilized to determine the strengths and weaknesses of the present in-service teacher education program so that improvements in the over-all program for teachers in the service can be made possible.

Definition of Terms

Home economics teacher(s). This term applies to any or all teachers whose major teaching assignment consists of home economics courses.

In-service education and in-service-training. These terms are used interchangeably to refer to the programs which are designed to encourage and promote education of teachers on the job.

In-service training activity(ies). This term means and includes any formalized activity for the purpose of improving teachers' professional skills and abilities in

performing their duties. It may refer to any or all devices or techniques used such as conferences, conventions, meetings, workshops, etc.

Limitations and Scope of the Study

1. This study was limited to the data obtained from the questionnaires returned by division school superintendents, high school principals, home economics supervisors and home economics teachers of the 29 school divisions in the island of Luzon, Philippines, selected for the study.

2. The questionnaire method for obtaining the data has certain limitations. The way the questions are phrased might influence the type of answers given. The open-end type of question may make possible multiple responses and the respondent gives more than one answer. Often more responses are mentioned than the number of respondents giving the information.

3. The respondents might have presented images rather than the educational ideas inherent in the questions. In addition, personal bias and interest could have influenced the content of the responses to the degree that the replies were weighted in some directions.

4. This investigation is for the most part a replication of the study on in-service education made by Dr. Meta Vossbrink at the University of Chicago.⁹ Some

⁹Meta Vossbrink, "An Analysis of the In-Service Education Program for Home Economics Teachers with Suggestions for Improving the Michigan Program" (unpublished Ph. D. Dissertation, University of Chicago, 1953).

minor changes were made in the formulation of the principles and the questions so that the information obtained would be in keeping with policies and practices in the Philippines.

Methodology of the Study

The purpose of this section is to describe the methods of developing the instruments, the method of selecting the sample and the procedures used in the analysis of the data.

Development of the Instruments. It will be recalled that this study was a survey of the status of the existing program of in-service education for home economics teachers. Its purposes were to find out what educational practices and procedures are used to improve the competencies of teachers and to determine the adequacies and inadequacies of the present program with reference to proposed principles of in-service teacher education. To accomplish these purposes, it was deemed necessary to develop two instruments.

A satisfactory in-service teacher education program in home economics should be based on sound principles and actual needs. These principles can be used as a basis for determining the strengths and weaknesses of an existing in-service teacher education program and will serve as guides for structuring an effective in-service teacher education program. They must be principles of

education which are known and understood by teachers, parents and administrators alike.

The first step, therefore, was to establish a set of principles for in-service teacher education which would be based upon known generalizations of learning. These basic principles were gleaned from the educational literature and research findings. More detailed information on the formulation of the ten basic principles used in this study will be discussed in Chapter III.

The second step was to develop appropriate instruments for obtaining the information and reactions from the school personnel working on the improvement of teacher education about the educational practices and procedures used to improve the competencies of teachers. The questionnaire method was used to accomplish this step.

Two questionnaires were prepared using the instruments developed by Dr. Vossbrink as a guide. The items were modified and restated to suit the educational needs and conditions in the Philippines. An introductory letter was included with each questionnaire. The questionnaires were composed of questions which could be answered by "yes" or "no"; some were open end and some could be answered by checking.

The first instrument (see Appendix A) was developed utilizing the ten basic principles previously formulated in step I. Under each principle several questions were

asked to indicate adherence to, or to reveal adequacies and inadequacies in carrying out suggested practices. This questionnaire was then sent to division school superintendents, high school principals and home economics supervisors in Luzon, Philippines. The information received from these groups would reveal in part the recognized strengths and weaknesses of the present in-service teacher education program in their respective school systems. It was felt that these persons would be in a position to give realistic reactions and accurate information on the operation and effectiveness of the present in-service teacher education program.

The second questionnaire (see Appendix B) was designed to obtain the reactions and information from home economics teachers themselves. It was based on the so-called "needs" approach. From a review of pertinent literature, a list of problems faced by home economics teachers on the job were compiled which teachers checked as their possible needs. The instrument was structured so that the various facts and reactions would point out the present purposes and practices in the in-service teacher education program for home economics teachers in the Philippine schools. Another part of the questionnaire asked for reactions to supervisory practices. From the teachers' responses some new ideas on supervision might be gleaned. This would point out some problems of home economics teachers which

could serve as a directive and framework for developing a more effective in-service teacher education program.

In both of these instruments, a list of activities have been included which would bring out in part the kinds of help extended to teachers and at the same time discover some promising techniques of in-service teacher education programs which teachers as well as administrators consider valuable.

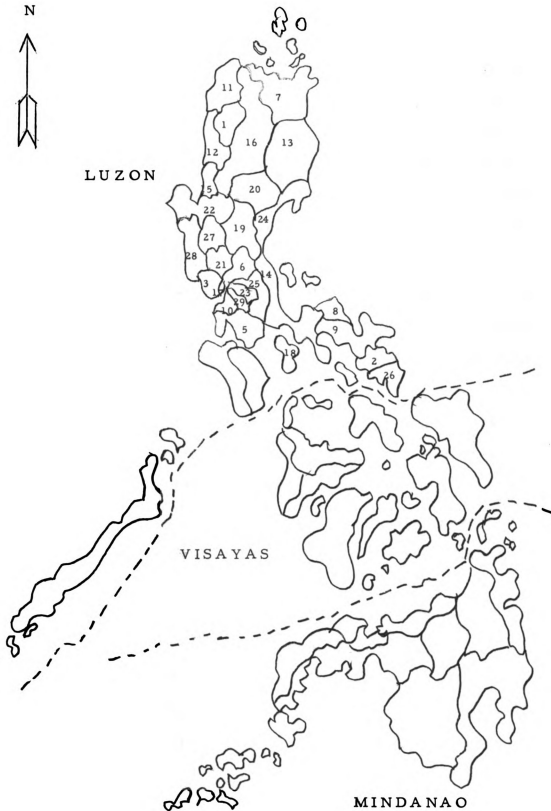
Selection of the Sample. For this study division school superintendents, high school principals, home economics supervisors and home economics teachers of 29 school divisions in the island of Luzon, Philippines were selected. Out of this number 24 were provincial school divisions, and five were city school divisions. They were selected from a list obtained from the Bureau of Public Schools in Manila, Philippines. The geographical locations of these school divisions are indicated in Figure 1. The key to the items in Figure 1 is found on the opposite page.

The high school principals and home economics teachers belonged to the schools that were chosen from a list of general secondary schools which are located in the same area where the division school superintendents and home economics supervisors have their assignments. Teachers were selected by their principals with care to insure the representativeness of the sample. The qualifications

Key to Items Used in Figure 1

1. Abra, Banqued
2. Albay, Legaspi
3. Bataan, Balanga
4. Batanes, Basco
5. Batangas, Batangas
6. Bulacan, Malolos
7. Cagayan, Tuguegarao
8. Camarines Norte, Daet
9. Camarines Sur, Naga
10. Cavite, Cavite City
11. Ilocos Norte, Laoag
12. Ilocos Sur, Vigan
13. Isabel, Ilagan
14. Laguna, Sta. Cruz
15. La Union, San Fernando
16. Mt. Province, Baguio
17. Manila
18. Marinduque, Boac
19. Nueva Ecija, Cabanatuan
20. Nueva Vizcaya, Boyombong
21. Pampanga, San Fernando
22. Pangasinan, Lingayen
23. Pasay City, Rizal
24. Quezon, Lucena
25. Rizal, Pasig
26. Sorsogon, Sorsogon
27. Tarlac, Tarlac
28. Zambales, Iba
29. Quezon City

Figure 1. Map of the Philippines showing the geographic regions and the location of the school divisions which were included in this study.



included were as follows:

1. Must be a full-time home economics teacher
2. If only one such teacher in the school, that person was selected
3. If there were two or more in the school, the principal decided in terms of full-time home economics teacher or the second in the order was asked to respond to the questionnaire.

A total of 116 questionnaires was sent. The questionnaires were addressed personally to the division school superintendents and home economics supervisors. Their names were taken from the previously mentioned list secured from the Bureau of Public Schools in Manila, Philippines. The questionnaires for the home economics teachers were included in the envelopes sent to the high school principals. Each questionnaire was accompanied by a self-addressed-stamped envelope. Table I shows the classification of the home economics teachers according to the college from which they graduated, degree or degrees held, years of teaching experience and number of years in the local school.

Eighty-one or about 70 per cent of the school personnel answered and returned the questionnaires. Considering the geographical location of the school divisions, it is noteworthy that at least one response was received from each school division. In nine or 31 per cent of the 29

TABLE I. Classification of Home Economics Teachers According to College
From Which Graduated, Degree or Degrees Held, Years of
Teaching Experience and Number of Years in Local School

| Responses of 22 Home Economics Teachers | | | | | | | | | |
|---|---------|------------------------|---------------------|-----------------------|-----------------------------------|---------------------------------|------|--------------|-----------------------|
| College From Which Graduated | | Degree or Degrees Held | | Years of Experience | | No. of Teachers in Local School | | | |
| Public | Private | E.T.C. ¹ | B.S.E. ² | B.S.H.E. ³ | M.S. ⁴ (some units) | 0-5 | 6-10 | 11- above | 1 2 3 4 5 6- above |
| 8 | 14 | 1 | 18 | 2 | 1 | 9 | 3 | 10 | 2 2 4 2 4 8 |
| 18 | | | | | | | | | |

¹E.T.C. -- Elementary Teacher's Certificate

²B.S.E. -- Bachelor of Science in Education

³B.S.H.E. -- Bachelor of Science in Home Economics

⁴M.S. -- Master of Science

school divisions the response was 100 per cent. Table II shows the distribution of the instruments and the number and percentages of the returns.

Procedures for Analysis of the Data. For analyzing and interpreting the data, the plan consisted of three major parts: Part A - an examination of the present practices or conditions as reported by division school superintendents; high school principals and home economics supervisors; Part B - an examination of the apparent adequacies and inadequacies with reference to the proposed principles described in Chapter III; and Part C - an appraisal of the present program as reported by the entire sample. An analysis of Part C is also made in terms of values derived, chief difficulties encountered and modifications recommended for improving the current program.

Statistical analyses used in summarizing and reviewing the present practices or conditions found in the responses of the informants were frequency count, percentages, and rank order. Answers to open-end questions were categorized and presented in tabular form by frequency count, percentages, and rank. All percentages were computed in terms of the number of respondents.

Organization

This dissertation is divided into five chapters. Chapter I consists of a statement of the problem, the importance of the study, definition of terms, limitations

TABLE II. Distribution and Returns of Questionnaires to School Divisions
in Luzon, Philippines

| Total Number of Questionnaires | Sent to | | | | | |
|--------------------------------------|------------------------------------|----------|-----------------------------------|--------------------------------|-----|----------|
| | <u>School Administrators</u> | | | <u>Home Economics Teachers</u> | | |
| | <u>Division School High School</u> | | <u>Home Economics Supervisors</u> | | | |
| | No. | Per Cent | No. | Per Cent | No. | Per Cent |
| | | | | | | TOTAL |
| Sent | 29 | | 29 | | 29 | 116 |
| Received | 18 | 62.07 | 16 | 55.17 | 25 | 86.21 |
| | | | | | 22 | 75.86 |
| | | | | | 81 | 69.83 |
| Not Received | 11 | 37.93 | 13 | 44.83 | 4 | 13.79 |
| | | | | | 7 | 24.14 |
| | | | | | 35 | 30.17 |
| | | | | | | 20 |

of the study, the methodology used in the construction and distribution of the instruments and the procedures used in the analysis of the data.

Chapter II contains a review of the literature and research findings bearing upon the present problem. Included are studies in general education, in home economics education and a summary of major common elements.

Chapter III presents a detailed discussion of the formulation of the ten basic principles on in-service teacher education that were used in the study.

Chapter IV reports the findings of the investigation in three parts:

Part A - An Examination of Present Practices and
Procedures

Part B - An Examination of Apparent Adequacies
and Inadequacies

Part C - An Appraisal of the Present Program.

Chapter V summarizes the findings, makes recommendations and gives implications for further research.

CHAPTER II

REVIEW OF THE LITERATURE AND RESEARCH FINDINGS BEARING UPON THE PRESENT PROBLEM

An examination of the literature reveals that little has been written on the in-service education of home economics teachers. Although many teacher education institutions and local school systems are working together to create opportunities for teachers to grow professionally on the job, it is surprising that the literature and research on the subject of organizing in-service home economics teacher education program is very limited. In the field of general education, however, there are some studies that are pertinent to the problem under consideration.

Review of Studies in General Education

The basic philosophy of in-service education is expressed in the literature as a philosophy of growth. This growth must be a continuous process if teachers are to keep abreast of the changing conditions of our times.

Among educators there is an agreement that a continued program of teacher growth is needed. Increasing standards

of pre-service education do not necessarily lessen the need for continued in-service education.

Hass¹⁰ stated that continuous in-service education is needed to keep the profession abreast of new knowledge and to release creative abilities.

Barr, Burton and Brueckner¹¹ said that life is none too long a period in which to master the very difficult art of instructing others. Partly then because of the inadequacies of institutional training of teachers and partly because of the growing awareness of the complexity of teaching, every teacher should be provided with an opportunity to continue the study of teaching.

Crisanto¹² wrote:

Education is constant growth, therefore, pre-service training not only brings a teacher into being; it does not make him a full-fledged teacher. The teacher receiving his diploma is not yet fully developed. His vitality and his growth depend on the proper attention given to his in-service training. Hence, the positive need for in-service training.

Ade¹³ emphasized the fact that no amount of time spent in college or university will complete the preparation of a teacher.

¹⁰Hass, op. cit., p. 13.

¹¹A. S. Barr, William H. Burton, and Leo J. Brueckner, Supervision (New York: D. Appleton-Century Company, 1938), p. 639.

¹²Crisanto, op. cit., p. 117.

¹³Lester K. Ade, In-Service Education of Teachers, Bulletin No. 155 (Harrisburg, Pennsylvania: Department of Public Instruction, 1939), p. 23.

Hefferman¹⁴ pointed out that professional preparation is never a "fait accompli." Every professional person must continue his study or he will be hopelessly lost in the new material and methods emerging from systematic research and experimentation. She suggested that school systems must increasingly direct their efforts to the development of effective techniques to keep their staffs abreast of educational progress.

Gray¹⁵ stated that the need for continued in-service education is not due to the ineffective pre-service education of teachers but rather that education is continually facing new and challenging problems.

Hicks¹⁶ said that the development of teaching proficiency is a process that extends beyond the pre-service period and into the years of actual employment as a teacher. Furthermore, teachers should not only have a commendable attitude and a strong background of pre-service to the teaching job but should also continue to grow in many aspects of competence.

¹⁴ Helen Hefferman, "In-Service Education of Teachers in the Modern School," California Journal of Elementary Education, XXV (August, 1956), p. 1.

¹⁵ W. S. Gray, "The Professional Education of the College Teacher," The Study of College Instruction, National Society of College Teachers of Education, Yearbook XXVII (University of Chicago Press, 1939), pp. 248-66.

¹⁶ Hanne Hicks, Administrative Leadership in the Elementary School (New York: The Ronald Press Company, 1956), p. 157.

In view of the current and probable future inadequacy of in-service education, Misner¹⁷ indicated the need of well-planned in-service education programs for the achievement of a more effective teaching.

Fowle¹⁸ also stated that if teachers are to become real leaders in their respective schools, they must be provided with a program of in-service training which is concerned with "doing" and not merely "listening."

The reactions of teachers toward in-service education in two groups of selected schools using different types of in-service techniques were reported by Weber.¹⁹ One group used cooperative techniques and the other group used those which might be designated as principal centered, traditional and individualistic. The author concluded that the most promising techniques are those which give teachers a large share in shaping policies, in planning and conducting meetings.

In another study he²⁰ pointed out some obstacles occurring

¹⁷Paul J. Misner, "In-Service Education Comes of Age," Journal of Teacher Education, I (March, 1950, No. I), p. 32.

¹⁸George W. Fowler, "Purposeful Program of Teacher Training," National Education Association Proceedings (Washington, NEA, 1937), p. 380.

¹⁹C. A. Weber, "Reactions of Teachers to In-Service Education in Their Schools," School Review (April, 1940), p. 247.

