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PROFESSIONAL ROLE PERCEPTIONS OF MICHIGAN
HOME ECONOMICS TEACHERS

By

Carolyn Dommer McKinney

A THESIS

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ABSTRACT

PROFESSIONAL ROLE PERCEPTIONS OF MICHIGAN HOME ECONOMICS TEACHERS

By

Carolyn Dommer McKinney

Objectives.--The objectives of this study were (1) to identify expectations associated with the professional role of the home economics teacher as reflected in the professional literature and perceived by teachers, (2) to examine differences in the perceptions that home economics teachers may have regarding expectations for the professional role of the teacher of home economics, (3) to determine relative priorities of sets of expectations which may be reflected by the teachers' role perceptions, (4) to identify relationships between perceptions of role expectations and selected background variables (such as age, academic preparation, teaching experience, and type of home economics program), and (5) to explore structural properties characterizing selected aspects of the professional role of the home economics teacher.

Procedure.--Data for this study were obtained from respondents in a random sample of 250 public high school home economics teachers selected from the 1969-70 register of certified teaching personnel in Michigan. Questionnaires were returned from 77 per cent of the prospective respondents. The analyses included frequency and percentage summaries of respondents' perceptions together with simple correlations between role sector scores and 21 background variables.

Findings.--Two-thirds of the respondents were from 26-56 years of age and 72.9 per cent were married. Vocational teaching certificates were held by 81.3 per cent of the respondents and 88.5 per cent had earned college credit beyond the bachelor's degree with 30.7 per cent having earned the master's degree. Sixteen or more years of teaching experience was reported by 20.3 per cent of the respondents while 21.4 per cent had taught two years or less. Undergraduate degrees from out-of-state institutions were held by 27.1 per cent of the respondents and 26.0 per cent were graduates of Michigan State University.

Using a five-point scale ranging from "1" (low) to "5" (high), most of the 150 expectations were perceived as fairly important by the respondents. The mean score value of "4" or above (equivalent to "of somewhat to great importance") was obtained for 107 of the 150 role

expectations while a mean score value of less than "3" (equivalent to "should not do" and "undecided") was obtained for only 13 of the 150 role expectations.

Means above 4.0 were obtained for five of the ten role sectors--promoting learning, professional membership, department management, substantive development, and program development. Means ranging from 3.43 to 3.97 were obtained for the remaining five role sectors--program interpretation, member of school staff, guidance, types of instructional recipients, and community membership.

Educational attainment, extent of professional affiliations and leadership, teaching experience, age, extra-classroom responsibilities, certification, and curricular mode for teaching the material aspects of home economics were the most important background variables associated with differences in teachers' perceptions. However, for any given variable, statistically significant correlations (.05 and/or .01 level) were found with a maximum of 50 per cent of the role sectors with the sector concerning professional membership occurring most frequently in the significant correlations.

The classification system of selected structural properties revealed slight differentiation among items of highest and lowest consensus. In its totality, the system did not reveal clearly defined differences among teachers' overall perceptions of professional role expectations.

ACKNOWLEDGMENTS

The writer wishes to thank all who made this study possible--especially to the Michigan home economics teachers and the jury members who contributed so generously of their time and effort.

Appreciation is expressed to the members of the writer's guidance committee: Dr. Beatrice Paolucci, Dr. Norma Bobbitt, Dr. Peter Haines, and Dr. James McKee. Throughout the duration of the study, the continued assistance of Dr. Paolucci and Dr. Bobbitt is deeply appreciated. Appreciation is also expressed to Miss Jo Lynn Cunningham for consultations regarding research design, statistical procedures, and analysis of the data.

The writer would like to thank the American Home Economics Association for the HEIB Fellowship and the College of Human Ecology at Michigan State University for the General Foods Fellowship.

To the writer's husband, Floyd L. McKinney, special appreciation is expressed for his patience and understanding without which this study could not have been completed.

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CHAPTER I

INTRODUCTION

Professional effectiveness and role clarity are of intensifying concern to home economics educators. If home economics programs are to respond adequately to emerging challenges,¹ the role of the teacher must be clearly identified and examined. As McGrath asserts:

. . . merely tinkering with the curriculum or with the administrative organization . . . will not assure a flourishing future for home economics. . . . Only a searching review of the purposes of home economics, its teaching functions . . . in the light of social conditions will fill the present requirement.²

The dual considerations of program purpose(s) and teaching function(s) are critical areas of concern not only to the home economics profession as a whole, but especially to home economics educators who, as Ray points

¹Earl J. McGrath and Jack T. Johnson, The Changing Mission of Home Economics (New York: Teachers College Press, Columbia University, 1968).

²Earl J. McGrath, "The Imperatives of Change for Home Economics," Journal of Home Economics, LX (September, 1968), 507.

out, constitute approximately half of the entire professional membership.³ Ray's observations further portray the magnitude of the concern:

There appears to be little disagreement among those in the field that home economics is a profession which serves families; however, there is certainly a great deal of disagreement concerning the how and what of home economics' professional service to families. Not all in the profession agree on a definition of family. There are questions as to whether we serve families directly or only indirectly. We wonder if the ultimate commitment is to the individual or even to society rather than to families. Some are confused about how far our services extend into the community . . . 4

Some evidence of changing conceptualizations regarding home economics education and the teacher's professional role may be noted by examining views on the topic selected from different periods. According to a 1953 statement, the role of the home economics teacher was to teach students:

. . . to achieve a satisfying and functioning philosophy of life as it relates to personal and family living . . . developing a wholesome personality and acquiring satisfying human relationships . . . broadening and enriching life . . . acquiring the techniques and skills needed to meet successfully the problems of immediate personal and family living . . . 5

³Elizabeth M. Ray, "Professional Involvement in Education," Journal of Home Economics, LXII (December, 1970), 715.

⁴Ibid.

⁵National Association of Secondary School Principals, Home Economics in the Secondary School (Washington, D.C.: National Association of Secondary School Principals, 1953), pp. 20-21.

In contrast, discussions by Mallory⁶ and Simpson⁷ in the late 1960's outline a somewhat different three-dimensional focus for home economics education at the secondary level: (1) education for homemaking and family life, (2) preparation for employment in occupations involving home economics knowledge and skills, and (3) preprofessional education for home economics-related careers.

Although implications for home economics teacher role changes are frequently suggested in the professional literature, comprehensive and clearly delineated formulations of professional role expectations are notably absent. To compound the problem, there is a dearth of research examining role expectations for home economics teachers, recent efforts being limited to Hasting's 1964 study⁸ and related research by Page⁹ in 1966.¹⁰ More

⁶Berenice Mallory, "Home Economics Today," American Vocational Journal, XLII (February, 1967), 30.

⁷Elizabeth J. Simpson, "Challenges in Curriculum Development in Home Economics," Journal of Home Economics, LX (December, 1968), 767.

⁸Geraldine R. Hastings, "The Relationship of Role Perceptions to Teaching Effectiveness and Job Satisfaction of Home Economics Teachers" (unpublished Ph.D. dissertation, The Pennsylvania State University, 1964).

⁹Edna Earle Page, "Role Perceptions of South Carolina Home Economics Teachers" (unpublished Master's thesis, Winthrop College, 1966).

¹⁰While there are several studies dealing with role perceptions of supervising teachers and/or student teachers in home economics, these studies generally focus

critical, however, is the general absence of any examination of home economics teacher role expectations formulated in the context of the central concern of home economics today--the family in an ecological perspective:

. . . the family and that part of the near environment that impinges directly upon the family and is subject to manipulation by the family . . . attending to the interaction of man as a total being and his near environment, especially as this interaction is managed by the family.¹¹

Although the expectations held individually and collectively by members of a profession represent only one component in the total role definition and clarification process, these expectations are nonetheless essential. Sarbin states: "A person cannot enact a role for which he lacks the necessary role expectations."¹² Furthermore, along with competence and adequate autonomy, clarity of professional role is among the qualities considered

upon a relatively limited segment of the total professional role or examine the perceptions of a particular type of home economics teacher (prospective and/or supervising teacher) and thus are not representative of the total home economics teaching population.

¹¹Nancy C. Hook and Beatrice Paolucci, "The Family as an Ecosystem," Journal of Home Economics, LXII (May, 1970), 316.

¹²Theodore Sarbin, "Role Theory," in Handbook of Social Psychology, ed. by Gardner Lindzey, Handbook I (Reading, Mass.: Addison-Wesley Publishing Co., Inc., 1954), p. 226.

critical to professional effectiveness.¹³ Although any role ultimately emerges as a product of expectations shared by individuals or groups, in highly specialized positions (such as those in the professions) it is the position occupants who have a significant "share" in the role definition process. As Bently points out, any profession bears a major responsibility for defining the specifics of its role.¹⁴

If home economics educators bear a major responsibility for professional role definition, then an examination of the expectations held by these teachers is an essential component in emerging considerations of professional effectiveness. It is toward such an examination that this study is directed.

Objectives

The basic purpose of the study is to identify, analyze, and describe home economics teachers' perceptions of professional role expectations in the context of today's changing conceptions of the family and

¹³Donald E. Hansen, "Functions and Effects of 'Sub-professional' Personnel in Counseling," in Counselor Development in American Society, ed. by John McGowan (Washington, D.C.: Office of Manpower and Training and Office of Education, 1965), pp. 211-33.

¹⁴Joseph C. Bentley, ed., The Counselor's Role: Commentary and Readings (Boston: Houghton Mifflin Co., 1968), pp. 8-9.

its relationships with the changing social order. Specifically, the objectives of the study are to:

- (1) Identify expectations associated with the professional role of the home economics teacher as related in the professional literature and perceived by teachers;
- (2) Examine differences in the perceptions that home economics teachers may have regarding expectations for the professional role of the teacher of home economics;
- (3) Determine relative priorities of sets of expectations (role sectors) which may be reflected by the teacher's role perception responses;
- (4) Identify relationships between perceptions of role expectations and selected background variables (such as age, academic preparation, teaching experience, and type of home economics program);
- (5) Explore structural properties characterizing selected aspects of the professional role of the home economics teacher.

The general premise of this study is that professional role expectations among the home economics teachers will differ. The underlying rationale derived from the role theory framework consists of three basic

points. The first is that role expectations are basic to effective human interactions. Secondly, role expectations may emanate from the social system, reference groups, and self-perceptions. Then, given differences in the internal and external structure of the position of "home economics teacher" (differing communities, school systems, personalities, and professional preparation, to list a few), variations of professional role expectations among a random sample of home economics teachers should be expected.

Considering the objectives of the study, three areas of statistical analysis are suggested: (1) determining the variability of the respondents' role perception scores for given items in the checklist; (2) determining the variability of respondents' role perception scores for selected role sectors; and (3) identifying relationships which may exist between teachers' role sector scores and selected background variables.

Specifically, information concerning the following questions is sought:

1. Item Score Differences. What item score differences will be found that indicate differences among teachers' perceptions for given expectations?
2. Role Sector Differences. What role sector score differences will be found that reflect differences among teachers' perceptions of given sets of expectations?

3. Relationships Between Role Sector Scores and Selected Background Variables. What relationships exist between the home economics teachers' role sector scores and selected background variables?
4. Structural Properties of Home Economics Teacher Role. What is the nature of any structural properties which may be associated with the professional role of the home economics teacher?

Some Perspectives on Role Theory

Role theory provides conceptual tools which are useful for studying social systems. Although role theory is not presently a universally accepted specialization,¹⁵ Biddle and Thomas suggest that it is probably on the threshold of recognition as a specialized field.¹⁶

Because the role concept is employed by researchers in several disciplines, differences exist in the way in which it is defined. While an awareness of definitional differences is essential to an understanding of the theoretical and empirical use of the role concept, it is equally important to identify the elements held in common in many of the definitions of the concept. Gross, Mason,

¹⁵ Bruce J. Biddle and Edwin J. Thomas, eds., Role Theory: Concepts and Research (New York: John Wiley and Sons, Inc., 1966), p. 4.

¹⁶ Ibid.

and McEachern suggest that the three basic ideas appearing in most formulations of the role concept are that individuals in (1) social locations (2) behave with reference to (3) expectations.¹⁷ As Corrigan and Garland point out, this conceptualization rests on the two assumptions that (1) an individual is influenced to some extent by his expectations and the expectations of others in the group or society of which he is a part and (2) that expectations are assigned to individuals on the basis of their positions or locations in systems of social relationships.¹⁸ A similar, but expanded version of this conceptualization appears in Lacognata's summary:

. . . each individual occupies a number of roles. Role expectations that individuals hold for themselves or that other members define for them are related to an actor's position in a given social system. The location of an occupant's position in the social system affects the nature of his social relationships as well as the role expectations he and others apply to his behavior. Role expectations may emanate from the broader society, reference-group members, or from an actor's self-perception of the situation. In brief, human social behavior

¹⁷ Neal Gross, Ward S. Mason, and Alexander W. McEachern, Explorations in Role Analysis (New York: John Wiley and Sons, Inc., 1958), p. 3.

¹⁸ Dean C. Corrigan and Colden B. Garland, "Role Analysis Applied to Internship Processes," Internship in Teacher Education, Forty-seventh Yearbook of the Association for Student Teaching (Washington, D.C.: The Association for Student Teaching, 1968), p. 91.

is perceived as a function of the positions an individual occupies and the role expectations held for incumbents of these positions as he perceived them.¹⁹

Despite its promising potential as an analytical framework, the role field is characterized by some "terminological and conceptual confusion"²⁰--to use Biddle's phrasing. To illustrate, a review of social science literature reveals various definitions and usages of the role concept including "normative culture patterns,"²¹ "a patterned sequence of learned actions,"²² and the "mode of organization of an actor's orientation to a given situation."²³

Thus, as Biddle and Thomas observe, central though the role concept may be to the thinking of role

¹⁹Anthony A. Lacognata, "Faculty Academic-Role Expectations," The Journal of Social Psychology, LXVI (1965), 337.

²⁰Bruce Biddle, "Teacher Roles," in Encyclopedia of Educational Research, ed. by Robert L. Ebel (4th ed.; New York: The Macmillan Company, 1969), pp. 1,437-46.

²¹Ralph Linton, The Study of Man (New York: Appleton-Century Co., 1936), pp. 113-14.

²²Sarbin, op. cit., p. 225.

²³Talcott Parsons, The Social System (Glencoe, Ill.: The Free Press, 1951), pp. 38-39.

theorists, probably more disagreement exists concerning the meaning of this concept than any other in the role framework.²⁴ For instance:

. . . The idea of role has been used to denote prescription, description, evaluation, and action; it has referred to covert and overt processes, to the behavior of the self and others, to the behavior an individual initiates versus that which is directed to him . . . ²⁵

A major thrust of Biddle's work has been the explication of role theory terminology. In an early analysis of basic theoretical terms and conventions, Biddle and his associates outline the nature of some of the terminological and conceptual commonalities and distinctions:

Role theory may be said to deal with patterns of certain characteristics which are common to persons or groups of persons (called positions) and with a variety of cognitions held about those patterns by social observers. The terminological and conceptual distinctions of role theory generally center around a description of the patterns or of the cognitions. The propositions of role theory are concerned with the effects of the patterns upon the cognitions or of the latter upon the former. . . . This is simple enough. It becomes complex when we attempt to describe situations of social interaction involving more than one actor, and when we try to use the convenient short-cuts offered to us in the abstractions of the English language . . . ²⁶

²⁴Biddle and Thomas, op. cit., p. 29.

²⁵Ibid.

²⁶Bruce J. Biddle, et al., "Bibliographies on Role Terms, Role Conflict and the Role of the Teacher," Studies in the Role of the Public School Teacher, Vol. B (Columbia, Missouri: Social Psychology Laboratory, University of Missouri, 1961), pp. 3-4.

In resolving the terminological dilemmas, Biddle and Thomas propose that the term role (by itself) be used to denote the generic idea--the entire person-behavior matrix--with more specific terms being used for specified segments of the matrix.²⁷ Thus, "role performance" refers to overt activity or role behavior²⁸ and "role norm" refers to a standard held for person or a group.²⁹ "Role expectations," however, may refer (1) to a concept about the likelihood of behavior (probability)³⁰ or (2) to a concept about a standard associated with anticipated behavior of a person or set of persons sharing common attributes or treated similarly by others (normative dimension).³¹

Definition of Terms

Several conceptual definitions are basic to the considerations of this study. For purposes of conceptual clarity and communication, pertinent definitions include:

Role.--consists of the set of expectations applied to occupants in a particular social position.

²⁷Ibid., p. 11.

²⁸Ibid.

²⁹Ibid.

³⁰Ibid., pp. 10-11.

³¹Ibid.

Expectation.--refers to an "evaluative standard" applied to occupants of a particular social position. (That is, how the home economics teacher should behave with reference to her professional position.)

Position.--refers to a social location in a social system.

Perception.--as used in this study, is not confined to the narrow meaning related to sensory apprehension. Rather, the term "perception" here includes inferences and acquisition of mental images³² of a role.

Role consensus.--refers to the degree of similarity (or agreement) of role expectations among occupants of a given social position.

Role set.--is a designation for the total complement of role relationships in which a person becomes involved by virtue of occupying a particular social position.³³

³²Talcott Parsons and Edward Shils, Toward A General Theory of Action (Cambridge, Mass.: Harvard Press, 1952), p. 296.

³³J. Diedrick Snoek, "Role Strain in Diversified Role Sets," The American Journal of Sociology, LXXI (January, 1966), 364.

Assumptions

This study is based upon three underlying assumptions. The first is that professional effectiveness is, in part, a function of role clarity. Thus, definition of professional role expectation is a vital concern for any profession. Secondly, it is assumed that perceptions of role expectations held by the professionals themselves are critical to the ultimate definition of the professional role. In the third assumption, it is presumed that teachers' responses to a list of possible professional role expectations represents a suitable measure of perception of professional role expectations.

Limitations

Several limitations are associated with this study. The study is confined to a consideration of the professional role of the home economics teacher and does not include other roles that occupants of this position may play. Secondly, the study is limited to a consideration of role expectations and thus does not identify how respondents actually perform (role enactment). The study is further limited to a consideration of role expectations in a normative context (evaluative standard) rather than from a "probability" or "likelihood" approach.

The sources of the expectations included in the instrument are limited to the recent professional literature in home economics education supplemented by ideas

supplied by the home economics teachers interviewed by the writer. This approach further limits the study in two ways. First, a systematic consideration of expectations held by "significant others" (administrators, parents, students, etc.) is not included in the instrument development process (except as these may be reflected indirectly in the literature reviewed). Secondly, the set of expectations is based solely upon "conceptual" considerations rather than systematic observations of what teachers in given situations actually do.

Since the instrument used in the study is relatively untested, some limitations must necessarily be placed upon the degree of confidence associated with its usage.

CHAPTER II

REVIEW OF LITERATURE

This literature review focuses upon five areas pertinent to the concerns of this study. The first part of the review is addressed to general applications of the role framework to considerations of teacher role expectations. The remaining sections are devoted to: (1) a survey of selected conceptualizations developed and/or used in classifying teacher role expectations, (2) a review of some correlates of role perceptions, (3) a consideration of perspectives on the structural properties of role, and (4) expectations associated with the professional role of the home economics teacher as expressed in the professional literature.