²⁰Weber, "Obstacles to be Overcome in a Program of Education for Teachers in Service," Educational Administration and Supervision (December, 1942), pp. 425-30.

in a program of in-service education such as lack of time, heavy teaching loads, unprofessional attitudes of teachers and conflicts of personality between teachers and between teachers and administrators.

Gilchrist²¹ suggested six basic factors that are necessary for effective in-service education. To be a real value, he said that in-service education must cause people to change and to grow.

Taylor's²² study indicated wealth as a principal factor influencing in-service education programs. The findings showed that the larger schools employing the greatest number of teachers and located in the larger, wealthier cities in the northern state of Indiana used the greatest number of selected techniques.

One phase of Swearingen's²³ study dealt with the in-service needs of teachers. It was shown that teachers frequently felt the need for help in the fields of guidance and special subjects, in arranging opportunities for

²¹Robert S. Gilchrist, "Highway to Quality Teaching," National Education Association Journal, XLVIII (May, 1959), pp. 18-19.

²²Bob L. Taylor, "Factors Affecting In-Service Teacher Education Programs," Journal of Educational Research (May, 1959), pp. 336-338.

²³Mildred E. Swearingen, "Developing Bases for Education of Supervisors in Florida," (Unpublished Ph. D. dissertation, Ohio State University, 1950).

coordination of effort and cooperative planning and in interpreting the program to the public.

Antell and Stahl²⁴ stressed the fact that until the teacher feels the urge to move ahead and do her best, no training device, however well conceived and implemented, will avail. Raising the teacher's morale is very important.

Morphet, Johns, and Keller²⁵ also pointed out the need of good in-service education programs for the continuous improvement of teachers. They stated that no one approach will suffice because the problems and needs of teachers differ and appropriate procedures must be devised to help in the solution of their problems. They believed that good planning, a competent staff and constructive human relations are basic to a satisfactory in-service education program.

Symonds²⁶ made an analysis of problems of 98 teachers enrolled in a mental hygiene course. The findings indicated that personal problems such as family relationships, love life, health and financial problems overshadowed all others.

A similar study was conducted by Davis²⁷ in Colorado.

²⁴Henry Antell and Edgar Stahl, "What Constitutes an Effective In-Service Teacher Education Program?" Bulletin of the National Association of Secondary School Principals, XL (April, 1956), pp. 147-52.

²⁵Edgar L. Morphet, Roe L. Johns and Florence L. Keller, Educational Concepts, Practices and Issues (Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1959), pp. 315-317.

²⁶P. M. Symonds, "Problems Faced by Teachers," Journal of Educational Research (Sept. 1961), pp. 1-15.

²⁷Robert A. Davis, "The Teaching Problems of 1075 Public School Teachers," Journal of Experimental Education (Sept. 1940), pp. 41-60.

At all levels, problems of motivation were most frequently reported. Problems related to individual differences were more numerous for elementary teachers than those at other levels.

The status of in-service teacher education in public schools in Indiana was studied by Taylor²⁸ in 1957. He found that (1) teachers took an active part in faculty meetings, but they did not plan them; (2) teachers were active in curriculum improvement but worked individually rather than cooperatively; (3) the most widely used techniques of in-service education were related to teacher welfare; (4) schools in wealthier areas used the greatest number of different selected techniques; (5) both principals and teachers showed great interest in in-service education; (6) teachers and principals agreed closely as to the status of in-service teacher education programs in Indiana; and (7) the emphasis was on the well-being rather than on the professional competency of teachers.

Horner²⁹ in 1959 conducted an evaluation of the in-

²⁸ Bob L. Taylor, "The Status of In-Service Teacher Education in the Public Senior High Schools of the State of Indiana," Thesis, Ed. D., Indiana University, 1957. Dissertation Abstracts, University Microfilms, Ann Arbor, Michigan, 1958, Vol. 18, No. 2., Feb., 1958, pp. 515-516.

²⁹ James T. Horner, An Evaluation of the In-Service Education Program Provided for Teachers of Vocational Agriculture by North Carolina State Colleges, Dissertation, Ed. D., 1959, University of Missouri, 209 p. University of Missouri, Columbia. Summaries of Studies in Agricultural Education, Suppl. No. 13, Voc. Div. Bull. No. 282, Agric. Series No. 75, pp. 48-49, U. S. Dept. of Health, Education and Welfare, 1960.

service education program provided for teachers of vocational agriculture by North Carolina State College. He found that the most important item of need checked by teachers was, "Having in-service education opportunities conveniently available." Three-fourths of the teachers needed assistance in keeping up-to-date on information and techniques for effective teaching. The in-service program was found to be weak in: policy and planning, budget provisions, supply of new information, and technical off-campus courses. It was found to be strong in facilities, visits to first year teachers, and workshops. The most effective in-service media were: workshops, small group meetings, subject matter specialist, short courses, and extension courses.

Santiago³⁰ found that teachers in Manila, Philippines, felt that (1) they were not offered enough external incentives to encourage them to grow professionally; (2) the relatively extensive participation of teachers in faculty meetings and group conferences with supervisors was to a great degree required rather than voluntary; (3) several in-service training techniques were utilized, but techniques involving cooperative action were rarely used; and (4) the

³⁰ Alicia A. Santiago, "A Study of the In-Service Education of Public Secondary School Teachers in Manila, Philippines," Thesis, Ed. D., Indiana University, 1957, 379 pp. Dissertation Abstracts, University Microfilms, Ann Arbor, Michigan, 1958, Vol. 18, No. 2, Feb., 1958, p. 515.

extent of teacher participation in in-service training activities depended largely on the extent of in-service activities by the school. Various in-service techniques generally recognized by authorities as effective were used but only on a limited basis. The importance of providing professional library facilities to the teachers was induced by the results of the study. Workshops and conventions or conferences, when offered, were fairly well participated in by the teachers. The most highly rated technique was the use of teaching aids (audio-visual) such as educational films. However, this technique was the least used. The problems rated most important were: lack of instructional materials and second, language difficulty of students.

In 1939-44 the Commission on Teacher Education of the American Council on Education³¹ conducted a nationwide study for teacher improvement. They pointed out several important areas in which teachers needed in-service education such as: child development, community understanding, personal development, and curriculum construction and evaluation. The most generally used techniques for the in-service education program by the school systems partici-

³¹Maurice E. Troyer and C. Robert Pace, Evaluation in Teacher Education. Prepared for the Commission on Teacher Education (Washington, D. C.: American Council on Education, 1944), pp. 248-304.

pating in the cooperative study consisted of study groups during the year, the workshop, and the use of outside consultants.

The importance of the working situation as strongly conducive for furthering growth of teachers' competence was also emphasized by the commission. Prall and Cushman³² said:

In summary, we believe that the experience with the schools in the cooperative study has demonstrated that, given proper conditions, teachers will readily join together in an effort to do better what they conceive to be their jobs; that when people go to work on jobs that to them seem important, personal growth and program improvement become closely related; and, that given proper conditions the teachers' conceptions of their jobs will broaden and also come to relate more closely to the needs of contemporary society.

The sub-committee of the North Central Association of College and Secondary Schools³³ reported that teachers valued highly the cooperative techniques in which they participated in all phases of the program of in-service education. They disliked those techniques that were highly individualistic and principal dominated, but they

³²Charles E. Prall and C. Leslie Cushman, Teacher Education in Service. Prepared for the Commission on Teacher Education (Washington, D.C.: American Council on Education, 1944), pp. 441-442.

³³Weber, "A Summary of the Findings of the Sub-Committee on In-Service Education of the North Central Association of Colleges and Secondary Schools," Journal of Educational Research, Vol. XXXVI, (May, 1943), pp. 694-706.

are most frequently used. Furthermore they considered committee activity as the most valuable technique for educating teachers in the service.

Review of Studies in Home Economics Education

There are several studies in the field of home economics education which are available to provide information as well as a better understanding of the existing conditions of in-service education program. The findings in some of these studies reveal the needs and problems of home economics teachers and will therefore be of great help in structuring the in-service education program.

In 1948 the American Vocational Association³⁴ conducted a study on Factors Affecting the Satisfaction of Home Economics Teachers. This study confirms the belief that teacher satisfaction is influenced by a wide variety of factors which relate to: (1) community and living conditions; (2) the professional aspects of teaching; and (3) conditions existing in the school.

The results indicated that generally speaking most home economics teachers liked their jobs. However, there were a few dissatisfied teachers. Eighty-six per cent

³⁴Factors Affecting Satisfaction of Home Economics Teachers, Home Economics Committee, Home Economics Section, American Vocational Association, Bulletin No. 3 (Washington, D. C., Government Printing Office, 1948), pp. 86-87.

indicated they liked their jobs; 10 per cent were indifferent, and 4 per cent did not like them.

There were various ways pointed out in which communities could assist in bringing about satisfaction of home economics teachers. One of them is for communities to develop less critical attitudes towards teachers by giving them freedom to teach creatively and to live as others do, with satisfying opportunities for contact with people in other types of work. Living conditions, library and cultural opportunities and health services should be improved. It was also recommended that teacher-training institutions should re-examine their total programs and provisions made for more realistic preparation for teaching, more adequate preparation for teaching adults, and more satisfactory bases for evaluating the results of instruction.

Moore's³⁵ investigation determined the factors which affect the satisfaction and dissatisfaction of home economics teachers at the college level in the states of New York, Ohio, and Pennsylvania. The findings indicated that teachers are basically more satisfied with their positions than persons in some other professions. Working conditions

³⁵ Eva Lanice Moore, Satisfactions and Dissatisfactions of College Teachers of Home Economics, Thesis Ph. D., Pennsylvania State University, 1958, pp. 106-107.

and intra-personal feelings had more effect on job satisfactions than community and environmental conditions.

Army³⁶ directed a five-year study of the home economics program in twenty Minnesota high schools. Her report of that study, "The Effectiveness of the High School Program in Home Economics," discusses the strong and weak points of the program in that state. Many recommendations were made for improving the program, one of which stated that greater amounts and additional types of in-service education were needed. Teachers need help on the job to make their teaching more effective and to keep up with every day problems.

A study of a representative group of 181 young women who graduated in home economics education at the University of Minnesota was made by Rose.³⁷ It was reported that a majority of those accepting teaching positions remained in their jobs one year or less. Of those who continued to teach, 53 per cent returned to the same positions. At the end of six years, one out of three was still teaching; of the latter group one-third had married but had continued to teach. Nearly one-fourth of the group had carried on

³⁶Clara Brown Army, The Effectiveness of the Utah School Program in Home Economics, (Minneapolis: University of Minnesota Press, 1952).

³⁷Ella J. Rose, "A Study of Graduates of the University of Minnesota Home Economics Education Curriculum," College of Education, University of Minnesota (St. Paul: University of Minnesota Press, 1951), pp. 34-35.

some advanced study, but few had completed the fifth year of work required for a graduate degree. Alumnae reports indicated that the problems they encountered on the teaching job were in the realm of human relationships, particularly with the students.

Laws,³⁸ study revealed that the chief sources of in-service education for homemaking teachers in Delaware are summer courses, class visitations, conducting professional meetings and curriculum studies. More than 50 per cent of the teachers indicated that family responsibility prohibits their studying for advanced degrees. In addition to this, cost, travel, distance and lack of time limit teacher participation. Professional needs listed most frequently by the teachers were improved teaching methods in line with current practice and a better understanding of family-centered teaching. Services considered most valuable were practical technical demonstrations in the field and frequent teachers' meetings in their area. The most popular activities for credit were two to three weeks workshops on the campus and workshops in the teachers' area of the state.

³⁸ Ruth Mitchell Laws, "A Study of the In-Service Education Needs of Homemaking Teachers in Delaware," Thesis, Ed.D., New York University, 1956. Dissertation Abstracts, University Microfilms, Ann Arbor, Michigan, 1957, Vol. 16, No. 1, May 1957, pp. 844-845.

According to Leslie³⁹ the group meetings and workshops offered to teachers were more helpful than the mimeographed and printed materials made available to them. The various supervisory services offered the chapters of the Future Homemakers of America were considered of equal helpfulness. The annual convention, the leadership training conference, and the district meetings were considered as very helpful by two-thirds or more of the respondents, while one-half regarded the magazine as very helpful, and less than one-third thought the participation in the State Fair was very helpful.

In an analysis of 21 studies concerning teacher effectiveness, Osborn⁴⁰ reported that sympathy and total personality are the two basic factors considered necessary regardless of the criteria used to determine effective teaching. Their importance, based on this finding, indicates the need for further study of their relationship to effective teaching.

Vossbrink's⁴¹ study was an evaluation of the in-service

³⁹Virginia Leslie, The Opinions of Florida Homemaking Teachers Regarding State Supervisory Sources, Master's Thesis, Florida State University, 1955, p. 60.

⁴⁰Barbara Louise Osborn, An Analysis of 22 Studies Concerning Teacher Effectiveness, Master's Thesis, Cornell University, 1956, p. 48.

⁴¹Meta Vossbrink, "An Analysis of the In-Service Education Program for Home Economics Teachers with Suggestions for Improving the Michigan Program," (Unpublished Ph. D. Dissertation, University of Chicago, 1953).

education of home economics teachers in the United States. In particular, it was undertaken to provide data on which a more effective home economics in-service teacher education in Michigan might be based. Questionnaires were sent to state supervisors of home economics, teacher trainers in selected colleges and universities, and home-making teachers in Michigan to secure certain information. Her findings indicated that approximately one-half of the respondents used follow-up as an in-service education technique. She recommended that some practices should be changed if the technique of supervision was to continue to be an important means for carrying on the in-service program. Furthermore, this study confirms the belief that a program of in-service education contains unique characteristics, is built upon sound educational principles, and is influenced by a wide variety of factors.

Summary of Major Common Elements

According to the literature, the in-service education of teachers is nothing new. Misner⁴² said:

Almost from the very beginning of organized education, the need for the growth of teachers on the job has been recognized. The county institute dates back to the days of screwed-down desks. Local, state and national meetings of professional groups have been attracting more and more teachers for many years. The attendance

⁴²Misner, op. cit., p. 32.

of teachers at summer school sessions has been increasing steadily for several decades. Provisions for sabbatical leaves and extensive travel have been included in the personnel policies of some school systems for more than a quarter of a century.

In recent years, however, the quality and tempo of developments for the continued improvement of teachers have increased rapidly. The research studies reviewed pointed out the ever-increasing need for continuous study and growth of teachers in service. They indicate widespread experimentation and significant improvements in the opportunities for in-service growth.

Several aspects of the in-service program have been dealt with in these studies. Noteworthy among them are: (1) the needs, interests and problems of teachers, (2) areas in which teachers need help, (3) strengths and weaknesses of existing in-service programs, (4) factors affecting the satisfactions and dissatisfactions of teachers, (5) basic factors necessary for an effective in-service education program like wealth, time, human relations, and working conditions, (6) obstacles encountered in organizing an in-service program, and (7) most common and promising techniques of in-service education.

Troyer⁴³ stated that today the emphasis becomes one

⁴³Troyer and Pace, op. cit.

of democratic processes, the identification of problems that teachers believe are important, careful planning, cooperative self-help group activities, programs of action, the pooling of local and college resources, adequate facilities and the like.

Slager⁴⁴ further pointed out these in-service education trends: (1) the selection and consideration of problems affecting the growth and development of the child; (2) the use of "action research" by school systems to study the status of in-service education; (3) a more comprehensive organization, administration and motivation of in-service programs of education; and (4) the increased assignment of professional staff and budget resources to the specific promotion of in-service education programs.

In conclusion, it can be seen that many contributions have come from the studies in general education. In the field of home economics education, only a very limited number has been provided. More detailed information regarding current practices in the field of home economics education is much needed. The significant factors and ideas gleaned from the literature and the research findings will point out some direction to basic elements for structuring the in-service program in home economics education.

⁴⁴Fred C. Slager, "In-Service Program Trends," National Association of Secondary School Principals, XXXVII (April, 1953), pp. 157-159.

CHAPTER III

ESSENTIAL PRINCIPLES SELECTED AND DEFINED

In the development of an effective in-service teacher education program, it is an important step to set forth some of the basic principles which can be of help to educators in school systems and higher institutions in their efforts to improve competency.