Application of the Role Framework

The phenomena of teacher role expectations has interested researchers for over forty years.³⁴ At least

³⁴Biddle, "Teacher Roles," op. cit., p. 1,443.

part of the sustained interest may be attributed to the continuing need for specification of teacher requirements. As Broudy states:

Our lack of knowledge about the personality formula (for the good teacher) merely means that we look in another direction for professional criteria, viz., to the requirements of the roles played by the teacher as (1) a member of the educational profession and (2) as a specialist in that profession.³⁵

In the opinion of Sorenson et al., "it is impossible to talk about teacher effectiveness except within a particular system of values and a set of expectations based on those values."³⁶

In providing some historical perspectives, Wallen and Travers point out that prior to 1950 most attempts to discuss and describe patterns of teacher activity were confined to fairly limited sectors of teacher behavior such as permissive versus authoritarian roles.³⁷ However, more recent attempts have focused upon more comprehensive

³⁵ Harry S. Broudy, "Criteria for the Professional Preparation of Teachers," Journal of Teacher Education, XVI (December, 1965), 409.

³⁶ A. Garth Sorenson, T. R. Husek, and Constance Yu, "Divergent Concepts of Teacher Role: An Approach to the Measure of Teacher Effectiveness," Journal of Educational Psychology, LIV (December, 1963), 287.

³⁷ Norman E. Wallen and Robert M. W. Travers, "Analysis and Investigation of Teaching Methods," in Handbook of Research on Teaching, ed. by N. L. Gage (Chicago: Rand McNally and Company, 1963), pp. 448-49.

and global considerations, many of which have been made in the context of the role framework.³⁸

As analyzed by Charters, role theorizing in education takes one of two directions: (1) either emphasizing conditions and consequences of role definitions existing at a given point in time or (2) focusing upon the process by which role definitions are formed and modified in interaction through time.³⁹ In noting that only the former has been empirically productive, Charters states:

Role theorizing which stresses the interplay between the conceptions that interacting parties have of one another, of themselves, and of their interaction, although more consonant with underlying social psychological theory, nevertheless requires a mode of empirical research relatively unfamiliar in education. It requires that detailed observations be made of a restricted range of events through time, even a short period of time such as the course of interaction episodes in the teacher-parent conference
⁴⁰

Thus, empirical applications of role theory in education are "inclined to the view that perceived expectations constitute the behaviorally influential environment for the person."⁴¹

³⁸Ibid., p. 449.

³⁹W. W. Charters, Jr., "The Social Background of Teaching," in Handbook of Research on Teaching, ed. by M. L. Gage (Chicago: Rand McNally and Company, 1963), p. 789.

⁴⁰Ibid.

⁴¹Ibid., pp. 788-89.

As a research focus, Biddle notes two broad fields of study involving teacher role: (1) studies of teacher performance in which the actual behavior of teachers is observed and (2) studies of teacher role expectations investigating expectations for teachers held by teachers and others.⁴² The scope of research dealing with teacher role expectations is illustrated in an excerpt from Biddle's recent review of published research on the topic:

Expectations for the role of the teacher may be held, of course, for teachers in general or may refer to any sub group of teachers such as primary teachers, male teachers, track coaches, and experienced teachers. Among the 74 studies reviewed, 50 asked for expectations pertaining to teachers in general, thus exhibiting a widespread reification of the general designating term "teacher." However, a wide variety of subpositional investigations were also conducted: of male and female teachers . . . of inexperienced and experienced teachers . . . of special education teachers . . . of guidance counselors . . . of administrators . . . and of the school as a reified entity. . . . In addition, either by advertence or by inadvertence, many investigations limited their study to the teacher's role within a specific institutional context: in 16 cases to the primary level, 21 cases to the secondary, 21 cases to the tertiary, etc. Another type of limitation also appeared in that some studies asked respondents to consider the role of a specific person--themselves in 13 studies concerned with teachers' own self-expectations and another individual teacher in 10 other studies where subjects were asked to give expectations on a specific teacher.⁴³

⁴²Biddle, "Teacher Roles," op. cit., p. 1,437.

⁴³Ibid., p. 1,438.

While data comparisons in the teacher role studies take many forms, Charters discusses the three principal types: (1) two sets of expectations on a status occupant, (2) expectations on and the actual (or perceived) behavior of a status occupant, and (3) expectations attributed to another and the expectations actually held by the other.⁴⁴ As Charters further points out, comparisons such as the preceding require data which are parallel in the following respects:

1. Frame of reference (normative versus predictive.)
2. Direction and intensity of beliefs--Any given expectation is measurable in both its direction (prescribed versus prohibited) and its intensity (mandatory to completely permissive).
3. Level of situational specificity--A role definer's expectations may apply to teachers' behavior in a particular situation or to teachers' behavior regardless of the situation.
4. Orientation of expectations--refers to aspects of status occupants about which expectations are held.
5. Level of generality at which expectations are assessed--on detailed behavior versus general functions.
6. Complexity of attribution of role expectations--involves precise specification of population for which respondent is to make an estimate or assessment of expectations.⁴⁵

The study of consensus in role expectations has been a prominent research topic in the social sciences, and certainly, in education. As Lacognata observes, "the assumption of consensus on role expectations permeates

⁴⁴Charters, op. cit., pp. 793-94.

⁴⁵Excerpts from Charters, op. cit., pp. 792-94.

much of social science literature."⁴⁶ Consensus on role expectations is considered essential for the functioning of social systems as well as for individual behavior.⁴⁷ However, as Charters points out, "only in rare (or trivial) cases in empirical research is the variance zero, indicating full agreement."⁴⁸ Thus, the concept of "consensus" refers operationally, to the degree of agreement existing with respect to the role expectations.

In noting the differential socialization of members of different social positions surveyed in many role analysis studies, Twyman and Biddle would find it "quite surprising" to find all members of every position holding the same values and expectations for the teacher role.⁴⁹ However important the differential expectations may be, assessing the meaning of the level and/or nature of disagreement (or agreement) can be complicated in several ways. Charters emphasizes the necessity of distinguishing "conflict" from "disagreement":

⁴⁶Lacognata, op. cit.

⁴⁷E. G. Guba and C. E. Bidwell, Administrative Relationships (Chicago: Midwest Administrative Center, University of Chicago, 1957), p. 7; Gross, et al., op. cit., p. 21.

⁴⁸Charters, op. cit., p. 795.

⁴⁹J. Paschal Twyman and Bruce J. Biddle, "Role Conflict of Public School Teachers," The Journal of Psychology, LV (January, 1963), 183.

Conceptually, conflict refers to expectations which are not simply different but which are, in some way incompatible and mutually contradictory. A low level of agreement in expectations in no way certifies the existence of conflict between them . . . to establish the fact of conflict the investigator must be able to show that a role incumbent, in conforming to one set of expectations, behaves in contradiction to the other set of expectations.⁵⁰

In summary, then, role analysis has become a rather important framework in the study of teacher behavior. Problems of consensus and conflict in expectations regarding the teacher role(s) have dominated the research focus, the major empirical task being the identification of possible causes and consequences of role consensus or conflict.⁵¹

Conceptualizations of Teacher Role

Classifications of teacher behaviors and/or expectations based upon the role framework have been developed by a number of writers and researchers. Selected examples of these are presented here as a means of illustrating possible teacher role classifications and conceptualizations.

In the classification used as the basis for Fishburn's⁵² study, the teacher is assumed to engage in

⁵⁰ Charters, op. cit.

⁵¹ Ibid., p. 774.

⁵² C. E. Fishburn, "Learning the Role of the Teacher," Journal of Teacher Education, XVII (Fall, 1966).

activity organized with respect to six areas, each area being considered a dimension of role. These areas include: (1) director of learning, (2) guidance and counseling person, (3) mediator of the culture, (4) member of the school community, (5) liaison between school and community, and (6) member of the profession.⁵³ This classification also serves as the basis for the California Teachers Association in their statement of factors in teaching competence.⁵⁴

Havighurst and Neugarten's approach employs a dual system of classification.⁵⁵ In this approach, teacher behaviors related to other adults in the school system are separated from behaviors related to students. Those related to other adults include: (1) employee, (2) subordinate to principal, (3) adviser to superior, (4) colleague, (5) follower, and (6) leader.⁵⁶ Pupil-related roles include: (1) mediator of learning,

⁵³Ibid.

⁵⁴Commission on Teacher Education, Teacher Competence: Its Nature and Scope (San Francisco: California Teachers Association, 1957), pp. 32-41; Note also the reference to this framework in Olive A. Hall and Beatrice Paolucci, Teaching Home Economics (2nd ed.; New York: John Wiley and Sons, Inc., 1970), pp. 431-32.

⁵⁵R. J. Havighurst and Bernice L. Neugarten, Society and Education (Boston: Allyn and Bacon, 1957).

⁵⁶Ibid.

(2) disciplinarian, (3) parent substitute, (4) confidante, and (5) surrogate of middle-class morality.⁵⁷

Drabick's⁵⁸ role study focused upon teachers as a general class. This rather extended classification system included:

1. Classroom teaching
2. Preparation
3. Supervision
4. Quasi-educational activities
5. Testing and grading
6. Extra curricular activity
7. Record keeping
8. Contacts with other school personnel
9. Professional improvement
10. Attendance at school events
11. Counseling
12. Home and parent visits
13. Educational activities outside of class
14. Teaching adults⁵⁹

As an example of a classification for a particular subgroup of teachers, Drake used an eight-dimensional typology in his study of the role of the teacher of agriculture:

1. Directing learning of high school students
2. Guiding and counseling
3. Improving the environment of farm people
4. Working as an educational leader in the community
5. Participating in the professional work of the school

⁵⁷Ibid.

⁵⁸Lawrence W. Drabick, "Perceivers of the Teacher Role: The Teacher Educator," Journal of Teacher Education, XVIII (Spring, 1967).

⁵⁹Ibid.