Webster⁴⁵ defines principles as fundamental truths, comprehensive laws or doctrines from which others are derived or on which others are founded. They may pertain also to essential characteristics or to conditions or to rules of action. When verbalized statements of an observed uniformity are assembled into a general form, they become principles -- that is, general rules or concepts or laws. From this definition it can be seen that principles are one of the necessary controls which guide operations in any field. Principles are guides by which we proceed from one situation to another and are important for governing our actions. Principles can also serve to define items which must be examined carefully in evaluating results.

⁴⁵Noah Webster, Webster's New International Dictionary (Springfield, Massachusetts: G. and C. Merriam Company, 1956), p. 1967.

From systematic and critically analyzed research findings, principles most commonly originate.

In the formulation of the ten basic principles selected for this study, the research findings of the American Council on Education, the North Central Association of Secondary Schools and Colleges, and a study on in-service teacher education in Michigan by Dr. Meta Vossbrink have been thoroughly reviewed. These three studies indicate that a program of teacher learning resembles in its general phases all of the elements of a program of pupil learning. It involves conditions necessary for effective learning, curriculum organization and democratic action.

The reports of the American Council on Education and the North Central Association of Secondary Schools and Colleges have repeatedly brought out that a program for the improvement of teachers is based upon the needs, backgrounds, interests and understandings of the teachers themselves. Hence, some of the guiding principles that underlie in-service teacher education may well be derived from a study of those needs, backgrounds, interests and understandings. These same factors could be considered fundamental to any process which aims to promote continuous teacher growth.

In another sense developing an in-service teacher education program is in a way a process of curriculum

building. Spears⁴⁶ states: "The in-service program cannot be separated either in spirit or function from curriculum planning." This means that an in-service education program takes on the characteristics closely allied to operational guides whereby we proceed from the selection of objectives through the processes of appraising behavior changes. Helping teachers to improve can be a kind of teaching activity with its particular objectives, curriculum methods and standards of achievement comparable with any other teaching-learning situation. Therefore, administrators and teachers who are working to develop educational programs for teachers may base their attempts on principles developed in modern curriculum theory.

The plan for development of principles was as follows: The first step was composed of two parts (1) to analyze the various educational literature and research findings; and (2) to ascertain the relative emphasis given to each of a considerable number of concepts which seem to be important in the building of an in-service teacher education program. The second step was to formulate the ten basic principles by giving them titles and central themes based upon generalizations of educators and

⁴⁶Harold Spears, Curriculum Planning Through In-Service Programs (Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1957), p. 315.

psychologists. Finally, specific questions were developed under each principle. The purpose of the questions was to clarify the meaning of the principle. They were also utilized in the evaluation instruments used for collecting the data.

According to the Vossbrink⁴⁷ study, four major categories were outlined. An analysis was made of these four major categories with the underlying principles involved in each, and questions were then developed which related to each principle.

Category 1. In-service teacher education should consider the nature, remote aims and values of society within which education operates. This means that the changing character of our contemporary world and the broader and deeper interpretations of teaching which are now developing make necessary a program of continuous in-service growth for teachers. In general, the impact of society points to the respect of personality and individual differences, cooperative action in planning, executing and appraising, leadership substituted for authority and flexibility due to a changing society and philosophy.

The relationship of education to the social order seems to be reflected in this group of statements. They emphasize the democratic philosophy which is accepted in our society. They also point to respect for the integrity and worth of individuals as well as their liberties, faith in the free

⁴⁷Vossbrink, op. cit., p. 38.

play of intelligence through cooperative group work and equality of opportunity. These statements also reveal the importance of flexibility because of the changing nature and philosophy of society. Adjustments should be made easily and readily to meet the changing demands of the times. The in-service teacher education program must develop and change as participating teachers grow. From the above statements two principles are apparent.

Principle 1. The educational philosophy should be based upon the existing local environment and should be the important factor in determining the nature of the in-service program.

Questions:

What determines the content of the in-service program?

Does the program give consideration to all teachers and recognize the importance and worth of the individual?

Is the course content determined by the needs of the local situation?

Is provision made for taking care of teachers of varying abilities? How is this usually done? Is the program consistent with the newer educational trends on child study?

Principle 2. The in-service program should develop and change as social conditions are altered and participating teachers grow.

Questions:

Are provisions made for adjusting the program to emerging conditions?

Is flexibility an important factor in the program organization and development?

Are changes in the social conditions responsible for changes in the program?

Is provision made for free and easy contact of all persons with each other?

Is emphasis in the program shifted as a result of experience?

Are the pre-service teacher education programs changing as changes occur in the in-service program?

Category 2. The immediate community as a whole, its resources, its problems and its social climate will be considered as the matrix of immediate educational problems and procedures. The statement implies a teacher-centered basis of in-service education, a physical environment that is conducive to maximum growth, the growth of the teacher as a person--personality being recognized as an organic whole. It likewise points to the active thought and action of faculty and evaluation as an integral part of the learning process as it grows out of or emerges from that process. In general, the current performance of behavior is viewed with a specific environment and is indicative of growth of leadership.

The importance of physical facilities and the immediate learning environment is stressed in the second group of

statements. The local school system should be in a position to furnish a wide variety of teaching aids and devices and provide adequate library facilities and materials. These are all essential to carry on a functional in-service teacher education program. School administrators should maintain a favorable school atmosphere in which teachers are encouraged to develop to the fullest extent of their abilities as cooperative members of society. Principles 3, 4 and 5 are derived from these basic ideas.

Principle 3. An in-service teacher education program should be included as a regular part of the local school program.

Questions:

Is in-service training a regular assignment in the teacher's program of work?

Is school time provided for the in-service training of teachers? If so, how much time is provided for such training?

Is there pre-planning of the in-service teacher education program in the local school?

Are the people involved in pre-planning paid during this period?

How much time is given to pre-planning?

Principle 4. Any in-service teacher education program must be a long-range and continuous program.

Questions:

Is a long-range plan used as a basis for program planning?

Is the program planned in light of immediate needs, long-time needs, improvement of education, improvement of the professional performance of teachers, emotional well-being of the teachers and physical well-being of the teachers?

Are individual teacher's needs taken into account in planning the program?

How do you arrive at these needs?

What are some of the observed needs (those that you consider important) of teachers under your guidance?

Principle 5. The in-service teacher education program should utilize relevant resources in promoting and carrying out the experiences.

Questions:

Does the community make available agencies as recreation, health and industry for the in-service education program?

What persons or agencies are available in the community for the in-service program? How are these generally used?

Does the local school administration encourage the development of the in-service program?

What responsibility does the local school system assume in the in-service teacher education program? Are teachers acquainted with source materials such as research studies and findings, audio visual aids and curriculum publications?

Does the Bureau of Public Schools assume leadership in initiating the program?

Category 3. A worthwhile in-service education program assists in enriching the teaching-learning setting through an improved environment and improved methods. In other words, the nature of the program will be in the direction of an orderly, cooperatively planned and developed series of activities which will be judged by the results it secures. Coordinated and integrated educational efforts and materials should capitalize in securing continuity.

The importance of educational psychology and method is emphasized in this group of statements. The in-service teacher education program should be a cooperative enterprise. School administrators and teachers should participate willingly and intelligently in order to accomplish the objectives of the program. Various methods and procedures should be utilized to facilitate learning. Experiences need to be varied involving different types of learning. From this major group, principles 6 and 7 are derived.

Principle 6. The in-service program should emphasize sound educational theory which is basic for effective learning.

Questions:

Does the program start with the present working situation?

Is growth planned toward desired aims and objectives?

What are the objectives of the in-service teacher education program in your province?

Are activities so planned as to bring about immediate changes in teachers?

Are teachers given an opportunity to participate in a wide range of activities?

Do the experiences provide for self-improvement techniques among teachers?

Do the teachers derive satisfaction from those experiences which they have chosen?

Principle 7. An in-service program should be planned to utilize orderly procedures of thinking, studying, evaluating and improving the products and processes of instruction.

Questions:

Does the program contain a statement of objectives based on a careful study of the teaching situation?

Are the means, methods and materials employed in attainment of objectives included?

Is an outline of criteria, checks and measures to be employed in the evaluation of the program included?

Do teachers share in selecting methods and materials and modifying them as they are used?

Is there continuous appraisal of products and processes of instruction?

What criteria are used for organizing the experiences?

Category 4. Teachers improve in competence and grow in service as a result of what they are able to do of, by, and for themselves. In general, the program has four characteristics. It is built upon the needs of teachers as they see them not as the administrator alone sees them. Second, the goals selected for the solution of the problem are established cooperatively--the teachers assume a large part in the formulation of such goals. Third, the program to attain the goals is a cooperative one, teachers sharing a place in the enterprise. Finally, teachers evaluate their activities and their results.

The essential characteristics of curriculum construction are embodied in this final group of ideas. The statements imply that the in-service education program needs to focus attention on the growth of teachers on the job. This involves the teacher's personal development as well as improved school preparation and professional specialization. The needs, interests and backgrounds of the teachers should be considered in formulating educational philosophy. Learning experiences should be planned, executed and evaluated cooperatively in terms of the selected aims. Creativity, self-activity and critical thinking should be fostered. Principles 8, 9 and 10 have been developed from these statements.

Principle 8. The in-service program should utilize intelligent and creative thought and action in the organization.

Questions:

Is it necessary to interest teachers in participation?

Are individual differences among teachers given basic consideration in the program whether it is planning, carrying out the program or measuring achievement?

Are decisions as to basic principles, objectives and organization arrived at cooperatively?

Does leadership pass from person to person as individuals have creative contributions to make?

Is teacher participation in group activities voluntary?

Are teachers permitted to come to a conclusion through their own processes of thinking?

Are all teachers encouraged and expected to contribute to the solution of a common problem?

Are teachers singled out for leadership activities?

Principle 9. A well-balanced program will include sufficient learning activities of varied types which contribute to the attainment of many different purposes.

Questions:

Are the educational experiences chosen in terms of the educational objectives?

Are the activities concerned with persistent problems and areas of high social significance?

Do the experiences lead to multiple outcomes?

Do experiences foster experimentation and evaluation?

Is there opportunity for experience in leading and following?

Are teachers encouraged to participate in socially significant activities with the children in school and with the citizens in the community?

Is provision made for the individual to seek assistance from the group and for giving assistance to the group when such help is desired or needed?

What experiences (activities or subjects) were found necessary by you to improve the teacher's work?

Principle 10. The in-service program should include provisions for its own evaluation.

Questions:

Is provision made for checking program accomplishment?

How do you measure program accomplishments?

Is provision made for checking teacher accomplishment?

How do you measure teacher growth and changed behavior?

How is the appraisal used in program planning?

Are better adjusted and mentally alert teachers the outcome of the in-service program?

Is a better socio-physical environment for learning evidenced as an outcome of the program?

Is the curriculum more effective and adequate as a result of the in-service program?

Is the extension of self-direction, self-reliance and individual responsibility of teachers an outcome of the program?

Has the program encouraged teachers to improve teaching through study and experimentation?

What do you consider as major suggestions for improving the over-all in-service program in your province?

What do you regard as the outcome of the program in your province?

The ten principles and questions described in this chapter were used in developing a questionnaire (Appendix A). This instrument was sent to division school superintendents, high school principals and home economics supervisors in the island of Luzon, Philippines. The answers received provided information about their current practices and procedures in home economics in-service teacher education.

CHAPTER IV

FINDINGS OF THE STUDY

The findings in this study are believed to be of some value for those who are concerned with the continuous professional growth and improvement of teachers in home economics education. The study presents a method of working with the home economics teachers on the job in order to help them improve the teaching-learning situation.

It will be noticed that there is an overwhelming number of positive responses by the informants. It is the writer's belief that the respondents over-valued the contributions of the present in-service experiences and program in their respective school divisions in their attempts to evaluate the worth of such an educational program. There may be a tendency for the respondents to overestimate what is being accomplished in order to gain favor or approval for a particular group.

Part A -- An Examination of the Present Practices

In accordance with the procedures discussed in Chapter I, frequency count, percentage, and rank order were used to summarize and review the present practices found in the

responses of 18 division school superintendents, 16 high school principals, 25 home economics supervisors and 22 home economics teachers. The first three of the above groups, totalling 59 persons, were classified as school administrators, and their replies were combined into one group for the purposes of this study.

"Yes" and "no" questions were tabulated by giving the number and percent of "yes," "no," "partly," and "no response" answers. Tables were constructed for replies to the check type and open-end questions. Percentages were computed in terms of the number of respondents and the items were given rank order.

Principle 1. The educational philosophy should be based upon the existing local social environment and should be an important factor in determining the nature of the in-service program.

Question 1. What determines the content of the in-service education program?

Fifty-six or nearly 95 per cent of the respondents answered this question. Table III shows the responses to the various factors that determine the content of the in-service program. Forty or 67.80 per cent indicated the needs, interests and problems of teachers. Twenty-nine or 49.15 per cent reported the needs, interests and problems of the community. Other factors included were the philosophy and policies of the Bureau of Public Schools,

TABLE III. Factors That Determine the Content of
the Home Economics Teachers In-Service
Education Program

| What determines the content of the in-service program? | Responses of 59 School Administrators | | |
|---|---------------------------------------|------------|------|
| | Number | Percentage | Rank |
| Needs, interests, problems of teachers | 40 | 67.80 | 1.0 |
| Needs, interests, problems of community | 29 | 49.15 | 2.0 |
| Needs, interests, problems of students | 19 | 32.20 | 3.5 |
| Philosophy and policies of the Bureau of Public Schools | 19 | 32.20 | 3.5 |
| Resources available in the community | 8 | 13.56 | 5.0 |
| No response | 3 | 5.08 | |

resources available in the community and the needs and interests of students.

Question 2. Does the program give consideration to all teachers and recognize the importance and worth of the individual?

Fifty-eight or 98 per cent of the replies were "yes." Only one reply was "no."

Question 3. Is the course content determined by the needs of the local situation?

Fifty-six or 95 per cent of the respondents indicated a positive reply. The other answers were: one "no," one "some," and one gave no response.

Question 4. Is provision made for taking care of teachers of varying abilities? How is this usually done?

To the first part of question 4, fifty-three or 91.52 per cent responded positively; two or 3.39 per cent "partly," two or 3.39 per cent "no" and two or 3.30 per cent failed to respond.

To the second part of question 4, fifty-three or 89.83 per cent answered, while six or 10.17 per cent did not reply. Table IV shows the provisions for taking care of teachers of varying abilities. Thirty-six or 61.02 per cent of the respondents indicated that teachers were grouped according to their abilities, needs, problems and educational qualifications.

TABLE IV. Provisions for Taking Care of Teachers of Varying Abilities

| What are the provisions made for taking care of teachers of varying abilities? | Responses of 59 School Administrators | | |
|---|---------------------------------------|------------|------|
| | Number | Percentage | Rank |
| Grouping teachers according to their interests, needs, abilities, problems and educational qualifications | 36 | 61.02 | 1.0 |
| Holding seminars, workshops, study groups, panel discussions in interviews and conferences and other group activities | 9 | 15.25 | 2.5 |
| Conducting surveys and giving individual help | 9 | 15.25 | 2.5 |
| Utilizing teachers as group leaders, resource persons, demonstrators and consultants | 5 | 8.47 | 4.0 |
| Assigning the teachers to teach subjects where they are best prepared and competent to handle | 3 | 5.08 | 5.5 |
| Inspiring teachers by promoting them and fostering their creativity | 3 | 5.08 | 5.5 |
| No response | 6 | 10.17 | |

Question 5. Is the program consistent with the
newer educational trends on child study?

Fifty-six or 94.92 per cent answered "yes," one "no,"
and two or 3.39 per cent "partly."

Principle 2. The in-service program should develop and
and change as social conditions are altered
and participating teachers grow.

Question 1. Are provisions made for adjusting the
program to emerging conditions?

Fifty-seven or 96.62 per cent replied "yes," one
"no," and one "partly."

Question 2. Is flexibility an important factor in
the program organization and development?

Fifty-nine or 100 per cent responded positively.

Question 3. Are changes in the social conditions
responsible for changes in the program?

Fifty-six or 95 per cent answered "yes," two or
3.39 per cent "no," and one did not respond.

Question 4. Is provision made for free and easy
contact of all persons with each other?

Fifty-four or 92 per cent responded "yes," one "no,"
two or 3.39 per cent "partly," and two or 3.39 per cent
did not reply.