6. Working as a member of the teaching profession
7. Directing the program of adult-farmer education
8. Directing the program of young-farmer education⁶⁰

In Hastings's⁶¹ study of home economics teacher role, expectations were classified into five categories: (1) the home economics teacher as a member of the teaching profession, (2) the home economics teacher as an effective teacher, (3) the home economics teacher as a specialist, (4) the home economics teacher's co-curricular activities, and (5) the home economics teacher's personal relationship with pupils.⁶² Page⁶³ used these five categories as a basis for her study but added a category "the home economics teacher as a teacher of occupational education"⁶⁴ to the set used by Hastings.

The preceding are illustrative of some conceptualizations held about teaching in the past. However useful these may have been, we are now on the threshold

⁶⁰William E. Drake, "Perceptions of the Vocational Agriculture Teacher's Professional Role in Michigan" (unpublished Ph.D. dissertation, Michigan State University, 1962).

⁶¹Hastings, op. cit.

⁶²Ibid., p. 56.

⁶³Page, op. cit.

⁶⁴Ibid., p. 35.

of the cybernetic age⁶⁵ and must consider the possible impact of technological forces upon the role of the teacher. LeBaron suggests that one impact will be the technological assumption of routine and repetitive teaching functions so that the teacher is left free to perform the unique human activities.⁶⁶ An important corollary to this is that the role and function of the teacher may relate to the institution employing the teacher rather than to a type of professional autonomy.⁶⁷

In anticipating technologically induced role changes, McKeachie sees the emerging role of the teacher as being that of an "educational planner--one who has available a variety of resource to meet the varying needs of his teaching and the varying needs of the learner."⁶⁸ In predicting the elimination of the information-presentation function, Loughary feels that the teacher

⁶⁵Helen G. Hurd, "A Look to the Future," Journal of Home Economics, LX (January, 1968); May Alice Hilton, "Cybernation and Its Impact on American Society," in Technology and the Curriculum, ed. by Paul W. F. Witt (New York: Teachers College Press, 1968), pp. 1-33.

⁶⁶Walt LeBaron, "Technological Forces and the Teacher's Changing Role," The Journal of Teacher Education, XX (Winter, 1969), 457.

⁶⁷Ibid.

⁶⁸Wilbert J. McKeachie, "Higher Education," in The New Media and Education, ed. by Peter H. Rossi and Bruce J. Biddle (Garden City: Anchor Books, 1966), p. 323.

will need to continue to "interpret, synthesize, and clarify information displayed in another mode."⁶⁹

Gagne defines the teacher as "the manager of the conditions of learning,"⁷⁰ and points out that the "managing function of the teacher does not change when the system is made more complex by incorporating cues in technological improvements."⁷¹ Joyce refers to the teacher variously as the students' "academic counselor," his "personal guide and facilitator," a "diagnostician" and "prescriber," and as a "leader of an inquiring group."⁷² Supported by a direct-instruction team and a specialized resource center, this teacher and staff function to "orchestrate the environment" to individualize various learning modes.⁷³

The foregoing represent but a few views concerning the role of the teacher in relation to emerging

⁶⁹ John W. Loughary, ed., Man Machine Systems in Education (New York: Harper, 1966), p. 213.

⁷⁰ Robert M. Gagne, The Conditions of Learning (New York: Holt, Rinehart, and Winston, 1965), p. 241.

⁷¹ Ibid.

⁷² Bruce R. Joyce, The Teacher and His Staff (Washington, D.C.: Commission on Teacher Education and Professional Standards and Center for the Study of Instruction, National Education Association, 1967).

⁷³ Ibid., p. 21.

technological systems. While the review is, at best, fragmentary and superficial, the prominence of the planning and managing dimensions of the teacher role is nevertheless projected. As LeBaron notes, "the teacher role that emerges most clearly is one of managing and planning for effective learning through the use of human and technological resources."⁷⁴

Some Correlates of Role Perception

Although the consensus assumption permeates much of social science literature, Gross et al. are among researchers questioning the assumption, pointing out that "the extent of variability in the role definitions of incumbents of the same position is a phenomenon that has received slight theoretical or empirical treatment in the social sciences."⁷⁵ Although the body of research pertinent to this concern continues to be rather limited, some studies have at least approached the question.

Sole's study on teacher role expectations and the internal organization of secondary schools was based on the idea that some sources of role expectations may be rooted in the particular type of structural arrangement (single-period type of schedule and multiple-period

⁷⁴LeBaron, op. cit., p. 460.

⁷⁵Gross, et al., p. 144.

scheduling) of the school.⁷⁶ Soles found some support for the contention that there are different role expectations for different teaching assignment tasks.⁷⁷ However, with respect to organization, it was found that expectations of the younger male teachers from the two types of scheduling were more different but female teachers' expectations did not differ significantly.⁷⁸

The relationship of academic training and years of administrative experience to role perceptions of high school principals was studied by Bullock.⁷⁹ The findings revealed no statistically significant relationship of role perception to either variable.⁸⁰ A decade earlier, however, Lipham had identified certain personal variables (ambition, desire for improving performance, for example) related to effective administrative behavior

⁷⁶ Stanley Soles, "Teacher Role Expectations and the Internal Organization of Secondary Schools," The Journal of Educational Research, LVII (January, 1964), 227.

⁷⁷ Ibid., p. 231.

⁷⁸ Ibid., p. 233.

⁷⁹ William Bullock, Jr., "The Relationship of Educational Training and Years of Administrative Experience to Role Perceptions of High School Principals," The Journal of Educational Research, LXIII (September, 1969).

⁸⁰ Ibid.

while age, education, and experience did not differentiate ineffective from effective administrators.⁸¹

In investigating intra-positional role expectation variability, Gross et al. found different degrees of consensus within both samples of role definers (superintendents and school board members) and further found that being associated with formal organizations of different sizes accounted, in part, for the differing degrees of consensus.⁸² A relationship between role conception and organizational size was also noted in the study by Thomas.⁸³

In studying the teaching role, Getzels and Guba's research indicated that younger and older teachers viewed the teaching role differently.⁸⁴ Age was also significantly related to role perception in Drake's study of vocational agricultural teachers as were the variables

⁸¹James W. Lipham, "Personal Variables of Effective Administrators," Administrator's Notebook, IX, No. 1 (Chicago: Midwest Administration Center, University of Chicago, 1960).

⁸²Gross, et al., op. cit., p. 163.

⁸³Edwin J. Thomas, "Role Conceptions, Organizational Size and Community Context," Role Theory: Concepts and Research, ed. by Bruce J. Biddle and Edwin J. Thomas (New York: John Wiley and Sons, Inc., 1966), p. 167.

⁸⁴J. W. Getzels and E. G. Guba, "The Structure of Role and Role Conflict in the Teaching Profession," Journal of Educational Psychology, XXIX (October, 1955).

of number of years in the teaching position and the nature of the vocational agriculture program.⁸⁵

The Hastings study of role perceptions of home economics teachers revealed no relationship between role perceptions and the measures of teaching effectiveness and job satisfaction.⁸⁶ In the Page study, the comparison of the role perceptions of vocational teachers was considered similar to the role perceptions of the nonvocational teachers.⁸⁷ This variable, therefore, did not differentiate among role perceptions in the Page study.

Structural Properties of Role

The cognitions and actions patterned into roles are learned behaviors, any set of which probably represents "an admixture of expectations acquired through intentional instruction and incidental learning."⁸⁸ This is also known as the socialization process.⁸⁹ Thus, as

⁸⁵Drake, op. cit., pp. 166-67.

⁸⁶Hastings, op. cit., pp. 90-91.

⁸⁷Page, op. cit., p. 41.

⁸⁸Sarbin, op. cit., p. 226.

⁸⁹Orville G. Brim, Jr. and Stanton Wheeler, Socialization After Childhood: Two Essays (New York: John Wiley and Sons, 1966).

Rowe⁹⁰ and Rodgers⁹¹ suggest, acquiring a set of role expectations also is closely related to socialization and developmental task achievement. In this context, Rodgers states:

A developmental task is a set of norms (role expectations) arising at a particular point in the career of a position in a social system, which, if incorporated by the occupant of the position as a role or part of a role cluster, brings about integration and temporary equilibrium in the system with regard to a role complex or set of role complexes; failure to incorporate the norms leads to lack of integration. Application of additional normative pressures in the form of sanctions, and difficulty in incorporating later norms into the role cluster of the position.⁹²

Viewing role acquisition and/or modification from a socialization perspective ultimately involves some consideration of factors which influence socialization. In her discussion of socialization into familial roles, Cogswell's focus is upon structural properties of roles which may influence socialization processes.⁹³ In view of

⁹⁰George P. Rowe, "The Developmental Conceptual Framework and the Study of the Family," in Emerging Conceptual Frameworks in Family Analysis, ed. by F. Ivan Nye and Felix M. Berardo (New York: The Macmillan Company, 1966), pp. 198-222.

⁹¹Roy H. Rogers, "Improvements in the Construction and Analysis of Family Life Cycle Categories" (Kalamazoo, Mich.: Western Michigan University, 1962).

⁹²Ibid., p. 55.

⁹³Betty E. Cogswell, "Socialization Into A Role: A Study of the Rehabilitation of Paraplegics" (unpublished Ph.D. dissertation, University of North Carolina, 1965);

concerns raised by researchers such as Bates regarding the inadequacy of existing definitions to describe and analyze the internal structure of a position.⁹⁴ Cogswell's proposal suggests some possibilities for conceptualizing the internal structure of social roles and positions.

In Cogswell's framework, the structural characteristic(s) of a role is one of the factors considered influential in the socialization process⁹⁵ (and thus, also in the processes of role clarification and/or modification to the extent that these may be viewed in a socialization framework). In this context, Cogswell considers role properties not as socialization determinants, but rather as placing limits upon the courses of action and socializing mechanisms which may be utilized.⁹⁶

By way of illustration, Cogswell's proposal includes a consideration of the following six (6)

Betty E. Cogswell, "Socialization Into the Family: An Essay on Some Structural Properties of Roles," in Sourcebook in Marriage and the Family, ed. by Marvin B. Sussman (3rd ed.; Boston: Houghton Mifflin Company, 1968), pp. 366-77.

⁹⁴Frederick L. Bates, "Position, Role and Status: A Reformulation of Concepts," Social Forces, XXXIV (May, 1956).

⁹⁵Cogswell, "Socialization Into the Family: . . . ," op. cit., p. 367.

⁹⁶Ibid.

structural properties of familial roles together with possible influences of socialization: (1) relationship of role sequence to constancy of audience, (2) regular/irregular composition of role performers, (3) relationship of socialization to role occupancy, (4) commencement of socialization and role occupancy, (5) instrumental/affective composition of roles, and (6) evolutionary character of roles.⁹⁷ Although Cogswell's discussion focuses primarily on the structural properties of roles in the family context, her proposal is based upon the assumption that different roles may have common properties, and thus similarities in socialization processes.⁹⁸ Consequently, Cogswell's approach may possibly be extended to other considerations of adult socialization and in particular to socialization into professional roles.

One structural property which has been the subject of some investigation in relation to occupational role is that of role-set diversity. Originally introduced by Merton, the term "role-set" has come to designate the total complement of role relationships in which a person becomes involved by virtue of occupying a particular social position.⁹⁹ Snoek notes that role-set diversity is more common in supervisory than non-supervisory jobs.¹⁰⁰

⁹⁷ Ibid., pp. 372-76.

⁹⁸ Ibid., p. 377.

⁹⁹ Snoek, op. cit., p. 364.

¹⁰⁰ Ibid., p. 363.

This characteristic is of particular interest because it is considered one important source of role strain.¹⁰¹ Whyte's investigation of the causes of crying among waitresses indicated that the key to the problem lay in the fact that her role required her to relate to people in an unusually large variety of roles.¹⁰² In the discussion of Snoek's study, four problems were considered to be associated with higher role-set diversity: (1) conflict of incompatible role expectations, (2) demands in excess of a worker's capacity, (3) ambiguity, and (4) frequent instances of no provision for exercise of legitimate authority.¹⁰³ Role-set diversification, then, appears to be a potentially useful structural variable to consider in role analysis.

Expectations Associated with the
Professional Role of the Home
Economics Teacher

Having previously noted the dearth of explicit and comprehensive delineations of home economics teacher role, this review represents an attempt to develop a framework from fragmentary role specifications and/or

¹⁰¹Ibid.

¹⁰²William F. Whyte, "Where Workers and Customers Meet," in Industry and Society, ed. by William F. Whyte (New York: McGraw-Hill Book Co., 1946), p. 124.

¹⁰³Snoek, op. cit., p. 371.

implications appearing in the recent professional literature in home economics education. This review is necessarily an abridged version of the total compilation from which was developed the data-gathering instrument for this study.

In this study, the framework which evolved was based primarily upon the major functions for which the home economics teacher appeared to be responsible. These were conceptualized as (1) substantive development (subject matter or instructional emphases), (2) overall program development, (3) promoting and directing learning, (4) managing the facilities and business of the department, (5) guidance and counseling, (6) program interpretation and public relations, (7) member of school staff, (8) community member (as a professional), and (9) professional representative (of the home economics and education professions).

In addition, expectations regarding intended recipients of home economics instruction ultimately were treated as a special dimension of professional role. It is generally noted that one of the most critical challenges facing home economics education is to reach more and different groups of people. A testimony of the magnitude of the challenge is provided by specifying the instructional recipients for whom the home economics

teacher is expected (as reflected in the professional literature) to assume professional responsibility.

Substantive development.--Prominent among teaching responsibilities is that of substantive development. There is a general expectation that teachers are responsible for providing instruction related to some set of learnings (cognitive and others). For home economics teachers, this involves responsibility for two types of substantive development: (1) learnings upon which all high school teachers are expected to focus--perpetuating democratic values (such as dignity of the individual, general well-being of others),¹⁰⁴ critical thinking,¹⁰⁵ and creativity¹⁰⁶ and (2) learnings considered to be the particular domain of home economics as a subject area. As discussed by Mallory¹⁰⁷ and Simpson,¹⁰⁸ home economics education at the secondary level today serves three major purposes: (1) to prepare

¹⁰⁴Hall and Paolucci, op. cit., p. 121.

¹⁰⁵Ibid., Chapter 8; Henrietta Fleck, Toward Better Teaching of Home Economics (New York: The Macmillan Co., 1968), Chapter 15.

¹⁰⁶Ibid.

¹⁰⁷Mallory, op. cit.

¹⁰⁸Simpson, op. cit.

persons for the vocation of homemaking and the responsibilities of home and family life, (2) to prepare individuals for employment in occupations that require home economics knowledge and skills, and (3) preprofessional education for careers in home economics.

Emerging conceptualizations of the family as a reciprocating and interdependent life-support system¹⁰⁹ imply that instructional emphases for family life education must include a focus upon the primary tasks of the family--socializing children, enhancing the competence of their members to cope with the demands of other organizations in which they must function, utilizing these organizations, and providing a mentally healthy environment intrinsic to the well-being of its members.¹¹⁰ Such a view would likely involve the three-dimensional focus (human growth and development, management of personal and family resources, and personal and family relationships) identified by Lawson¹¹¹ as well as added emphasis upon management

¹⁰⁹Note Hook and Paolucci, op. cit.; Ray, op. cit.

¹¹⁰Forum 14, "Changing Families in a Changing Society," White House Conference on Children 1970 (Washington, D.C.: Government Printing Office, 1971), p. 228.

¹¹¹Dorothy Lawson, "Education for Improved Family Living," The Bulletin of the National Association of Secondary School Principals, XLVIII (December, 1964), 15.

of the family's internal and external interactions--value conflict, clarification and modification,¹¹² pollution,¹¹³ dual roles for women,¹¹⁴ population control,¹¹⁵ and family planning.¹¹⁶

The increasing emphasis on consumer education is reflected in the writings of Hurt and Alexander,¹¹⁷ Fults and Zunick,¹¹⁸ and Thal and Guthrie¹¹⁹ to list a few. In

¹¹²Walter L. Thomas, "Values and American Youth," Journal of Home Economics, LXI (December, 1969).

¹¹³Hook and Paolucci, op. cit., p. 317; Mary Ada Parks, "Need for Teaching Home Economics Students an Awareness of the Water Pollution Problem" (unpublished Master's thesis, Southern Illinois University, 1966).

¹¹⁴Ruth P. Hughes, "Development and Evaluation of a Curriculum Package of Preparation for a Dual Role," Journal of Home Economics, LXI (May, 1969).

¹¹⁵Hook and Paolucci, op. cit.

¹¹⁶Katherine B. Oettinger, "Family Planning: A Critical Issue," Journal of Home Economics, LXI (October, 1969), 614.

¹¹⁷Mary Lee Hurt and Margaret Alexander, "New Challenges for Home Economics Educators," Journal of Home Economics, LXI (December, 1969), 772.

¹¹⁸Anna Carol Fults and Michael Zunick, "Money Management Practices of Teenagers," Journal of Home Economics, LIX (January, 1967).

¹¹⁹Helen M. Thal and Lois J. Guthrie, "Consumer Education: Dynamics of Teaching," Journal of Home Economics, LXI (December, 1969).

the opinion of Hurt and Alexander, the chief concern of consumer education is:

. . . the wise use of the income and other resources in feeding, clothing, and housing the individual and family; rearing children; and maintaining satisfying human relations. Consumer decisions should be made in the context of goals for improving home environment and the quality of family life
 . . . 120

In contrast to the foregoing are excerpts from a conceptualization of home economics in the 1940's:

. . . Major emphasis on personal development of students . . . development of knowledge of specific factual information assumed to be of value throughout students' lives . . . Emphasis on the development of "standard products" . . . Manipulative skills given emphasis . . . much attention to the problems of home production of foods and clothing . . . Problems of the home treated almost as if the home were an isolated social institution . . . Emphasis on the girl's role as a future full-time homemaker
 . . . 121

In the employment-preparation dimension of home economics, areas of instructional emphasis may include: (1) occupational exploration and orientation, (2) development of job performance competences, and (3) development of personal qualities related to employment success and advancement (grooming, poise, etc.).¹²²

¹²⁰Hurt and Alexander, op. cit., p. 773.

¹²¹"Is the Home Economics Program in Your School in the Style of the '40's or the '60's?" Illinois Teacher of Home Economics, IX (1965-1966).

¹²²As noted in writings such as Elsie Fetterman, The Development of a Work Orientation Program for Home Economics Related Occupations, 1964-1966 (Hartford: Home Economics Education Service, Connecticut State Department

Program development.--That home economics teachers are expected to address themselves to overall program planning and development is evidenced in statements such as the following:

A good home economics program does not just happen; it is the result of considered decision on the part of many persons. . . . You, as the home economics teacher in a particular school setting, are the crucial factor in implementing the basic beliefs of home economics. . . . It is both your obligation and privilege to plan your home economics program. . . . The classroom teacher is responsible for planning and implementing a home economics program for a particular school situation . . . 123

Although there seems to be general agreement about the continued expectation for program development responsibility, the possibility of "curriculum packages" replacing part of the teacher planning function is at least briefly noted (though certainly not advocated) by writers such as Hughes,¹²⁴ Hall and Paolucci,¹²⁵ and Shear and Ray.¹²⁶

of Education, 1966); Beatrice O'Donnell, Ten Michigan Communities Report on Educational Program for Wage-Earning Programs Related to Home Economics, Professional Education Series, H.E. 9, Home Economics Education (East Lansing, Mich.: College of Education, Michigan State University, 1967).