Question 5. Is emphasis in the program shifted as
a result of experience?

Fifty-eight or 98.31 per cent replied "yes," and one
answered "partly."

Question 6. Are the pre-service teacher education programs continually changing as conditions occur in the in-service program?

Forty-nine or 83.05 per cent indicated "yes," six or 10.17 per cent "no," two or 3.39 per cent "not always" and two or 3.39 per cent did not respond.

Principle 3. An in-service teacher education program should be included as a regular part of the local school program.

Question 1. Is in-service training a regular assignment in the teacher's program of work?

Forty-nine or 83.06 per cent answered "yes," nine or 15.25 per cent "no," and one indicated "as needed."

Question 2. Is school time provided for the in-service training of teachers? If so, how much time is provided for such training?

All of the school administrators responded positively to the first question. The amount of time provided for the in-service training of teachers varied considerably. Nineteen or 32.20 per cent reported "one day per month" and sixteen or 27.12 per cent "one week per year." Table V shows the amount of time indicated for in-service training.

TABLE V. Amount of Time Provided for the
Home Economics Teachers In-Service
Education Program

| How much time is provided for the in-service training of teachers? | Responses of 59 School Administrators | | |
|--|--|------------|------|
| | Number | Percentage | Rank |
| One day per month | 19 | 32.20 | 1.0 |
| One week per year | 16 | 27.12 | 2.0 |
| No specific length of time - as the need requires | 8 | 13.56 | 3.0 |
| Two to three weeks per year | 4 | 6.78 | 4.5 |
| One week before or during each semester | 4 | 6.78 | 4.5 |
| One month per year | 3 | 5.09 | 6.0 |
| Three to five days per semester | 2 | 3.39 | 7.5 |
| Three days during the year | 2 | 3.39 | 7.5 |
| One day per week | 1 | 1.69 | 9.0 |
| TOTAL | 59 | 100.00 | |

Question 3. Is there pre-planning of the in-service teacher education program in the local school? How much time is given to it?

All of the respondents indicated that there is pre-planning of the in-service teacher education program in the local school; however, the amount of time given varied considerably as shown in Table VI. Twenty or 33.90 per cent reported "one to three weeks per year," thirteen or 22.30 per cent "no specific time given" and eleven or 18.65 per cent "one to two months per year."

Question 4. Are the people involved in pre-planning paid during this period?

TABLE VI. Amount of Time Given to Pre-planning
the Home Economics Teachers In-Service
Education Program

| How much time is given to pre-planning? | Responses of 59 School Administrators | | |
|--|--|------------|------|
| | Number | Percentage | Rank |
| One to two weeks per year | 20 | 33.90 | 1 |
| No specific time given | 13 | 22.30 | 2 |
| One to two months per year | 11 | 18.65 | 3 |
| One half day to 5 days (1-8 hours duration) | 7 | 11.86 | 4 |
| One day to three days per year | 6 | 10.11 | 5 |
| One day per week for four weeks | 2 | 3.39 | 6 |
| TOTAL | 59 | 100.00 | |

Thirty-five or 59.32 per cent replied "yes," twenty-three or 38.99 per cent answered "no," and one or 1.69 per cent indicated that travelling expenses were provided.

Principle 4. Any in-service teacher education program must be a long-range and continuous program.

Question 1. Is a long-range plan used as a basis for program planning?

Fifty-four or 91.53 per cent answered "yes," and five or 8.47 per cent replied "no."

Question 2. Is the program planned in light of immediate needs, long-time needs, improvement of education, improvement of the professional performance of teachers, emotional well-being of

teachers and physical well-being of teachers? List other factors.

This was a check type question. Fifty-eight or 98.31 per cent of the respondents indicated immediate needs of teachers, fifty or 84.75 per cent improvement of education and improvement of professional performance of teachers while thirty-seven or 62.75 per cent long-time needs of teachers. Other factors given were needs of the community and students. Table VII shows the responses given by the 59 school administrators

TABLE VII. Factors Considered in Planning the Home Economics Teachers In-Service Education Program

| Is the program planned in light of: | Responses of 59 School Administrators | | |
|---|---------------------------------------|------------|------|
| | Number | Percentage | Rank |
| Immediate needs of teachers | 58 | 98.31 | 1.0 |
| Improvement of education | 50 | 84.75 | 2.5 |
| Improvement of the professional performance of teachers | 50 | 84.75 | 2.5 |
| Long-time needs of teachers | 37 | 62.75 | 4.0 |
| Emotional well-being of teachers | 34 | 57.63 | 5.0 |
| Physical well-being of teachers | 31 | 52.54 | 6.0 |
| Needs of community | 10 | 16.95 | 7.0 |
| Needs of students | 2 | 3.39 | 8.0 |

Question 3. Are individual teacher's needs taken into account in planning the program?

How do you arrive at these needs?

Fifty-four or 91.53 per cent of the respondents replied "yes," and five or 8.47 per cent answered "no."

Table VIII shows a variety of techniques reported by the respondents to determine the expressed needs of teachers.

TABLE VIII. Techniques Used to Determine the Expressed Needs of Home Economics Teachers in the In-Service Education Program

| How do you arrive at these needs? | Responses of 59 School Administrators | | |
|--|---------------------------------------|------------|------|
| | Number | Percentage | Rank |
| Observation and supervision of teachers by administrators | 35 | 59.32 | 1 |
| Conferences, interviews, seminars, meetings and other group activities | 22 | 37.29 | 2 |
| Survey of teachers' needs by questionnaires | 16 | 27.12 | 3 |
| Forms, reports, records submitted by teachers | 9 | 15.25 | 4 |
| Follow-up visits | 1 | 1.69 | 5 |
| No response | 5 | 8.47 | |

Thirty-five or 59.32 per cent discovered the needs through observation and supervision by the school administrators. Twenty-two or 37.27 per cent indicated the use of conferences, interviews, seminars, meetings and other group activities. The other methods included survey of teachers' needs by questionnaires and the use of forms, reports and records submitted by teachers. Only one indicated the use of follow-up visits.

Question 4. What are some of the observed needs (that you consider important) of teachers under your guidance?

The needs of home economics teachers as observed by school administrators were classified into five categories namely: teaching materials and equipment, professional improvement, procedures in teaching, program planning and evaluation of program and student progress. Fifty-three or 89.83 per cent mentioned teaching materials and equipment, thirty-three or 55.93 per cent professional improvement and twenty-seven or 45.76 per cent procedures in teaching. A more detailed description of the responses is shown in Table IX.

Principle 5. The in-service education program should utilize relevant resources in promoting and carrying out the experiences.

Question 1. Does the community make available agencies as recreation, health and industry for the in-service education program?

Fifty-five or 93.32 per cent of the school administrators replied "yes," three or 5.09 per cent "no," one did not respond.

Question 2. What person or persons are available in the community for the in-service program?
How are these generally used?

Table X reveals the responses of the informants as they checked the persons or agencies available in the community for the in-service teacher education program. It

TABLE IX. Needs of Home Economics Teachers
as Observed by School Administrators

| What are some of the observed needs (those that you consider important) of teachers under your guidance? | Responses of 59 School Administrators | | |
|--|---------------------------------------|------------|------|
| | Number | Percentage | Rank |
| Teaching materials and equipment | 53 | 89.83 | 1 |
| Inadequate teaching equipment and facilities (20) | | | |
| Inadequate reference and text materials (19) | | | |
| Ineffective selection and use of audio visual materials (14) | | | |
| Professional improvement | 33 | 55.93 | 2 |
| Increased knowledge of new educational trends (17) | | | |
| Increased competence in subject matter content (8) | | | |
| Improved public relations (7) | | | |
| Adequate use of leisure time (1) | | | |
| Procedures in teaching | 27 | 45.76 | 3 |
| Using new teaching techniques (17) | | | |
| Becoming acquainted with new methods (10) | | | |
| Program planning | 15 | 25.42 | 4 |
| Understanding of goals and aims (6) | | | |
| Making home economics instruction functional (4) | | | |
| Improving the learning experience in the classroom (3) | | | |
| Adjusting time and size of classes (2) | | | |
| Evaluation of program and student progress | 10 | 16.95 | 5 |
| Appraising student progress (9) | | | |
| Determining the background of students (1) | | | |
| No response | 4 | 6.78 | |

can be seen that the persons in the agricultural extension services are the most available in the community for the

TABLE X. Persons or Agencies Available in the Community for the Home Economics Teachers In-Service Education Program

| What persons or agencies are available in the community for the in-service program? | Responses of 59 School Administrators | | |
|--|---------------------------------------|------------|------|
| | Number | Percentage | Rank |
| Agricultural extension services | 56 | 94.91 | 1.0 |
| Hone economics leaders | 53 | 89.83 | 2.0 |
| Health specialists | 51 | 86.44 | 3.0 |
| Social service workers | 47 | 79.66 | 4.0 |
| Political and economic leaders | 33 | 55.93 | 5.0 |
| Industrial leaders | 32 | 54.28 | 6.0 |
| Community planning groups | 24 | 40.68 | 7.0 |
| Civic and religious clubs and organizations like Parent-Teachers Association | 14 | 23.73 | 8.0 |
| Other government agencies like PACD (Presidential Action in Community Development), Bureau of Plant Industry | 3 | 5.08 | 9.5 |
| Experts (evaluation, guidance, handicraft, Fulbright exchange professors) | 3 | 5.08 | 9.5 |

in-service program. Home economics leaders ranked second and health specialists ranked third. In addition civic and religious organizations, other government agencies like the PTA (Parent Teachers Association), PACD (Presidential Assistant on Community Development), the Bureau of Plant Industry and various kinds of experts were also mentioned.

Table XI shows how the persons or agencies available in the community were generally used for the home economics

TABLE XI. Uses of the Persons or Agencies Available in the Community for the Home Economics Teachers In-Service Education Program

| How are the persons or agencies generally used? | Responses of 59 School Administrators | | |
|---|---------------------------------------|------------|------|
| | Number | Percentage | Rank |
| Used as: | | | |
| Resource persons | 37 | 62.71 | 1 |
| Consultants | 30 | 50.85 | 2 |
| Demonstrators | 22 | 37.29 | 3 |
| Lecturers and speakers | 21 | 35.59 | 4 |
| Co-participants | 7 | 11.86 | 5 |
| Financiers and sponsors | 5 | 8.47 | 6 |
| Interviewers | 3 | 5.08 | 7 |
| Research directors | 1 | 1.69 | 8 |
| No response | 4 | 6.78 | |

teachers in-service education program. Thirty-seven or 62.71 per cent mentioned that the persons were used as resource persons, thirty or 50.85 per cent as consultants and twenty-two or 37.29 per cent as demonstrators. Four or 6.78 per cent of the respondents did not reply.

Question 3. Does the local school administration encourage the development of the in-service program?

Fifty-seven or 96.61 per cent replied "yes," and two or 3.39 per cent answered "no."

Question 4. What responsibility does the local school system assume in the in-service teacher education program?

The local school system assumed responsibility in the in-service teacher education program in a variety of ways to bring about greater satisfaction of teachers on the job. Fifty-six or 94.91 per cent of the respondents indicated that the local school system provided learning experiences for teachers in the classroom, community and home. Fifty-four or 91.52 per cent reported it provided time in the teacher's schedule and fifty or 84.74 per cent mentioned that it assists teachers with their personal and social adjustments. Table XII shows the complete responses of the school administrators.

TABLE XII. Responsibility Assumed by the Local School System in the Home Economics Teachers In-Service Education Program

| What responsibility does the local school system assume in the in-service teacher education program? | Responses of 59 School Administrators | | |
|--|---------------------------------------|------------|------|
| | Number | Percentage | Rank |
| Provides learning experiences in the classroom, community, home | 56 | 94.91 | 1.0 |
| Provides time in the teacher's schedule | 54 | 91.52 | 2.0 |
| Assists teachers with personal and social adjustments | 50 | 84.74 | 3.0 |
| Provides library facilities | 49 | 83.05 | 4.5 |
| Provides physical plant | 49 | 83.05 | 4.5 |
| Administers the in-service program | 48 | 81.35 | 6.5 |
| Assumes leadership in developing the program | 48 | 81.35 | 6.5 |
| Assumes role of co-worker in the program | 47 | 79.66 | 8.0 |
| Provides audio visual facilities | 40 | 67.80 | 9.0 |

Question 5. Do you acquaint teachers with source materials such as research studies and findings, audio visual aids and curriculum publications?

Fifty-seven or 96.61 per cent replied "yes," and two or 3.39 per cent answered "no."

Question 6. Does the Bureau of Public Schools assume leadership in initiating the program?

Fifty-two or 88.14 per cent indicated "yes," six or 10.17 per cent "no" and one or 1.69 per cent "partly."

Principle 6. The in-service program should emphasize sound educational theory which is basic for effective learning.

Question 1. Does the program start with the present working situation?

Fifty-eight or 98.31 per cent answered "yes," and one or 1.69 per cent replied "no."

Question 2. Is growth planned toward desired aims and objectives?

All of the respondents answered "yes."

Question 3. What are the objectives of the in-service teacher education program in your province?

In answer to this open-end question, the informants mentioned several functions of the in-service teacher education programs in their school divisions. Twenty-nine

or 49.15 per cent indicated the improvement of the teaching-learning process so that home economics instruction would become more functional and practical. Nineteen or 32.20 per cent reported "to upgrade teachers' competencies in their respective lines of specialization" and fifteen or 25.42 per cent "to help prepare, improve and distribute instructional and evaluative materials." Table XIII shows a summary of the objectives of the in-service

TABLE XIII. Summary of the Objectives of the Home Economics Teachers In-Service Education Program Given by School Administrators

| What are the objectives of the in-service teacher education program in your province? | Responses of 59 School Administrators | | |
|--|---------------------------------------|------------|------|
| | Number | Percentage | Rank |
| To improve the teaching-learning process so that home economics instruction will become more functional and practical | 29 | 49.15 | 1 |
| To upgrade teachers' competencies in their respective lines | 19 | 32.20 | 2 |
| To help prepare, improve and distribute instructional and evaluative material | 15 | 25.42 | 3 |
| To keep abreast of the rapid accumulation of new knowledge, techniques and professional subject matter | 13 | 22.03 | 4 |
| To coordinate school program with the needs and available resources in the community | 11 | 18.64 | 5 |
| To acquaint and help teachers implement the objectives of the home economics program as prescribed by the Bureau of Public Schools | 7 | 11.86 | 7 |
| To develop leadership | 3 | 5.08 | 8 |
| To foster experimentation and research | 2 | 3.39 | 9 |

education program as pointed out by the school administrators.

Question 4. Are activities so planned so as to bring about immediate changes in teachers?

Fifty-two or 88.14 per cent of the respondents replied "yes," four or 6.78 per cent "no" and three or 5.08 per cent "partly."

Question 5. Are teachers given an opportunity to participate in a wide range of activities?

Fifty-eight or 98.31 per cent replied "yes" and one "no."

Question 6. Do the experiences provide for self-improvement techniques among teachers?

Fifty-eight or 98.31 per cent responded "yes" and one replied "no."

Question 7. Do the teachers derive satisfaction from doing these experiences which they have chosen?

All replied "yes."

Principle 7. An in-service program should be planned to utilize orderly procedures of thinking, studying, evaluating and improving the products and processes of instruction.

Question 1. Does the program contain a statement of objectives based upon a careful

study of the teaching situation?

All answered "yes."

Question 2. Are the means, methods and materials employed in attainment of objectives included?

Fifty-eight of the 59 respondents replied "yes."

Question 3. Is an outline of criteria, checks and measures to be employed in the evaluation of the program included?

Fifty-seven or 96.61 per cent reported "yes" and two or 3.39 per cent indicated "no."

Question 4. Do teachers share in selecting methods and materials and modifying them as they are used?

Fifty-eight or 98.31 per cent replied "yes," and one answered "no."

Question 5. Is there continuous appraisal of products and processes of instruction?

Fifty-five or 93.22 per cent answered "yes" and four or 6.78 per cent "no."

Question 6. What criteria are used for organizing the experiences?

The criteria used to organize the experiences as checked by the respondents indicated that integration which refers to the horizontal arrangement of experiences was most frequently used. Thirty-eight or 64.41 per cent

checked "continuity" which refers to the vertical arrangement. Twenty-four or 40.68 per cent pointed out "sequence" which refers to the building of experience upon experience. Table XIV reviews the responses of the informants.

TABLE XIV. Criteria Used to Organize the Experiences in the Home Economics Teachers In-Service Education Program

| What criteria are used for organizing the experiences? | Responses of 59 School Administrators | | |
|--|---------------------------------------|------------|------|
| | Number | Percentage | Rank |
| Integration -- refers to the horizontal relationship of curriculum experiences* | 43 | 72.88 | 1 |
| Continuity -- refers to the vertical reiteration of major curriculum elements* | 38 | 64.41 | 2 |
| Sequence -- emphasizes the importance of having each successive experience build upon the preceding one but to grow more broadly and deeply into the matters involved* | 24 | 40.68 | 3 |

*R. W. Tyler, Basic Concepts of Curriculum and Instruction (Chicago Bookstore, 1947) p. 49.

Principle 8. The in-service education program should utilize intelligent and creative thought and action in the organization.

Question 1. Is it necessary to interest teachers in participation?

All but one indicated "yes."

Question 2. Are individual differences among teachers given basic consideration

in the program whether it is planning, carrying out the program or measuring achievement?

Fifty-eight or 98.31 per cent indicated "yes" and one answered "no."

Question 3. Are decisions as to basic principles, objectives and organization arrived at cooperatively?

Fifty-eight or 98.31 per cent answered positively, and one gave a negative reply.

Question 4. Does leadership pass from person to person as individuals have creative contributions to make?

Thirty-six or 61.02 per cent replied "yes," and twenty-three or 38.98 per cent reported "no."

Question 5. Are teachers permitted to come to a conclusion through their own processes of thinking?

Fifty-eight or 98.31 per cent answered "yes" and one "partly."

Question 6. Are all teachers encouraged and expected to contribute to the solution of a common problem?

Fifty-eight or 98.31 per cent replied "yes" and one "partly."

Question 7. Are teachers singled out for leadership activities?

Forty-six or 77.97 per cent replied "yes," nine or 15.25 per cent "no," and four or 6.78 per cent "partly."

Principle 9. A well-balanced program should include sufficient learning activities of varied types which contribute to the attainment of many different purposes.

Question 1. Are the educational experiences chosen in terms of the educational objectives?

All replied "yes."

Question 2. Are the activities concerned with persistent problems and areas of high social significance?

Fifty-three or 89.83 per cent replied "yes," five or 8.48 per cent "no," and one "partly."

Question 3. Do experiences lead to multiple outcomes?

Fifty-eight or 98.31 per cent of the respondents replied "yes" and one answered "no."

Question 4. Do experiences foster experimentation and evaluation?

Fifty-eight or 98.31 per cent responded "yes" and one replied "no."

Question 5. Is there opportunity for experience in leading and following?

Fifty-eight or 98.31 per cent replied "yes" and one answered "no."

Question 6. Are teachers encouraged to participate in socially significant activities with the children in school and with citizens in the community?

Fifty-eight or 98.31 per cent of the respondents replied "yes" and one answered "no."

Question 7. Is provision made for the individual to seek assistance from the group and for giving assistance to the group when such help is desired or needed?

Fifty-seven or 96.61 per cent answered "yes," one or 1.69 per cent "no" and one "partly."

Question 8. What experiences (activities or subjects) were found necessary by you to improve the teacher's work?

School administrators indicated several experiences that they found necessary to improve the teacher's work. All 59 reported participation in school activities such as demonstrations of teaching techniques, workshops, seminars, educational tours, meetings, study groups, panel discussions, contests and programs. Thirty-six or 61.02 per cent stated acquisition of skills in subjects such as needlework and handicraft, clothing and textiles, food preparation serving, art education, tailoring and cosmetology. Thirty-five or 59.32 per cent mentioned acquisition of more knowledge and better understanding of

group dynamics, action research, guidance program, second language teaching, child care and development. Three or 5.08 per cent failed to reply. Table XV reveals the answers of the respondents.

TABLE XV. Experiences (Activities or Subjects)
Found Necessary by School Administrators
to Improve the Teacher's Work

| What experiences (activities or subjects) were found necessary by you to improve the teacher's work? | Responses of 59 School Administrators | | |
|--|---------------------------------------|------------|------|
| | Number | Percentage | Rank |
| Participation in school activities such as: demonstrations of teaching techniques, workshops, seminars, conferences, educational tours, meetings - faculty and committee, summer classes | 59 | 100.00 | 1 |
| Acquisition of skill in subjects such as: handicraft and needlework, clothing and textiles, food preparation and serving, art education, cosmetology, child care and development | 36 | 61.02 | 2 |
| Acquisition of more knowledge and better understanding of: group dynamics, action research, guidance program, second language teaching | 35 | 59.32 | 3 |
| No response | 3 | 5.08 | |

Principle 10. The in-service program should include provision for its own evaluation.

Question 1. Is provision made for checking program accomplishment? How do you measure program accomplishments?

Fifty-six or 94.92 per cent replied "yes," two or 3.39 per cent "no" and one "partly."

Table XVI reveals the means used by school administrators to measure program accomplishments. Observations appeared to be most frequently used as indicated by twenty-nine or 49.15 per cent of the respondents. Check

TABLE XVI. Devices Used by School Administrators to Measure Program Accomplishments

| How do you measure program accomplishments? | Responses of 59 School Administrators | | |
|---|---------------------------------------|------------|------|
| | Number | Percentage | Rank |
| Observations | 29 | 49.15 | 1 |
| Check lists and score cards | 24 | 40.68 | 2 |
| Tests (oral or written) | 17 | 28.81 | 3 |
| Reports, records, progress charts | 15 | 25.42 | 4 |
| Exhibits of finished projects | 7 | 11.86 | 5 |
| Follow-up visits | 2 | 3.39 | 6 |
| No response | 8 | 13.56 | |

lists and score cards ranked second while tests (oral and written) ranked third. Fifteen or 25.42 per cent mentioned reports. However, it seems that the nature and type of the reports were similar to the ones that the schools are requested to submit at the end of the school year. Only two or 3.39 per cent used follow-up by the administrators which is considered a desirable part of the evaluation program. Eight or 13.56 per cent failed to respond to the question.

Question 2. Is provision made for checking teacher accomplishment? How do you measure teacher growth and changed behavior?

Fifty-seven or 96.61 per cent answered "yes," and two or 3.39 per cent indicated "no."

To measure teacher growth and changed behavior, the respondents reported similar devices as those used to measure program accomplishments. Table XVII reveals the

TABLE XVII. Devices Used by School Administrators to Measure Teacher Growth and Changed Behavior

| How do you measure teacher growth and changed behavior? | Responses of 59 School Administrators | | |
|---|---------------------------------------|------------|------|
| | Number | Percentage | Rank |
| Observations | 47 | 79.66 | 1 |
| Check lists, score cards and efficiency rating cards | 29 | 49.15 | 2 |
| Records, reports and progress charts showing behavior changes | 17 | 28.81 | 3 |
| Tests (oral or written) | 16 | 27.12 | 4 |
| Follow-up visits | 3 | 5.08 | 5 |
| No response | 8 | 13.56 | |

responses. As in Table XVI, observation was the most commonly used technique, but there is no indication if a guide was used in making the observation. Twenty-nine or 49.15 per cent indicated the use of check lists, score cards and efficiency rating cards. Seventeen or 28.81 per cent mentioned records, reports and progress charts

showing behavior changes. Sixteen or 27.12 per cent used tests. Eight or 13.56 per cent did not reply.

Question 3. Are better adjusted and mentally alert teachers the outcome of the in-service program?

Fifty-four or 91.52 per cent answered "yes," two or 3.39 per cent "no," and three or 5.09 per cent "partly."

Question 4. Is a better socio-physical environment for learning evidenced as an outcome of the program?

Fifty-five or 93.22 per cent replied "yes," two or 3.39 per cent "no," and two or 3.39 per cent "partly."

Question 5. How is the appraisal used in program planning?

Table XVIII shows the responses of the school administrators on the use of appraisal in program planning. Thirty-six or 61.03 per cent mentioned that appraisal was used to guide teachers and school administrators in planning the future program. Five or 8.47 per cent indicated the use of appraisal to note behavior changes of teachers as they grow professionally on the job. Four or 6.78 per cent reported to evaluate the success or failure of the program. Eight or 13.56 per cent did not respond to the question. Only one answer was given by each respondent.

TABLE XVIII. Use of Appraisal in the Home
Economics Teachers In-Service
Education Program

| How is appraisal used in program planning? | Responses of 59 School Administrators | | |
|---|--|------------|------|
| | Number | Percentage | Rank |
| Used to: | | | |
| Guide teachers and school administrators in planning the future program | 36 | 61.03 | 1 |
| Observe behavior changes of teachers | 5 | 8.47 | 2 |
| Evaluate the success or failure of the program | 4 | 6.78 | 3 |
| Improve teaching techniques | 3 | 5.08 | 4 |
| Determine leadership needs of teachers and community | 3 | 5.08 | 5 |
| No response | 8 | 13.56 | |
| TOTAL | 59 | 100.00 | |

Question 6. Is the curriculum more effective
and adequate as a result of the
in-service program?

Fifty-six or 94.92 per cent answered "yes," one or
1.09 per cent "no," and two or 3.39 per cent "partly."

Question 7. Has the program encouraged teachers
to improve teaching through study and
experimentation?

Fifty-eight or 98.31 per cent replied "yes," and one
answered "partly."

Part B -- An Examination of Apparent Adequacies
and Inadequacies of the Present Program with
Reference to Ten Proposed Principles of
In-Service Teacher Education

Principle 1. The educational philosophy should be based upon the existing local social environment and should be an important factor in determining the nature of the in-service program.

The in-service teacher education program is a democratic and cooperative enterprise of teachers based upon the existing local social environment. It takes into consideration the expressed and observed needs of teachers, students and the community. The program should recognize the worth and importance of the individual and provisions should be made for taking care of teachers of varying abilities. It should be consistent with the newer educational trends on child study.

The responses of the school administrators revealed that these conditions were considered in planning and carrying on the present in-service teacher education program.

Principle 2. The in-service program should develop and change as social conditions are altered and participating teachers grow.

To be effective, an in-service teacher education program should provide for flexibility of operation to adjust to the needs and conditions of a particular situation.

This is especially true in home economics education where there is a tremendous influence of a changing technological society upon home and family life.

The per cent responses of the school administrators were given for several types of practices. It will be noted that in general a high percentage of their responses revealed that the present in-service teacher education program made provisions for flexibility. The emphasis was shifted as a result of teacher experience, and provisions were made for free and easy contact of all persons involved.

Principle 3. An in-service teacher education program should be included as a regular part of the local school program.

It is becoming more apparent that the local schools have the key responsibility for making the continuous improvement of teachers a meaningful activity.

It was indicated by the respondents that the in-service teacher education program is a regular part of the local school program; however, it was very evident that only a limited amount of time is devoted to the activity. Apparently, the present practices as reported do not point to the program as being a local school responsibility. Much direction comes from the Bureau of Public Schools which assumes leadership in initiating the program.

Principle 4. Any in-service teacher education program must be a long-range and continuous program.

The participation of teachers is essential in carrying out the program. Any kind of participation will not suffice. Teachers must have an intelligent grasp of the problems so that they can make worthwhile contributions in the undertaking.

The responses of the informants indicated that the present in-service teacher education program was a long-range and continuous program planned in light of several factors. The program originated with the needs of teachers which were discovered in various ways.

Principle 5. The in-service education program should utilize relevant resources in promoting and carrying out the experiences.

The local school system should contribute a great deal to the creation of a suitable physical learning environment.

The findings stressed the importance of the local community in providing facilities, resource personnel and materials for the in-service teacher education program. The persons or agencies available in the community were generally used in various ways to improve the teaching-learning experience.

Principle 6. The in-service program should emphasize sound educational theory which is basic for effective learning.

This means that the in-service teacher education program should be organized and developed with a complete recognition of the same principles of learning that are appropriate to classroom practices. It is an accepted principle of learning that one grows in insight and skills as he works on problems of genuine concern to himself.

There was agreement among the school administrators that the in-service teacher education program started with the present working situation and activities were planned to bring about immediate changes in teachers. Teachers' growth was planned toward desired aims and objectives. The objectives of the in-service program were pointed out. Teachers were given an opportunity to participate in a wide range of activities which provide for self-improvement. They derived satisfaction from the experiences that they had chosen.

Principle 7. An in-service program should be planned to utilize orderly procedures of thinking, studying, evaluating and improving the products and processes of instruction.

The program should contain a statement of objectives based on a careful study of the teaching situation with an outline of means, methods and materials employed in accomplishing the aim. Finally, it should include criteria which provide checks and means to be employed in the evaluation of the program.

The replies of the school administrators to the questions asked indicated adherence to the principle. In addition, teachers shared in selecting methods and materials and modified them as they were used.

Principle 8. The in-service program should utilize intelligent thought and creative thought and action in the organization.

It is important to teachers that in-service education should be generally accepted as a program by which people engaged in education learn and grow together. The program must be one that will provide maximum opportunity for individuals and particular groups to identify the specific problems on which they want to work and get together. There should be free interplay of intelligence, critical thinking and creative and sincere leadership.

The respondents indicated that the in-service program gave consideration to individual differences among teachers. Teacher participation was limited. Often individuals were singled out for leadership. In a sense, this is contradictory to the present social philosophy. In a democratic society, cooperation must be practiced at all times. The effective leader should allow others to assume leadership whenever appropriate situations arise. Leadership must pass from person to person as individuals have significant and creative contributions to make.

Principle 9. A well-balanced program should include sufficient learning activities of varied types which contribute to the attainment of many different purposes.

The experiences should be appropriate to give teachers and other instructional personnel an opportunity to grow professionally so that they may provide children with the best possible learning environment. To be of value, they must take into account human development, learning process and the demands of a democratic society. The content of the program should be expressed in terms of learning experiences. These experiences are the means by which objectives are achieved.

There was agreement among the respondents that the educational experiences were chosen in terms of the educational objectives, led to multiple outcomes and fostered experimentation and evaluation. Teachers were encouraged to participate in socially significant activities with the children in school and with citizens in the community. It appeared, however, that the program was seemingly limited in providing realistic and functional experiences for the home economics teachers. Teachers were requesting much help with planning a program that would fit the needs of students and would improve their teaching competencies.

Principle 10. The in-service program should include provision for its own evaluation.

The importance of this principle is obvious, since the effectiveness of any program cannot be determined, and therefore, no plan can be wisely formulated for its own improvement unless its effects and outcomes and its strengths and weaknesses are evaluated continuously. Evaluation must be meaningful and can be made by using several types of devices.

The replies of the school administrators showed that the in-service program had provisions for checking teacher and program accomplishment. While this was true, apparently the program evaluation was limited in type and use. The respondents mentioned observation of the teacher on the job as the most frequently used device to measure program as well as teacher growth and changed behavior. The responses, however, did not clearly indicate if a guide was used in making the observations. To be meaningful observations should contain criteria by which judgments are made and must be carefully supported by descriptive incidents.

Part C -- An Appraisal of the Present Program

By examining the responses of school administrators and home economics teachers, an over-all picture of the present in-service teacher education program may best be seen. The information reveals the success or failure of operation and the desired changes needed to make the undertaking meaningful and worthwhile.

An appraisal of the present program includes reactions to: (A.) The in-service teacher education program; (B.) techniques of in-service education, and (C.) supervisory practices.

A. Reactions to in-service teacher education program

Question 1. What do you regard as the outcomes of the program in your province?

Table XIX shows the replies of the respondents. Forty-eight or 81.36 per cent indicated improvement of the teaching-learning process through better, more practical and effective instruction. Forty-one or 69.49 per cent mentioned improvement of behavior of teachers and students. The improvement and enrichment of the curriculum as well as improvement of working conditions in school and community were also reported. Six or 10.17 per cent did not reply to the question. One respondent answered "fair" which seemed to indicate that the question might have been misunderstood.