¹²³Hall and Paolucci, op. cit., pp. 107-08.

¹²⁴Hughes, op. cit., p. 358.

¹²⁵Hall and Paolucci, op. cit., p. 263.

¹²⁶Twyla Shear and Elizabeth Ray, "Home Economics Learning Packages," Journal of Home Economics, LXI (December, 1969), 770.

A listing of bases underlying program and curriculum decisions in home economics appearing in the Illinois Teacher of Home Economics included the following:

- Beliefs about home economics, education, and life in general
- Socio-economic conditions, the impact of these on families, roles of men and women, and the employment situation in home economics-related occupations
- Legislation affecting education, families, and employment which might be considered an aspect of the foregoing consideration but has been of special significance in respect to recent developments in the field
- Needs of students--general characteristics of students at different levels, individual differences, and developmental tasks
- Local situation--conditions and needs, personnel, facilities
- The content and organization of the subject field
- Developments in education--knowledge about teaching and learning, issues in education in general and in the subject fields.¹²⁷

Although balanced consideration of all the program-development bases is generally recommended,¹²⁸ there is growing indication that home economics teachers are expected to give increased attention to social changes and the resulting implications for educational program development. Greater consideration of social and cultural conditions and needs, especially in economically

¹²⁷"Curriculum Decisions: Further Exploration of Bases," Illinois Teacher of Home Economics, IX (1965-1966), 292.

¹²⁸Hall and Paolucci, op. cit., p. 108.

depressed areas, thus becomes a legislative mandate discussed at some length by Hurt and Alexander.¹²⁹

The importance of being knowledgeable about social conditions at the local level is emphasized by Hall and Paolucci:

The community at large, but more particularly the sub community or neighborhood, exerts a considerable force in shaping the basic personality structure of individuals. It is here that those norms that become patterns of living for families take shape and are felt. As a home economics teacher whose major goal is to help individuals and families live more effectively, you are obligated to be aware of these various community forces and their influences. You must be familiar with information about community backgrounds, attitudes, industries, practices, and resources, if the home economics program in your school is to function.¹³⁰

Fleck lists observations, surveys, information from local authorities, and discussions with students as ways which the home economics teacher should use to inform herself about the community in which her students live.¹³¹ As Hostetler and Lehman further point out, the emphasis needs to be upon using methods to increase understanding and empathy as well as knowledge.¹³²

¹²⁹Hurt and Alexander, op. cit.

¹³⁰Hall and Paolucci, op. cit., p. 41.

¹³¹Fleck, op. cit., p. 107.

¹³²Margaret Hostetler and Ruth T. Lehman, "How Well Do I Know Families?" American Vocational Journal, XLI (May, 1966).

With the advent of responsibility for employment education, there are greater expectations for home economics teachers to conduct (or at least use) feasibility surveys¹³³ and job analyses.¹³⁴ The former are essential to ascertain needs and opportunities for employment preparation while the latter provide a basis for identifying competencies needed in various occupational areas.

Although the home economics teacher is a key figure in program development, effective programs are considered to be the product of shared and cooperative efforts: "If your program of home economics is to be of value to the people whom it purports to serve, it will need to be focused on individuals in a particular family and community setting and will need to be cooperatively planned, executed, and evaluated."¹³⁵ Cooperative

¹³³ Such as those noted in Agnes F. Ridley, Gainful Employment in Home Economics: Phase I, Contract No. RCU 67-1 (Tallahassee, Florida: State Department of Education, 1967); Katherine R. Conafay, "A High School Program in Child Care," American Vocational Journal, XLI (April, 1966); Kay Paxton, "They Care," American Vocational Journal, XLII (April, 1967).

¹³⁴ Note for example: Ruth E. Whitmarsh Midjaas, "From Research to Curriculum in Child Care," American Vocational Journal, XLI (October, 1966); Irene Beavers and Frances Shipley, "Task Analysis in Three Home Related Occupations," American Vocational Journal, XLII (December, 1967); Irene Beavers, "Competency Clusters in Home Economics," American Vocational Journal, XLV (January, 1970).

¹³⁵ Hall and Paolucci, op. cit., p. 145.

planning could begin with an advisory committee to give general direction to the program¹³⁶ and extend to a variety of informal and formal school-community contacts.¹³⁷ While an advisory committee is essential for an employment education program,¹³⁸ it is also expected that home economics teachers and supervisors will use local advisory committees to identify opportunities where and when the school may offer educational programs in consumer and homemaking education to groups who may profit from these programs.¹³⁹

Program development ultimately involves a consideration of evaluation. Chadderdon points out the fundamental relation of evaluation and curriculum planning indicating that plans for strengthening and/or changing the program requires evidence upon which to base the

¹³⁶Ibid.

¹³⁷Margie V. Lowrance, "Home Economics: A Force in Home-School Relationships," The Bulletin of the National Association of Secondary-School Principals, XLVIII (December, 1964); Deborah C. Rowden, "A Beginning Home Economics Teacher's Problem of Setting up a Curriculum with Emphasis on Pupil-Parent-Teacher Cooperation" (unpublished Master's thesis, Southern Illinois University, 1967).

¹³⁸Clio Reinwald, "Education for Employment," The Bulletin of the National Association of Secondary-School Principals, XLVIII (December, 1964).

¹³⁹Hurt and Alexander, op. cit.

judgments.¹⁴⁰ Hall and Paolucci emphasize that the home economics teacher shares responsibility for each of the three basic evaluation functions--guidance, curricular, and administrative with the challenge of evaluation resting in "planning suitable ways for collecting evidence of student learning and in using your findings to promote optimum growth of the students toward all of the objectives of your educational program."¹⁴¹ Nelson's study exemplifies the intensified interest in evaluating occupational education programs.¹⁴²

Promoting and directing learning.--Coon contends that "the manner in which a teacher works with pupils in the classroom is as important, if not more important, than the subject content of the program."¹⁴³ Thomas rates arousing, stimulating, and inspiring the learner

¹⁴⁰Hester Chadderdon, "Evaluation and Research," The Bulletin of the National Association of Secondary-School Principals, XLVIII (December, 1964).

¹⁴¹Hall and Paolucci, op. cit., p. 347.

¹⁴²Helen Y. Nelson, "An Evaluation of Secondary School Occupational Home Economics Programs," Journal of Home Economics, LX (June, 1968).

¹⁴³Beula I. Coon, Home Economics Instruction in the Secondary Schools (New York: The Center for Applied Research in Education, Inc., 1965), p. 67.

to constructive action among the most important teaching functions.¹⁴⁴ To teach, Thomas states, is to:

. . . evoke productive responses to appropriate teacher-initiated learning experiences. It is also to give encouragement and support to self-initiated tasks in which the student manifests some degree of enthusiasm, desire for further understanding and skill development, or desire to repeat tasks purely for the enjoyment derived from them.¹⁴⁵

Promoting and directing learning in home economics requires engaging in at least four arenas of action: (1) the school classroom(s),¹⁴⁶ (2) the home and/or community,¹⁴⁷ (3) student co-curricular organizations,¹⁴⁸ and for occupational education classes, (4) selected sites in the business and industrial community.¹⁴⁹

¹⁴⁴Virginia F. Thomas, "Functions of the Home Economics Teacher," American Vocational Journal, XLIII (May, 1968), 23.

¹⁴⁵Ibid.

¹⁴⁶Fleck, op. cit., pp. 124-40.

¹⁴⁷Coon, op. cit., p. 68.

¹⁴⁸Ibid., pp. 68-69; Also Laura A. H. Jung, "Practices of the Chapter Adviser of the Future Homemakers of America Organization" (unpublished Master's thesis, The Florida State University, 1966); Carolyn J. Girtman, "The Program, the Teacher, and FHA," American Vocational Journal, XLIII (March, 1968); Mildred Real, "FHA'ers Are Consumer Conscious," American Vocational Journal, XLIV (April, 1969).

¹⁴⁹Hall and Paolucci, op. cit., p. 147; Carolyn Dommer, Hospitality Education Curriculum Development Project, Final Report, Project No. 801, Grant No. OEG-3-7-9792111-2679 (East Lansing, Mich.: Research and

Common to directing learning in all of these arenas is the practice of modern principles of learning.¹⁵⁰

Among the practices associated with home economics instruction are pupil-teacher or cooperative planning,¹⁵¹ adapting procedures to individual differences among students,¹⁵² and maintaining an effective balance of freedom and security in the classroom¹⁵³ to list a few. Effective home economics teaching is also expected to include guidance of home experiences,¹⁵⁴ coordination of employment experiences with occupational education

Development Program in Vocational-Technical Education, College of Education, Michigan State University, 1970), pp. 54-55; Billie Swartz McFadden, "Stumbling Blocks in Home Economics Cooperative Occupational Programs," Illinois Teacher for Contemporary Roles, XII (Fall, 1968); Nelson, op. cit., p. 440.

¹⁵⁰Fleck, op. cit., pp. 89-99; Coon, op. cit., p. 69.

¹⁵¹Hall and Paolucci, op. cit., pp. 145-52; Fleck, op. cit., pp. 104-05; Coon, op. cit., pp. 70-74.

¹⁵²Hall and Paolucci, op. cit., pp. 317-43; Coon, op. cit., pp. 80-87.

¹⁵³Hall and Paolucci, op. cit., p. 431.

¹⁵⁴Mary Helen Sledge, "Home Experiences as Determinants in Family Living" (unpublished Master's thesis, Oklahoma State University, 1966); Coon, op. cit., p. 68; Hall and Paolucci, op. cit., pp. 277, 241-59.

classes,¹⁵⁵ and use of a wide range of teaching methods, techniques, and learning experiences.¹⁵⁶

Department management.--Effective management of the facilities and business matters of the home economics department is considered essential if students are to realize the importance of management in the home and have experience in carrying out the various management processes.¹⁵⁷ In home economics, the physical aspect of the learning environment usually involves a rather elaborate array of facilities, equipment, and supplies. Consequently, managing this aspect of the program constitutes an important set of duties for which the home economics teacher is chiefly responsible.