TABLE XIX. Outcomes of the Home Economics
Teachers In-Service Education
Program

| What do you regard as the outcomes of the program in your province? | Responses of 59 School Administrators | | |
|---|--|------------|------|
| | Number | Percentage | Rank |
| Improvement of the teaching- learning process through better, more practical and effective instruction | 48 | 81.36 | 1 |
| Improvement of the behavior of teachers and students | 41 | 69.49 | 2 |
| Improvement of working conditions in school and community | 21 | 35.59 | 3 |
| Improvement and enrichment of the curriculum | 9 | 15.25 | 4 |
| No response | 6 | 10.17 | 5 |
| Fair | 1 | 1.69 | |

Question 2. What do you consider as major suggestions
for improving the over-all in-service
program in your province?

In answer to this question, a variety of suggestions
were enumerated. Forty-six or 77.97 per cent of the
respondents reported better and more effective teaching
techniques. Forty-three or 72.88 per cent indicated more
adequate time, funds and facilities. Other suggestions
involved changes in teaching load and enrollment, closer
cooperation between school personnel and the community,
more experimentation, research and adequate evaluation
measures. Three or 5.08 per cent did not give any reply.
Table XX shows the responses given.

TABLE XX. Suggestions for Improving the Home
Economics Teachers In-Service
Education Program

| What do you consider as major suggestions for improving the over-all in-service program in your province? | Responses of 59 School Administrators | | |
|---|---------------------------------------|------------|------|
| | Number | Percentage | Rank |
| Better and more effective teaching techniques | 46 | 77.97 | 1.0 |
| More adequate time, funds and facilities | 43 | 72.88 | 2.0 |
| Changes in teaching load and enrollment | 4 | 6.78 | 3.5 |
| Closer cooperation between school personnel and community | 4 | 6.78 | 3.5 |
| More experimentation and research | 2 | 5.08 | 5.0 |
| More adequate evaluation measures | 1 | 3.39 | 6.0 |
| No response | 3 | 1.69 | |

B. Reactions to techniques in in-service teacher education

An effective in-service teacher education program must be teacher-centered. Teachers' problems must be located so that proper means can be used to improve their teaching competencies. Form B (see Appendix) was used to determine the concerns of teachers. Two types of information were considered: one reporting the problems that home economics teachers were facing in their respective school locations, and the other a list of experiences requested by them.

1. Problems of Home Economics Teachers

Table XXI shows the problems of 22 home economics teachers on the job. As can be seen, the greatest problem

TABLE XXI. Problems of Home Economics Teachers

| Activities | Responses of 22 Home Economics Teachers | | |
|---|---|------------|------|
| | Number | Percentage | Rank |
| Securing materials, supplies and equipment for the home economics classes | 21 | 95.45 | 1.0 |
| Making survey of community needs | 16 | 72.73 | 2.5 |
| Improving appearance of the department | 16 | 72.73 | 2.5 |
| Planning cooperatively with students, parents and others | 14 | 63.37 | 4.0 |
| Coordinating work of home and school | 12 | 54.55 | 6.0 |
| Developing teaching methods and techniques | 12 | 54.55 | 6.0 |
| Selecting texts and reference books | 12 | 54.55 | 6.0 |
| Becoming acquainted with recent trends in subject matter | 11 | 50.00 | 9.5 |
| Managing department finances | 11 | 50.00 | 9.5 |
| Understanding and using special school services | 11 | 50.00 | 9.5 |
| Keeping and making out official records or reports | 11 | 50.00 | 9.5 |
| Planning community programs | 10 | 45.45 | 12.5 |
| Understanding goals of school | 10 | 45.45 | 12.5 |
| Managing the classroom | 9 | 40.91 | 15.0 |
| Selecting and using guidance techniques | 9 | 40.91 | 15.0 |
| Arranging pupil and parent conferences | 9 | 40.91 | 15.0 |
| Teaching oversized classes | 7 | 31.82 | 17.0 |
| Developing evaluation devices for classroom use | 6 | 27.27 | 19.0 |
| Adapting instruction to individual differences | 6 | 27.27 | 19.0 |
| Aiding students after absences | 6 | 27.27 | 19.0 |
| Budgeting time for various units taught | 5 | 22.27 | 21.5 |

TABLE XXI. (continued)

| Activities | Responses of 22 Home Economics Teachers | | |
|--|---|------------|------|
| | Number | Percentage | Rank |
| Making home visitations | 5 | 22.27 | 21.5 |
| Selecting and preparing illustrative materials | 4 | 18.18 | 23.5 |
| Determining needs of students | 4 | 18.18 | 23.5 |

was securing materials, supplies and equipment for the home economics classes. This was indicated by twenty-one or 95.45 per cent of the respondents. Making survey of community needs and improving the appearance of the department was reported by sixteen or 72.75 per cent while fourteen or 63.37 per cent mentioned planning cooperatively with students, parents and others. Among the twenty-four activities checked, teachers needed least help on selecting and preparing illustrative materials and determining needs of students.

2. Learning Experiences of Teachers

In the solution of teachers' problems, it is important to select learning experiences that are useful and appropriate to meet the individual differences and needs of faculty members in the local school system. These learning experiences must be chosen in terms of the behavior changes implied by the objectives and which bring about the maximum

amount of learning. Emphasis should be placed on the importance of having each successive experience build upon the preceding one and to provide depth and breadth in the content area. Opportunity for continuous participation on the part of teachers is of extreme importance when the permanency of learning is a desired factor.

The comparative responses of 59 school administrators and 22 home economics teachers as to the learning experiences included in the in-service teacher education program are shown in Table XXII and Figure 2. As can be noted, some agreement existed between the two groups in twelve out of the thirteen activities. Intervisitation was the most common experience while correspondence work was the least participated in activity in the present program. Other common techniques were field trips, demonstrations, conferences, workshops, study groups, summer schools and institutes. There is a slight disagreement among the respondents with regard to "school committees."

In order to clarify the experimental items in Table XXII, the following statements were prepared to explain the particular meaning of the items.

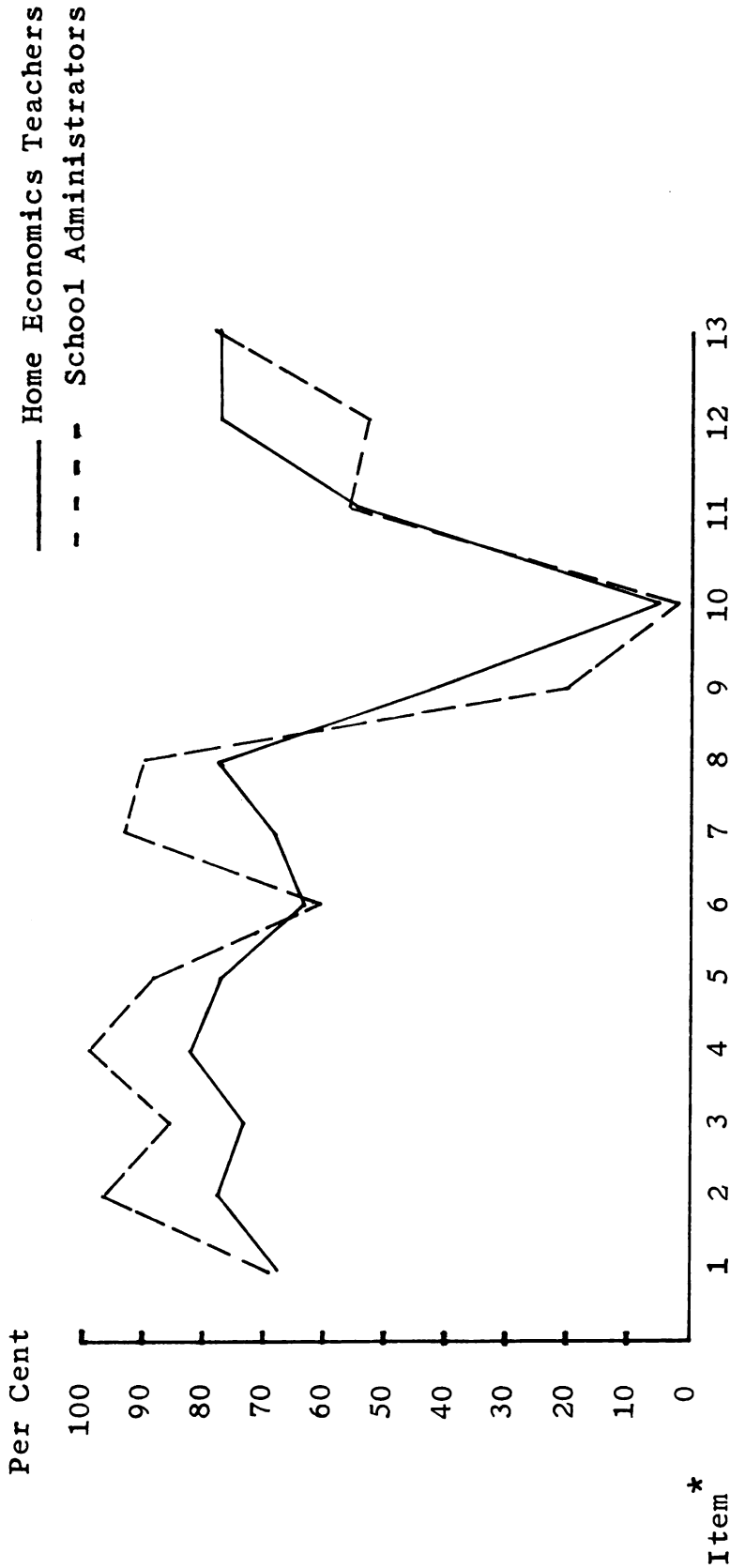
1. Intervisitation -- the exchange of classroom visits by teachers within a given school or school system for the purpose of demonstration teaching, stimulating self-criticism and promoting cooperation in the solution of common problems.

TABLE XXII. Comparative Responses of School Administrators and Home Economics Teachers as to the Experiences Included in the In-Service Teacher Education Program

| Experiences | Responses of | | | | | |
|---|--------------------------|----------|------|----------------------------|----------|------|
| | 59 School Administrators | | | 22 Home Economics Teachers | | |
| | No. | Per Cent | Rank | No. | Per Cent | Rank |
| Intervisitation | 58 | 98.31 | 1 | 18 | 81.82 | 1.0 |
| Field trips | 57 | 96.61 | 2 | 17 | 77.27 | 4.0 |
| Demonstration | 55 | 93.22 | 3 | 15 | 68.18 | 8.5 |
| Conference | 53 | 89.83 | 4 | 17 | 77.27 | 4.0 |
| Workshop | 52 | 88.14 | 5 | 17 | 77.27 | 4.0 |
| Study groups | 50 | 84.75 | 6 | 16 | 72.73 | 7.0 |
| Individual efforts | 46 | 77.97 | 7 | 17 | 77.27 | 4.0 |
| Summer school | 41 | 69.49 | 8 | 15 | 68.18 | 8.5 |
| Institute | 36 | 61.02 | 9 | 14 | 63.64 | 10.0 |
| Guest instructors or field service from outside consultants | 33 | 55.93 | 10 | 12 | 54.55 | 11.0 |
| School committees | 31 | 52.54 | 11 | 17 | 77.27 | 4.0 |
| Evening or Saturday class | 15 | 20.34 | 12 | 9 | 40.91 | 12.0 |
| Correspondence work | 1 | 1.69 | 13 | 1 | 4.55 | 13.0 |

2. Field trips -- study of the resources of the community in view of more effective educational use and making more adequate for meeting the out-of-school needs of children.
3. Demonstration -- a class used to illustrate to an observing group of teachers, procedure, materials and techniques used in school work.

Figure 2. Comparative Responses of School Administrators and Home Economics Teachers of Experiences Included in the Home Economics Teachers In-Service Education Program



* (1) Summer school; (2) Field trips; (3) Study groups; (4) Intervisitations; (5) Workshop; (6) Institute; (7) Demonstration; (8) Conference; (9) Evening or Saturday class; (10) Correspondence work; (11) Guest instructors or field service from outside consultants; (12) School committees; (13) Individual efforts.

4. Conference -- the meeting of two or a group of individuals to consider a particular problem.
5. Workshop -- a series of study sessions organized around the practical problems that teachers have met or anticipate meeting on the job, generally in the classroom.
6. Study groups -- a group of teachers working cooperatively under the guidance of a leader to formulate and work toward common objectives.
7. Individual efforts -- at personal and professional self-improvement which include items as reading, art, music, travel, etc.
8. Summer school -- a school conducted during the summer months while the regular school is out of session.
9. Institute -- a meeting of teachers usually in districts lasting one or several days for the purpose of discussing educational problems and hearing inspirational lectures.
10. Guest instructors or field services from outside consultants -- the aid of colleges or visiting persons in instruction or government agency representatives through lectures, panel discussions or demonstrations.
11. School committees -- a group of teachers who serve on committees from time to time for special purposes - established at the request of the teaching staff.

12. Evening or Saturday class -- classes scheduled for teachers given outside working hours; can be given credits toward a degree.
13. Correspondence work -- formal study and instruction conducted by mail - using texts, course outlines and other materials with lesson reports, corrections and examinations.

C. Reactions to supervisory practices

The Bureau of Public Schools contributes in various ways to the in-service education of home economics teachers in the Philippines through supervision. Several types of information were obtained with reference to this technique: (1) what types of supervision are being experienced by the home economics teachers, (2) what supervisory practices do teachers like and dislike, and (3) what supervisory practices are requested by teachers.

Table XXIII shows the types of supervision experienced by home economics teachers. From the replies it can be seen that teachers received a great deal of supervision from the general office of the Bureau of Public Schools and from the home economics supervisors. Twenty or 90.91 per cent of the respondents indicated supervision from the principal teacher or the assistants. The least supervision came from the superintendent of schools in the provinces.

TABLE XXIII. Types of Supervision Experienced
by Home Economics Teachers

| Types of Supervision | Responses of 22 Home Economics Teachers | | |
|---|---|------------|------|
| | Number | Percentage | Rank |
| From the General Office of the Bureau of Public Schools | 22 | 100.00 | 1 |
| From the home economics supervisors | 21 | 95.45 | 2 |
| From the principal teacher or the assistants | 20 | 90.91 | 3 |
| From the heads of the home economics department in the local school | 13 | 59.09 | 4 |
| From the superintendent of schools in the province | 12 | 54.55 | 5 |

The supervisory practices liked by home economics teachers are shown in Table XXIV. Nineteen or 86.36 per cent liked home economics supervisors to give practical, concrete, frank and constructive comments and suggestions. Eleven or 50 per cent indicated home economics supervisors should issue, offer or suggest teaching materials and devices and seven or 31.82 per cent mentioned "to create a wholesome working atmosphere between teachers and home economics supervisors." Three or 13.64 per cent failed to respond to the question.

Three or 13.64 per cent of the home economics teachers did not give any reply on the supervisory practices that were disliked. The responses submitted by teachers to the least desirable supervisory practices are quoted verbatim:

TABLE XXIV. Supervisory Practices Liked by
Home Economics Teachers

| Supervisory Practices | Responses of 22 Home Economics Teachers | | |
|--|--|------------|------|
| | Number | Percentage | Rank |
| Give practical, concrete, frank and constructive comments and suggestions | 19 | 86.36 | 1 |
| Issue, offer or suggest teaching materials and devices | 11 | 50.00 | 2 |
| Create a wholesome working atmosphere between teachers and home economics supervisors | 7 | 31.82 | 3 |
| Conduct seminars, workshops and other group activities | 5 | 22.73 | 4 |
| Make frequent visits | 3 | 13.64 | 5 |
| No response | 3 | 13.64 | |

1. Fault-finders.
2. Must not practice favoritism, but instead practice democracy in supervisory work.
3. Self-centered supervisors.
4. Some supervisors are too demanding and not understanding.
5. Military discipline.
6. Visiting just to see the weak points of the school.
7. Not to correct the teachers in front of the students or other teachers.
8. Narrow-mindedness -- seeing only their own view-points -- not the view points of teachers who know more of their students.

9. Crankiness and aloofness.
10. Comparing a teacher or a school with other teachers and schools with better facilities and financial set-up.
11. Pay less emphasis on demonstrated teaching which encourages artificial atmosphere and frustrates the observing teachers.
12. Practice "snoopervision."
13. Comes in unannounced.
14. Expect teachers to make preparations (elegant or otherwise) when they come to visit.

Home economics teachers requested home economics supervisors to: (a) demonstrate teaching methods; (b) give interesting talks during meetings and conferences; (c) show evidence of professional growth and courtesy; (d) recognize the good qualities of teachers as a basis for leadership and promotions; (e) consider the time element and local conditions in supervisory work; (f) supply teachers with information and guides on present trends in home economics; (g) expect outcomes within the teacher's capacities and abilities; (h) have a sense of appreciation; and (i) conform to the rules of the Bureau and the ethical standards of the profession.

CHAPTER V

SUMMARY, RECOMMENDATIONS AND IMPLICATIONS FOR FURTHER RESEARCH

The purpose of this chapter is to summarize the information secured from school administrators and home economics teachers regarding the: (1) educational practices and procedures used to improve the competencies of home economics teachers in the island of Luzon, Philippines, and (2) adequacies and inadequacies of the present in-service teacher education program with reference to proposed principles of in-service teacher education. The information can be used by local school administrators, home economics teachers, teacher-training institutions, community persons and agencies and others responsible for developing and maintaining effective in-service teacher education.

Data were obtained from 18 division school superintendents, 16 high school principals, 25 home economics supervisors and 22 home economics teachers through the use of questionnaires designed for the purpose. The questionnaires were an adaptation of those used by Vossbrink in a similar study. Analysis of the responses

from the school personnel was made by using frequency count, percentage and rank order.

Summary of the Findings

The following information concerning the home economics teachers in in-service education in the 29 school divisions was obtained:

1. Sixty-eight per cent of the school administrators indicated that the needs, interests and problems of teachers was the most important factor which determined the content of the in-service teacher education program. Other factors mentioned were the philosophy and policies of the Bureau of Public Schools, resources available in the community and the needs, interests and problems of students as well as the community.

2. Provisions were made for taking care of teachers with varying abilities by: (a) grouping teachers according to their needs, abilities, problems and educational qualifications; (b) holding seminars, workshops, study groups, panel discussions and other group activities; (c) conducting surveys and giving individual help; (d) utilizing teachers as group leaders, resource persons or demonstrators; (e) assigning teachers to teach subjects in which they were best prepared and most competent to handle; and (f) inspiring teachers by promoting them and fostering their creativity.

3. Ninety-five per cent of the respondents indicated that the program was consistent with the newer educational trends on child study.

4. There was general agreement among the school administrators that flexibility was an important factor in the program organization and development. Changes in the social conditions were responsible for changes in the program. Emphasis in the program was shifted as a result of experience. Furthermore, provisions were made to adjust the program to emerging conditions as well as for free and easy contact of all persons involved.

5. School administrators agreed that in-service training was a regular assignment in the teacher's program. School time provided for the training varied considerably and was not sufficient to insure good results. Thirty-two per cent of the respondents reported "one day per month" for the in-service program while 34 per cent mentioned "one to two weeks per year" for pre-planning the program. There was disagreement among the school administrators on whether the people involved in the pre-planning period were paid or not.

6. Ninety-two per cent of the respondents reported that the present in-service teacher education program was long-range and continuous. The program was planned in light of the immediate and long-time needs of teachers, students and the community. The emotional and physical well-being of teachers was also considered.

7. In general, individual teacher's needs were taken into account in planning the program through a variety of techniques. The most common devices reported were observation and supervision. Conferences, interviews, seminar meetings, forms, reports, records submitted by teachers, follow-up visits and survey of teachers' needs by questionnaire were also used.

8. As observed by the school administrators, the needs of home economics teachers involved the following: (a) teaching equipment and materials; (b) professional improvement; (c) procedures in teaching; (d) program planning; and (e) evaluation of the program and student progress.

9. School administrators agreed that the in-service education program utilized relevant resources in promoting and carrying out the experiences. The community made available persons or agencies to help teachers improve on the job. The persons in the agricultural extension services gave the most help in the program; home economics leaders ranked second, and health specialists ranked third. They were generally used as resource persons, consultants, demonstrators, lecturers, financiers and research directors.

10. The local school administration encouraged the development of the in-service program. It assumed responsibility in several ways such as: (a) providing learning experiences in the classroom, home and community; (b) assist-

ing teachers with personal and social adjustments; (c) providing library, audio visual and other equipment; (d) administering the in-service education program; and (e) promoting leadership in the program.

11. The Bureau of Public Schools assumed leadership in initiating the program. This was expected since the Philippine educational system is highly centralized.

12. An agreement existed among the school administrators that the program started with the present working situation and growth was planned toward desired aims or objectives.

13. The objectives of the in-service education program as indicated by school administrators were to: (a) improve the teaching-learning process so that home economics instruction would become more functional and practical; (b) upgrade teachers' competencies in their respective lines; (c) help prepare, improve and distribute instructional and evaluative material; (d) keep abreast of the rapid accumulation of new knowledge, techniques and professional subject matter; (e) coordinate school program with the needs and available resources in the community; (f) acquaint and help teachers implement the objectives of the home economics program as prescribed by the Bureau of Public Schools; (g) develop leadership; and (h) foster experimentation and research.

14. It was the opinion of the school administrators that activities in the program were planned to bring about immediate changes in teachers. Teachers were given opportunities to participate in a wide range of activities. These experiences provided for self-improvement, and teachers derived satisfaction from doing those that they had chosen.

15. Integration, continuity and sequence were the criteria used by the school administrators to organize the experiences. The most frequently used criteria was integration. It referred to the horizontal relationship of curriculum experiences.

16. A majority of the respondents revealed that the in-service program utilized intelligent and creative thought and action in the organization by: (a) giving basic consideration to individual differences among teachers; (b) arriving cooperatively at decisions; (c) permitting teachers to come to a conclusion through their own processes of thinking; and (d) encouraging and expecting teachers to contribute to the solution of a common problem.

17. Teacher participation in the planning process was limited. Ninety-eight per cent reported that it was necessary to interest teachers in participation.

18. There was disagreement on whether leadership passed from one person to another. Seventy-eight per cent mentioned that teachers were singled out for leadership activities.

19. The experiences found necessary by school administrators to improve the teacher's work were: (a) participation in school group activities such as workshop, seminars, contests and programs; (b) acquisition of skills in subjects such as needlework and handicraft, clothing and textiles, art education, and cosmetology; and (c) acquisition of more knowledge and better understanding of group dynamics, guidance programs and second language teaching.

20. A general agreement existed among the respondents that provisions were made for checking program accomplishments and teacher growth and changed behavior. The devices used were limited in type and in use. Observation was the most commonly used technique. Other devices mentioned were check lists, score cards, tests, records, progress charts. Only a few reported follow-up visits.

21. Appraisal of the program was used to: (a) guide teachers and school administrators in planning the future program; (b) note behavior changes of teachers as they grow professionally on the job; (c) evaluate the success or failure of the program; (d) improve teaching techniques; and (e) determine leadership needs of teachers and community.

22. The outcomes of the in-service program as pointed out by school administrators were improvement of: (a) teaching-learning process through better, more practical and effective instruction; (b) behavior of teachers and students; (c) work-

ing conditions in school and community; and (d) curriculum.

23. For improving the over-all in-service education program, 78 per cent of the respondents indicated the need for better and more effective teaching techniques, while 73 per cent mentioned more adequate time, funds and facilities. Other suggestions involved changes in teaching load and enrollment, closer cooperation between school personnel and the community and more experimentation, research and adequate evaluation measures.

24. There was general agreement among the school administrators and home economics teachers in twelve out of the thirteen learning experiences provided in the present program. Intervisitation was the most common experience while correspondence work was the least chosen activity. Some disagreement was noted with regard to "school committees."

25. A large percentage of the home economics teachers reported that a great deal of supervision was received from the Bureau of Public Schools and home economics supervisors, while the least supervision came from the division superintendent of schools.

26. Generally, home economics teachers indicated the need to change and modify some supervisory practices in order to improve the functional aspect of supervision as an in-service technique.

27. With reference to the proposed principles of in-service teacher education, the adequacies of the present program were: (a) it was a cooperative undertaking based upon the existing local social environment; (b) flexibility of operation was provided; (c) the local school system contributed a great deal to the creation of a suitable learning environment; (d) a variety of learning experiences were provided which contributed to the attainment of several purposes; and (e) methods were centered on group action. The inadequacies were: (a) the in-service program lacked emphasis upon local school responsibility; (b) individuals were singled out for leadership; (c) program evaluation was limited in type and use; (d) the program of work did not tend to improve the processes and products of instruction; and (e) participation of teachers in the planning process was limited.

28. Finally, since this study was for the most part a replication of the study on in-service education made by Dr. Meta Vossbring, it would be worthwhile to mention that the present in-service teacher education program in the Philippines and in Michigan have similar adequacies and inadequacies. The only point of difference was the kind of methods used to improve teaching competencies. In Michigan, the methods centered on individual action, while in the Philippines the methods centered on group

action. The similarities might be attributed to the fact that since the American occupation in 1898 most of the educational practices and procedures have been patterned after those in the United States. Too, every year some exchange visitors from the International Cooperation Administration and the Fulbright-Smith-Mundt grantees and scholars, as well as students, learn and make observations in the United States. Upon return to the Philippines they attempt to utilize the educational theories, methods and materials in the Philippine educational system.

Recommendations

1. Most of the findings in this study revealed a lag in the education of teachers as they attempted to function in the local school systems where they were employed. Teachers needed help in improving their methods of teaching. It would be desirable for those responsible for the pre-service as well as the in-service education of home economics teachers to re-examine the total teacher education system and determine effective means for providing more realistic programs. The Bureau of Public Schools and the teacher training institutions should work together to provide such programs. Appropriate steps should be taken by the Bureau to initiate a cooperative program in order to coordinate the functions of the separate institutions with the activities of the Bureau with the aim of building up stronger teacher education and in-service

training programs. The responsibility for providing adequate and appropriate in-service training programs for home economics teachers should be cooperatively assumed by the Central Office of the Bureau of Public Schools, local school administrators and teacher training institutions.

2. The extent of participation of home economics teachers in the in-service training program was limited. It would seem appropriate to suggest that the school officials seriously consider devoting more time and increasing the frequency of the in-service program to allow more opportunities for professional growth. More incentives should be provided to encourage teachers to participate and keep growing professionally and educationally.

3. It has been indicated that the Bureau of Public Schools assumed leadership in initiating the program. Local initiative should be encouraged by allowing school administrators to introduce whatever procedures or techniques are considered appropriate to remedy weaknesses in the local program without first securing the approval of the Director of Public Schools, provided the innovations to be introduced are not in contradiction to existing policies and regulations. Greater autonomy should be given to local school administrators and teachers to plan for effective in-service education programs.

4. School administrators and supervisory staff as well as community persons and agencies should re-examine

the physical surroundings of the local school systems. More effective materials, supplies and equipment for the home economics classes should be considered by the administration. New ways and means should be sought and used in order to raise sufficient funds.

5. It would be desirable for the school personnel to determine and meet the needs for leadership. Teachers who have significant contributions should be given opportunities to assume leadership. The practice of singling out teachers should be scrutinized carefully and used sparingly if a democratic philosophy is to guide the in-service processes and procedures.

6. Follow-up visits to graduates by teacher training institutions should be encouraged. Only by appraising their graduates can these institutions introduce improvements designed to close the gap between pre-service training and actual job requirements in their teacher education program. Teachers should be allowed to make occasional visits to teacher training institutions to observe new techniques and procedures. Conferences of teacher trainers, supervisors of the Bureau of Public Schools and local school administrators should be held for purposes of mapping out plans for the improvement of teacher education and in-service training.

7. Since one of the inadequacies of the present in-service education program involved the choice and use of

evaluation instruments, it is recommended that a committee of school administrators, home economics supervisors and home economics teachers develop more adequate devices for appraising the effectiveness of programs and the competencies of teachers. A cooperative evaluation of the program would help to focus attention on the phases where improvement is needed and would point out features which have been successful.

Implications for Further Research

1. In view of the responses concerning the experiences necessary to improve teachers' work, there is a need for more studies to determine the urgent in-service education needs of home economics teachers and the types of in-service experiences conducive to professional growth.

2. More comprehensive analyses of various methods of working with in-service teacher education programs should be considered in order to determine the effective procedures and techniques for promoting professional growth.

3. In consideration of the limited time given to in-service training, some study is needed to determine how the school instructional program can best be scheduled to permit optimum participation by teachers in the in-service education program.

4. Studies similar to this investigation might well be made periodically to examine in-service accomplishments and to determine the areas where pre-service education needs improvement.

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APPENDIX A

**LETTER AND QUESTIONNAIRE SENT TO
SCHOOL ADMINISTRATORS**

East Lansing, Michigan
August 31, 1960

Dear

I am making a survey of the present status of in-service training offered to home economics teachers in the island of Luzon with the idea of evaluating the present program. The study is a part of the doctoral program in home economics education in which I am now working at Michigan State University at East Lansing.

The problem of in-service training of teachers in home economics education needs to be given considerable thought and attention in order that we may know best how to improve the services of home economics graduates. The investigation should throw some light on ways of organizing the in-service programs, the services to be offered to teachers on the job, and the opinions of home economics supervisors regarding the effectiveness of in-service experiences.

I regret exceedingly that the questionnaire enclosed is of considerable length, but the material contained in it is very vital and necessary if reliable and adequate facts are to be derived for its use. We hope that the data collected will be of value to those who are responsible for the improvement of home economics instruction in the secondary schools in the Philippines.

Will you give a frank reply to the questionnaire included in this letter? Enclosed is a self-addressed stamped envelope for the completed questionnaire. I would appreciate having your response by October 1, 1960. Thank you so much for your help and cooperation.

With my best wishes.

Sincerely,

Florangel S. Tandoc
Home Economics Teacher
Manila, Philippines.

QUESTIONNAIRE ON IN-SERVICE EDUCATION
HOME ECONOMICS EDUCATION

Name _____
Position _____
Province in Luzon _____

Teacher education is conceived as a continuous process from the time of matriculation until retirement. Pre-service education involves the preparation period before the assignment to a particular job, while in-service education is specifically aimed at fostering education on the job.

PURPOSES

This questionnaire is concerned with information about the in-service teacher education. School administrators, home economics supervisors, and principals are being consulted in order to secure information about the purposes, organization, and experiences in the in-service home economics teacher education program. In order to obtain uniformity in response, will you please answer the questions in accordance with your actual practices during the school year 1960-1961?

DIRECTIONS

Three types of response are included in the questionnaire and are given in the following manner:

- (1) Indicate whether you follow the practice by placing an X after Yes and if not, by placing an X after No.
- (2) If a choice is to be made, place an X in the blank space which nearly meets your situation.
- (3) If information needs to be supplied, kindly write in the answer.

CONCEPTS OF THE IN-SERVICE TEACHER EDUCATION PROGRAM

1. An in-service teacher education program should be included as a regular part of the local school program.
 - A. Is in-service training a regular assignment in the teacher's program of work? Yes _____ No _____.
 - B. Is school time provided for the in-service training of teachers? Yes _____ No _____.
 If so, how much time is provided for such training? one day per week _____
 one week per year _____ one day per month _____ two weeks per year _____
 _____ any other arrangement of time (please list).
 - C. Is there pre-planning of the in-service teacher education program in the local school? Yes _____ No _____.
 - D. Are the people involved in pre-planning paid during this period? Yes _____ No _____.
 - E. How much time is given to pre-planning?

2. Any in-service teacher education program must be a long-range and continuous program.
- A. Is a long-range plan used as a basis for program planning? Yes ____
No ____.
- B. Is the program planned in light of:
- (1) immediate needs _____
 - (2) long-time needs _____
 - (3) improvement of education _____
 - (4) improving the professional performance of teachers _____
 - (5) emotional well-being of the teachers _____
 - (6) physical well-being of teachers _____
 - (7) others (please give examples) _____
- C. Are individual teachers' needs taken into account in planning the program?
Yes ____ No ____.
- D. How do you arrive at these needs?
- E. What are some of the observed needs (those that you consider important) of teachers under your guidance?
3. The in-service teacher education program should utilize relevant resources in promoting and carrying out the experiences.
- A. Does the community make available agencies as recreation, health, and industry for the in-service education program? Yes ____ No ____.
- B. (1) What persons or agencies are available in the community for the in-service program?
- (a) community planning groups _____
 - (b) agricultural extension services _____
 - (c) health specialists _____
 - (d) industrial leaders _____
 - (e) social service workers _____
 - (f) political and economic leaders _____
 - (g) home economics leaders _____
 - (h) others (please list) _____
- (2) How are these generally used?