¹⁵⁵Nelson, op. cit., p. 440.

¹⁵⁶Julia M. Boleratz, "Learning by Discovery: An Experimental Study to Measure Its Effectiveness for Teaching Value Concepts," Journal of Experimental Education, XXXVI (Winter, 1967); Ruth-Ellen Ostler, "A Survey of Beliefs and Practices Relative to Teaching Home Economics in New York State" (unpublished Ph.D. dissertation, Syracuse University, 1967); Mary E. Mather, "The Video Tape Recorder: A Versatile Tool in Home Economics Education," Illinois Teacher for Contemporary Roles, XII (Spring, 1969); Fern M. Horn, "Using Independent Study in Home Economics," Illinois Teacher for Contemporary Roles, XII (Spring, 1969); and Virginia Lattes-Casseres, "Teaching Home Management Through Simulation and Other Methods: An Experimental Study" (unpublished Ph.D. dissertation, Michigan State University, 1968).

¹⁵⁷Hall and Paolucci, op. cit., p. 408.

In emphasizing the strong impact that the use of space has in students' learning, Fleck sees the home economics teacher responsible for creating surroundings with space planned "first and foremost for the function of program interpretation."¹⁵⁸ In addition, Fleck lists flexibility, free traffic flow, coordinating facilities and equipment in multi-teacher departments, aesthetic principles, safety, sanitation, and comfort as factors for which the home economics teacher is responsible.¹⁵⁹

A number of tasks are related to conducting the business of the home economics department. Fleck's list includes: correspondence relating to the activities, program, and equipment of the department; orders; equipment repair requests; budget planning and expenditure accounting; reports to school administrators and state and local supervisors; filing of instructional materials; and opening the department at the beginning of the school year and closing it at the end.¹⁶⁰ Hall and Paolucci provide a similar list of responsibilities¹⁶¹ and supply this added thought on reporting functions:

Remember that long after you have left a school your personality and effectiveness as a home economics teacher will live on through the records

¹⁵⁸Fleck, op. cit., p. 125.

¹⁵⁹Ibid., p. 129.

¹⁶⁰Ibid., p. 134.

¹⁶¹Hall and Paolucci, op. cit., pp. 413-17.

and reports of the home economics department. Reports have a far-reaching influence beyond the school and immediate community. People who may never see your department will make judgments about it on the basis of the reports that you and other teachers submit to your local school board, to the State Department of Education, and to the United States Office of Education. . . . ¹⁶²

The daily use of department facilities results in a housekeeping problem of sizable proportions. In discussing this matter, Hall and Paolucci indicate that the home economics teacher is responsible for routine care of the department facilities including coordinating department housekeeping with school janitorial services, disposing of garbage, protection of equipment and furnishings, storage of all types of supplies, and maintaining high standards of cleanliness in the department.¹⁶³ These writers also suggest that the home economics teacher is responsible for involving students in working out ways for keeping the department attractive and orderly--activities to be considered necessary parts of everyday living at school as well as at home.¹⁶⁴

Guidance and counseling.--Although the counseling and guidance program in a school is usually directed by school counselors or the guidance coordinator, as Ehman notes, counseling students requires the cooperative

¹⁶²Ibid., p. 417.

¹⁶³Ibid., p. 411.

¹⁶⁴Ibid., pp. 410-11.

effort of teachers as well as counselors.¹⁶⁵ In sharing this guidance function, Hall and Paolucci indicate that the three basic areas for home economics teacher assistance is in the classroom, home economics department club groups, and home visits.¹⁶⁶

The primary source of information concerning the home economics program in a particular school is the home economics teacher. As Lauscher points out, the home economics teacher is in a critical position to channel information about all aspects of the program to counselors and others (but particularly to counselors) who need the information.¹⁶⁷ Because home economics deals with matters close to daily living, the home economics teacher is in a key position to provide valid and reliable information on an informal basis as well as in the classroom.

To be effective in the counseling role, a home economics teacher, should, according to Fleck, carefully exercise caution in giving advice, encourage students to solve their own problems, avoid undertaking problems that require an experienced professional counselor, and project

¹⁶⁵Laura M. Ehman, "Home Economics Shares in the Guidance Function," American Vocational Journal, XLII (October, 1967).

¹⁶⁶Hall and Paolucci, op. cit., p. 102.

¹⁶⁷Florence E. Lauscher, "Where Are the Students?" Journal of Home Economics, LIX (February, 1967), 111.

the image of an accepting, understanding, and well-adjusted adult.¹⁶⁸ To Hall and Paolucci, counseling competence for the home economics teacher also involves utilizing effective procedures for collecting information about students, using diagnostic and remedial procedures effectively, helping the student understand himself, and working effectively with the specialized counseling service.¹⁶⁹

A home economics teacher may be called upon to assist students with vocational problems as well as with those of an educational, social, or personal nature. Nelson notes that teachers needed to give strong emotional support and guidance to some students in the employment education programs.¹⁷⁰ Also in these programs, students whose home economics teachers actively assisted in securing employment, fared better than students left to their own devices.¹⁷¹

Member of the school staff.--The home economics department is not an autonomous unit of the school. Thus, the home economics teacher functions as a part of the

¹⁶⁸Fleck, op. cit., pp. 75-76.

¹⁶⁹Hall and Paolucci, op. cit., p. 431.

¹⁷⁰Nelson, op. cit., p. 440.

¹⁷¹Ibid.

whole faculty and the total organization of the school.¹⁷² In the framework provided by Hall and Paolucci, the home economics teacher as a member of the school staff is obligated to contribute to the definition of the over-all aims of the school, contribute to the development of a school program to achieve its objectives, contribute to the effectiveness of over-all school activities, and cooperate effectively in the evaluation of the school program.¹⁷³

One of the most common ways in which home economics teachers cooperate as members of the school staff, is supervising students' co-curricular and extra-curricular activities. For some time, the Future Homemakers of America Organization has been considered as an integral part of the home economics program.¹⁷⁴ A home economics teacher may also be expected to serve as sponsor of a class, help with the design of costumes or stage settings for a student play, or assist in planning an assembly program, serving on faculty committees, and cooperating with the PTA.¹⁷⁵

¹⁷²Fleck, op. cit., p. 76.

¹⁷³Hall and Paolucci, op. cit., p. 432.

¹⁷⁴Coon, op. cit., p. 68.

¹⁷⁵Fleck, op. cit., pp. 76-77.

The increasing need for cooperation among subjects where there may be overlapping objectives may involve the home economics teacher in team-teaching activities.¹⁷⁶ This might take the form of studying the influences of different cultures on child-rearing practices (in conjunction with social studies)¹⁷⁷ or a more specialized teaching assignment on a multi-teacher team.¹⁷⁸ Cooperative efforts might also involve the use of home economics experiences to utilize basic educational skills¹⁷⁹ or a team approach to offer occupational education programs.¹⁸⁰

Program interpretation and public relations.--That the "mission" of home economics is being refocused has already been documented.¹⁸¹ Although more subtle in form, concomitant concerns are also emerging regarding the image of home economics. There are suggestions that,

¹⁷⁶Lawson, op. cit., p. 25.

¹⁷⁷Fleck, op. cit.

¹⁷⁸Hall and Paolucci, op. cit., p. 447.

¹⁷⁹Coon, op. cit., p. 80.

¹⁸⁰Alberta Dobry, "Occupational Programs in Home Economics," American Vocational Journal, XLIV (October, 1969).

¹⁸¹Note, for example, the McGrath report.

traditionally, home economics has been preoccupied with the non-human aspects of the family environment (food, clothing, and shelter), thus contributing to a stereotyped "cooking and sewing" image of the field--particularly at the secondary level.¹⁸² Consequently, the program interpretation and public relations function takes on an added importance in meeting the need for image changes to correspond to program changes. As Fleck points out: "In this age of mass communications and fast selling, the best program in the world cannot wait to be discovered. The public must be led to it."¹⁸³

In this context, Fleck distinguishes between "public relations" and "publicity":

Public relations . . . is relations with the public. In other words, public relations consists of everyday dealings with students, teachers, administrators, individuals, and groups in the community or elsewhere. These contacts are designed to foster an approving attitude in the public so that it will support the home economics department, its staff, and their program. . . . Publicity is intended merely to get the attention of the public. A news release about an upcoming FHA meeting is publicity, but if the story of the FHA meeting is a part of a plan to show how home economics reaches beyond the classroom for personal and social development of students, the publicity news item becomes public relations.¹⁸⁴

¹⁸²Note, for example: "Is the Home Economics Program in Your School in the Style of the '40's or the '60's?" Illinois Teacher of Home Economics, op. cit.; Marjorie East, "Family Life By the Year 2000," Journal of Home Economics, LXII (January, 1970).

¹⁸³Fleck, op. cit., p. 368.

¹⁸⁴Ibid., pp. 368-69.

Public relations thus takes a dual focus--regular daily activities and specialized efforts directed toward building public understanding.

The importance to public relations of daily classroom accomplishments is stressed by Hall and Paolucci: "A teacher who sends her students home each day with a sense of accomplishment and a knowledge of what they have achieved is building good public relations with her community."¹⁸⁵ With respect to specialized public relations efforts, these writers caution that frequent use of "staged performances" (such as fashion shows, teas, and luncheons) gives the public a narrow conception of what home economics is about.¹⁸⁶

If the home economics teacher considers the publics with which she is identified, Fleck suggests the list might include representatives from the school (students, counselors, administrators, etc.), the near community (service groups, labor organizations, business and industry, etc.), and the wider community (county, regional, and state groups, etc.).¹⁸⁷ To effectively reach the various publics, Fleck advocates conscious

¹⁸⁵ Hall and Paolucci, op. cit., p. 427.