- C. Does the local school administration encourage the development of the in-service program? Yes _____ No _____.
- D. (1) What responsibility does the local school system assume in the in-service teacher education program?
- (a) provides time in the teacher's schedule _____
 - (b) provides physical plant _____
 - (c) provides learning experiences in:
 - the classroom _____
 - the community _____
 - the home _____
 - (d) provides library facilities _____
 - (e) assists teachers with personal and social adjustments _____
 - (f) administers the in-service program _____
 - (g) provides audio-visual facilities _____
 - (h) assumes leadership in developing the program _____
 - (i) assumes role of co-worker in the program _____
 - (j) others (please list) _____
- (2) Do you acquaint teachers with source materials such as, research studies and findings, audio-visual aids, and curriculum publications? Yes _____ No _____.
- E. Does the Bureau of Public Schools assume leadership in initiating the program? Yes _____ No _____.
4. The in-service program should utilize intelligent and creative thought and action in the organization.
- A. Is it necessary to interest teachers in participation? Yes _____ No _____.
 - B. Are individual differences among teachers given basic consideration in the program whether it is planning, carrying out the program or measuring achievement? Yes _____ No _____.
 - C. Are decisions as to basic principles, objectives and organization arrived at cooperatively? Yes _____ No _____.
 - D. Does leadership pass from person to person as individuals have creative contributions to make? Yes _____ No _____.
 - E. Is teacher participation in group activities voluntary? Yes _____ No _____.
 - F. Are teachers permitted to come to a conclusion through their own processes of thinking? Yes _____ No _____.
 - G. Are all teachers encouraged and expected to contribute to the solution of a common problem? Yes _____ No _____.
 - H. Are teachers singled out for leadership activities? Yes _____ No _____.

5. The educational philosophy should be based upon the existing local social environment and should be the important factor in determining the nature of the in-service program.
- A. What determines the content of the in-service program?
- B. Does the program give consideration to all teachers and recognize the importance and worth of the individual? Yes_____ No_____.
- C. Is the course content determined by the needs of the local situation? Yes_____ No_____.
- D. Is provision made for taking care of teachers of varying abilities? Yes_____ No_____.
How is this usually done?
- E. Is the program consistent with the newer educational trends on child study? Yes_____ No_____.
6. The in-service program should emphasize sound educational theory which is basic for effective learning.
- A. Does the program start with the present working situation? Yes_____ No_____.
- B. Is growth planned toward desired aims and objectives? Yes_____ No_____.
- C. What are the objectives of the in-service teacher education program in your province?
- D. Are activities so planned as to bring about immediate changes in teachers? Yes_____ No_____.
- E. Are teachers given an opportunity to participate in a wide range of activities? Yes_____ No_____.
- F. Do the experiences provide for self-improvement techniques among teachers? Yes_____ No_____.
- G. Do the teachers derive satisfaction from doing these experiences which they have chosen? Yes_____ No_____.
7. An in-service program should be planned to utilize orderly procedures of thinking, studying, evaluating, and improving the products and processes of instruction.
- A. Does the program contain a statement of objectives based on a careful study of the teaching situation? Yes_____ No_____.

- B. Are the means, methods, and materials employed in attainment of objectives included? Yes _____ No _____.
- C. Is an outline of criteria, checks, measures to be employed in the evaluation of the program included? Yes _____ No _____.
- D. Do teachers share in selecting methods and materials and modifying them as they are used? Yes _____ No _____.
- E. Is there continuous appraisal of products and processes of instruction? Yes _____ No _____.
- F. What criteria are used for organizing the experiences? continuity _____, sequence _____, integration _____.
8. The in-service program should develop and change as social conditions are altered and participating teachers grow.
- A. Are provisions made for adjusting the program to emerging conditions? Yes _____ No _____.
- B. Is flexibility an important factor in the program organization and development? Yes _____ No _____.
- C. Are changes in the social conditions responsible for changes in the program? Yes _____ No _____.
- D. Is provision made for free and easy contact of all persons with each other? Yes _____ No _____.
- E. Is emphasis in the program shifted as a result of experience? Yes _____ No _____.
- F. Are the pre-service teacher education programs continually changing as changes occur in the in-service program? Yes _____ No _____.
9. A well-balanced program should include sufficient learning activities of varied types which contribute to the attainment of many different purposes.
- A. Are the educational experiences chosen in terms of the educational objectives? Yes _____ No _____.
- B. Are the activities concerned with persistent problems and areas of high social significance? Yes _____ No _____.
- C. Do the experiences lead to multiple outcomes? Yes _____ No _____.
- D. Do experiences foster experimentation and evaluation? Yes _____ No _____.
- E. Is there opportunity for experience in leading and following? Yes _____ No _____.
- F. Are teachers encouraged to participate in socially significant activities with the children in school and with the citizens in the community? Yes _____ No _____.

- G. Is provision made for the individual to seek assistance from the group and for giving assistance to the group when such help is desired or needed? Yes _____ No _____.
- H. What experiences (activities or subjects) were found necessary by you to improve the teachers' work? (Please list)

10. The in-service program should include provision for its own evaluation.

- A. Is provision made for checking program accomplishment? Yes _____ No _____.
How do you measure program accomplishments?
- B. Is provision made for checking teacher accomplishment? Yes _____ No _____.
How do you measure teacher growth and changed behavior?
- C. How is the appraisal used in program planning?
- D. Are better adjusted and mentally alert teachers the out-come of the in-service program? Yes _____ No _____.
- E. Is a better socio-physical environment for learning evidenced as an out-come of the program? Yes _____ No _____.
- F. Is the curriculum more effective and adequate as a result of the in-service program? Yes _____ No _____.
- G. Is the extension of self-direction, self-reliance and individual responsibility of teachers an out-come of the program? Yes _____ No _____.
- H. Has the program encouraged teachers to improve teaching through study and experimentation? Yes _____ No _____.
- I. What do you consider as major suggestions for improving the over-all in-service program in your province?
- J. What do you regard as the out-come of the program in your province?

EXPERIENCES IN THE IN-SERVICE TEACHER EDUCATION PROGRAM

Listed below are activities which may be included in an in-service program for home economics teacher education. In COLUMN I, check those activities which you have made possible for the in-service program, in COLUMN II, those which have not made possible, and in COLUMN III, those activities which have not been made possible but would be of value if an in-service program is further developed for home economics teachers in your school.

| ACTIVITY | COLUMN I | COLUMN II | COLUMN III |
|--|--|--|---|
| | Have made possible for the in-ser-vice program | Have not made possible for the in-ser-vice program | Have not made possible, but would be of value |
| 1. <u>Summer school</u> - a school conducted during the summer months while the regular school is not in session | | | |
| 2. <u>Field trips</u> - study resources of the community, view of making more effective educational use and making more adequate for meeting the out-of-school needs of children. | | | |
| 3. <u>Study groups</u> - a group of teachers working cooperatively under the guidance of a leader to formulate and work toward common objectives | | | |
| 4. <u>Intervisitation</u> - the exchange of classroom visits by teachers within a given school or school system for the purpose of demonstration teaching, stimulating self-criticism, and promoting cooperation in the solution of common problems. . . . | | | |
| 5. <u>Workshop</u> - a series of study sessions organized around the practical problems that teachers have met or anticipate meeting on the job, generally in the classroom | | | |
| 6. <u>Institute</u> - a group of teachers usually in districts lasting one or several days for the purpose of discussing educational problems and hearing inspirational lectures | | | |

| ACTIVITY | COLUMN I | COLUMN II | COLUMN III |
|---|--|--|---|
| | Have made possible for the in-ser-vice program | Have not made possible for the in-ser-vice program | Have not made possible, but would be of value |
| 7. <u>Demonstration</u> - a class is used to illustrate to an observing group of teachers, procedure, materials and techniques used in school work | | | |
| 8. <u>Conference</u> - the meeting of two or a group of individuals to consider a particular problem | | | |
| 9. <u>Evening or Saturday class</u> - classes scheduled for teachers given outside working hours; can be given credits towards a degree | | | |
| 10. <u>Correspondence work</u> - formal study and instruction conducted by mail - using texts, course outlines, and other materials with lesson reports, corrections, and examinations | | | |
| 11. <u>Guest instructors or field service from outside consultants</u> - the aid of colleges or visiting persons in instruction or government agency, representatives through lectures, panel discussions, or demonstrations. . . | | | |
| 12. <u>School committees</u> - a group of teachers serve on committees from time to time for special purposes - may be established at the request of the teaching staff | | | |
| 13. <u>Individual efforts</u> - at personal and professional self improvement which include items as reading, art, music, travel, etc. | | | |

APPENDIX B

LETTER AND QUESTIONNAIRE SENT TO HOME ECONOMICS TEACHERS

East Lansing, Michigan
August 31, 1960

Dear Home Economics Teacher:

At the present time I am attending the Michigan State University at East Lansing, Michigan, and am working on problems of interest to teachers in home economics education.

As a part of the doctoral program of study, I am making a survey of the present status of in-service teaching offered to home economics teachers in the island of Luzon.

I should like very much to get your judgment of the in-service training that you have received in order that we may, in the Philippines, know best how to improve this service to other home economics graduates.

Will you give your frank reply to the questionnaire included in this letter? I shall appreciate very much if you could return this questionnaire not later than October 1, 1960. Enclosed is a self-addressed stamped envelope for the completed questionnaire. I thank you so much for your help and cooperation.

With my best wishes.

Sincerely,

Florangel S. Tandoc
Home Economics Teacher
Manila, Philippines

QUESTIONNAIRE ON IN-SERVICE EDUCATION
HOME ECONOMICS EDUCATION

Name _____

Name of School _____

Position _____

Province in Luzon _____

PERSONAL INFORMATION

1. College from which you graduated _____
2. Degree or degrees held by you _____
3. Teaching experiences you have had:
 - As home economics teacher _____ years
 - As elementary school teacher _____ years
 - Other teaching jobs _____ years
4. Number of home economics teachers in the school where you are teaching _____.

INFORMATION CONCERNING IN-SERVICE TEACHER EDUCATION

Teacher education is conceived as a continuous process from the time of matriculation until retirement. Pre-service education involves the preparation period before the assignment to a particular job, while in-service education is specifically aimed at fostering education on the job.

1. What do you think should be the real function(s) of an in-service program in home economics education? Indicate your first choice (1), your second choice (2), and your third choice (3). These are merely suggestions. If you have any other ideas, please add them to this list.

_____ to promote the continuous improvement of the total professional staff

_____ to give needed help to beginning teachers with the new problems in teaching

_____ to eliminate deficiencies in the background preparation of teachers

_____ to keep abreast of the rapid accumulation of new knowledge and new professional subject matter

_____ to help teachers and administrators
in improving the school program

_____ to help teachers develop as persons

2. Listed below are types of supervision frequently experienced by home economics teachers. Check in COLUMN I the type or types now provided, in COLUMN II the type or types not now provided but would be valuable, and in COLUMN III, the type or types now provided but are not necessary.

| TYPES OF SUPERVISIONS | COLUMN I | COLUMN II | COLUMN III |
|--|--------------|------------------------------------|--------------------------------|
| | Now provided | Not provided but would be valuable | Now provided but not necessary |
| 1. From the heads of the home economics department in the local school ... | | | |
| 2. From the principal teacher or the assistants | | | |
| 3. From the home economics supervisor. | | | |
| 4. From the superintendent of schools in the province | | | |
| 5. From the General Office of the Bureau of Public Schools .. | | | |

3. Take into consideration the supervision that you have received from any of the five types of supervision listed above; please list some suggestions that will help to improve the supervisory practices in the province.

Things that supervisors do that I like:

Other things I wish supervisors would do:

Things I wish supervisors would not do:

4. Home economics teachers have requested help with the following activities. In COLUMNS I, II, or III, check each item according to your particular needs.

| ACTIVITIES | COLUMN I | COLUMN II | COLUMN III |
|---|----------------------|-------------------------|-------------------------------|
| | Need help on the job | Need no help on the job | Need help in training program |
| 1. Planning cooperatively with students, parents and others . | | | |
| 2. Coordinating work of home and school . | | | |
| 3. Budgeting time for various units taught | | | |
| 4. Improving appearance of the department , | | | |

4. (Continued)

| ACTIVITIES | COLUMN I Need help on the job | COLUMN II Need no help on the job | COLUMN III Need help in training program |
|---|-------------------------------------|---|---|
| 5. Developing teaching methods and techniques... | | | |
| 6. Selecting texts and reference books..... | | | |
| 7. Selecting and preparing illustrative materials... | | | |
| 8. Making survey of community needs. | | | |
| 9. Developing evaluation devices for classroom use..... | | | |
| 10. Planning community programs | | | |
| 11. Selecting and using guidance techniques..... | | | |
| 12. Becoming acquainted with recent trends in subject matter..... | | | |
| 13. Managing department finances | | | |
| 14. Classroom management .. | | | |

4. (Continued)

| ACTIVITIES | COLUMN I | COLUMN II | COLUMN III |
|---|----------------------|-------------------------|-------------------------------|
| | Need help on the job | Need no help on the job | Need help in training program |
| 15. Adapting instruction to individual differences.. | | | |
| 16. Determining needs of students | | | |
| 17. Teaching oversized classes..... | | | |
| 18. Arranging pupil and parent conferences | | | |
| 19. Making home visitations,, | | | |
| 20. Understanding and using special school services | | | |
| 21. Keeping and making out official records or reports | | | |
| 22. Understanding goals of the school | | | |
| 23. Aiding students after absences | | | |
| 24. Securing materials, supplies and equipment for the home economics classes | | | |
| 25. Other suggestions | | | |

5. Listed below are activities which may be included in an in-service program for home economics education. In COLUMN I, check those activities in which you have participated, COLUMN II, check those activities in which you have not participated but would be of value to you in an in-service education program, and in COLUMN III, those in which you have participated but feel these have not helped you in the professional work.

| ACTIVITY | COLUMN I I have participated | COLUMN II Not participated in but would be of value | COLUMN III Have participated but feel have not helped |
|--|---------------------------------|--|--|
| 1. <u>Summer school</u> - a school conducted during the summer months while the regular school is not in session | | | |
| 2. <u>Field trips</u> - study resources of the community, view of making more effective educational use and making more adequate for meeting the out-of-school needs of children | | | |
| 3. <u>Study groups</u> - a group of teachers working cooperatively under the guidance of a leader to formulate and work toward common objectives.. | | | |
| 4. <u>Intervisitation</u> - the exchange of classroom visits by teachers within a given school or school system for the purpose of demonstration teaching, stimulating self-criticism, and promoting cooperation in the solution of common problems..... | | | |

5. (Continued)

| ACTIVITY | COLUMN I | COLUMN II | COLUMN III |
|---|---------------------|---|--|
| | I have participated | Not participated in but would be of value | Have participated but feel have not helped |
| 5. <u>Workshop</u> - a series of study sessions organized around the practical problems that teachers have met or anticipate meeting on the job, generally in the classroom..... | | | |
| 6. <u>Institute</u> - a group of teachers usually in districts lasting one or several days for the purpose of discussing educational problems and hearing inspirational lectures..... | | | |
| 7. <u>Demonstration</u> - a class is used to illustrate to an observing group of teachers, procedure, materials and techniques used in school work..... | | | |
| 8. <u>Conference</u> - the meeting of two or a group of individuals to consider a particular problem..... | | | |
| 9. <u>Evening or Saturday class</u> - classes scheduled for teachers given outside working hours; can be given credits towards a degree..... | | | |

5. (Continued)

| ACTIVITY | COLUMN I | COLUMN II | COLUMN III |
|---|---------------------|---|--|
| | I have participated | Not participated in but would be of value | Have participated but feel have not helped |
| 10. <u>Correspondence work</u> - formal study and instruction conducted by mail - using texts, course outlines, and other materials with lesson reports, corrections, and examinations..... | | | |
| 11. <u>Guest instructors or field service from outside consultants</u> - the aid of colleges or visiting persons in instruction or government agency, representatives through lectures, panel discussions, or demonstrations..... | | | |
| 12. <u>School committees</u> - a group of teachers serve on committees from time to time for special purposes - established at the request of the teaching staff | | | |
| 13. <u>Individual efforts</u> - at personal and professional self-improvement which include items as reading, art, music, travel, etc. ... | | | |

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