¹⁸⁶ Ibid.

¹⁸⁷ Fleck, op. cit., p. 370.

effort and sustained planning¹⁸⁸ rather than relying on a random-chance approach. A variety of approaches should be employed (personal contact, media, displays, etc.) and continuous effort should be directed to recording and evaluating evidence.¹⁸⁹

Community member.--The fluctuating nature of boundaries to which the term "community" may refer, merits at least a brief review of how the term is presently used. In this context, "community" refers generally to that part of society which is served by the school system in which the teacher is employed. This distinction is admittedly arbitrary but is selected as one way of differentiating role functions relating to participation in the immediate community from those functions relating to a broader sphere of social responsibility (such as to society at large).

That home economics teachers are expected to maintain good community relations has already been documented. In most of these instances, the associations are established in an effort to help the public understand the home economics program and/or to obtain various types of necessary support and assistance for the program.

There may, however, be some specific ways in which the home economics teacher can assist in the

¹⁸⁸Ibid., p. 371.

¹⁸⁹Ibid., pp. 374-84.

community (beyond classroom instruction). In this context, Fleck supplies some examples:

On occasion, she may participate in a civic improvement project. . . . She might help committees engaged in instituting low-cost housing projects, child-care centers, community recreational facilities, or hospital and health centers. It may also be possible to implement Reissman's suggestion that an old store be used as a center to which the poor people of the community may come to discuss their family and home problems. Home economics teachers have many talents to offer in these projects. . . . Many home economics teachers also lend their services to the Red Cross. These and many other activities provide opportunities for the home economics teacher to aid the community and to utilize its facilities.¹⁹⁰

In relating some of the new legislative requirements affecting home economics programs, Hurt and Alexander indicate intensified responsibility relating to community participation and challenge home economics teachers to "give greater consideration to social and cultural conditions and needs, especially in depressed areas,"¹⁹¹ and to establish new approaches between the home economics departments in the schools and agencies in the community.¹⁹²

Hall and Paolucci interpret the home economics teacher's linkage with the community to include assisting lay groups in understanding modern education and

¹⁹⁰Ibid., p. 79.

¹⁹¹Hurt and Alexander, op. cit., p. 772.

¹⁹²Ibid., p. 774.

participating in the definition and solution of community problems relating to education.¹⁹³ In addition, as a well-educated citizen, the home economics teacher has a responsibility to set an example by her concern for the preservation of democracy through registering and voting in elections and the like.¹⁹⁴

Member of the home economics and education professions.--Viewed broadly, responsibility in this area is seen to involve (1) demonstrating an appreciation of the social importance of the profession, (2) contributing to the development of professional standards, (3) contributing through professional organizations, (4) taking a personal responsibility for one's own professional growth, and (5) acting upon a systematic philosophy, critically adopted and consistently applied.¹⁹⁵ In meeting the challenges confronting both home economics and education, individual members are expected to accept responsibility for professional conduct as expressed in the code of ethics of the respective professions.¹⁹⁶

¹⁹³Hall and Paolucci, op. cit., p. 431.

¹⁹⁴Ibid., p. 428.

¹⁹⁵Ibid., p. 432.

¹⁹⁶Ibid., pp. 441-42; Fleck, op. cit., pp. 79-80.

That home economics is confronted by a number of issues stemming from the impact of technology upon our lives is clearly evident. But, as Ray points out, the manner of professional responses is not so clearly seen.¹⁹⁷ In this context, home economists are challenged by Jeffers to work for social as well as individual change:

In one, the focus is on changing people; in the other, it is on changing institutions. . . . It would appear to me that if consumer education is to be truly innovative, it has to move beyond the confines of individual change with which it has been so closely identified.¹⁹⁸

As members of the home economics profession, home economics teachers are challenged to increased professional commitment,¹⁹⁹ greater professional initiative,²⁰⁰ and to intensified professional interactions:

If we are dedicated to improving conditions of living for individuals and families, we must be "where the action is." We cannot fulfill our stated mission if we abide within an ediface of our own making, however attractive and orderly life within it may appear to be. Nor can we be

¹⁹⁷Ray, op. cit.

¹⁹⁸Camille Jeffers, "Hunger, Hustlin' and Home-making," Journal of Home Economics, LXI (December, 1969), 761.

¹⁹⁹Marilyn J. Horn, "The Rewards of Commitment," Journal of Home Economics, LXI (February, 1969).

²⁰⁰Mary C. Egan, "To Serve Is to Know," Journal of Home Economics, LXI (January, 1969), 16.

observers only, content with watching and documenting the pagent of contemporary life. We must get into the action, become involved, interact.²⁰¹

In addition, home economics educators are urged to update professional practices to correspond to changing educational needs,²⁰² regularly advise legislative representatives on matters relating to their professional arena,²⁰³ and to cooperate with other professionals and agencies in finding solutions to pressing social problems affecting the family.²⁰⁴

Instructional recipients.--One index to the identity of instructional recipients in home economics is to examine research on "learner needs." Such an account appears in Nelson's recent research review with the list including needs of homemakers, adolescent girls, adolescent boys, disadvantaged teenagers, and educable mentally

²⁰¹Helen R. LeBaron, "Professional Interaction: Key to the Future," Journal of Home Economics, LI (September, 1967), 499.

²⁰²Flossie M. Byrd, "A Definition of Home Economics for the 70's," Journal of Home Economics, LXII (June, 1970), 414.

²⁰³Ralph K. Huitt, "Finding Legislative Solutions," Journal of Home Economics, LX (October, 1968), 637.

²⁰⁴William L. Slayton, "Serving Urban Families," Journal of Home Economics, LX (October, 1968), 633; Also the McGrath references.

retarded adolescents.²⁰⁵ Further indication that the home economics teacher has professional responsibilities for reaching disadvantaged students may be concluded from Meis' research.²⁰⁶ Fleck states that "home economics teachers are committed to helping students who have particular needs, such as the slow learner, the gifted, handicapped, the exceptional, the potential dropout, the underachiever, and the disadvantaged."²⁰⁷ In this context, Best²⁰⁸ and Boots²⁰⁹ discuss the retarded teenager in the home economics program. That home economics teachers increasingly teach boys as well as girls is evidenced by the Kreutz study,²¹⁰ and in discussions such

²⁰⁵Helen Y. Nelson, Review and Synthesis of Research on Home Economics Education (2nd ed.; Columbus, Ohio: The Center for Vocational and Technical Education, The Ohio State University, 1970), pp. 11-13.

²⁰⁶Ruby L. Meis, "Teachers' Attitudes Toward People of Diverse Backgrounds, Knowledge of Disadvantaged and Professional Commitment" (unpublished Ph.D. dissertation, The Pennsylvania State University, 1967).

²⁰⁷Fleck, op. cit., p. 54.

²⁰⁸Gary A. Best, "Home Economics for the Mentally Retarded," Journal of Home Economics, LXI (June, 1969).

²⁰⁹Helen B. Boots, "The Retarded Teenager in the Home Economics Program," Journal of Home Economics, LX (November, 1968).

²¹⁰Shirley Kreutz, "Relationship of Selected Factors to Teacher Recognized Problems in Teaching Home Economics to Boys" (unpublished Ph.D. dissertation, The Pennsylvania State University, 1966).

as those of Hall and Paolucci,²¹¹ Nelson,²¹² Flanegan and Ridley,²¹³ and Levande and Marshall.²¹⁴

Diverse though the preceding list of possible instructional recipients may be, nearly all are persons for whom instruction is provided primarily within the confines of the ordinary school classroom. Such is not the case with a second group of possible instructional recipients for whom the home economics teacher may be responsible.

The home economics teacher's instructional contacts may extend into the elementary school and pre-school settings, involving the home economics teacher as a consultant and/or resource person²¹⁵ or in occasional teaching (such as in nutrition units or in demonstrations).²¹⁶

²¹¹Hall and Paolucci, op. cit., p. 34.

²¹²Nelson, "An Evaluation of Secondary School Occupational Home Economics Program," op. cit.

²¹³Catherine P. Flanegan and Agnes F. Ridley, "A Profile of Students Enrolled in Home Economics Courses for Gainful Employment and for Homemaking," Journal of Home Economics, LXI (May, 1969).

²¹⁴Diane Sax Levande and William H. Marshall, "Students' Needs and Teachers' Perceptions," Journal of Home Economics, LIX (May, 1967).

²¹⁵Fleck, op. cit., p. 29.

²¹⁶Hall and Paolucci, op. cit., p. 33.

The practice of arranging for home economics students to have direct contacts with young children via organizing short-term play groups or nursery schools has a long tradition in home economics as evidenced by curriculum materials,²¹⁷ high school texts,²¹⁸ and methods texts.²¹⁹ Although the primary purpose of the laboratory is to provide experiences for the high school students to study and direct children's activities, it is the teacher who is ultimately responsible for the guidance and supervision of the children as well as the instruction and supervision of the high school students. In home economics occupational programs for training child care aides,²²⁰ the home economics teacher, although not usually directly responsible for guiding the young children, must have a background in this to effectively coordinate experiences and related instruction for the trainees.

²¹⁷Federal Security Agency--Office of Education, Boys and Girls Study Homemaking and Family Living, Vocational Division Bulletin No. 245, Home Economics Education Series No. 27 (Washington, D.C.: Government Printing Office, 1952), p. 25.

²¹⁸Hazel M. Hatcher and Mildred E. Andrews, Adventuring in Home Living, Book 2 (Boston: D. C. Heath and Company, 1959), pp. 433-94.

²¹⁹Hazel M. Hatcher and Mildred E. Andrews, The Teaching of Home Economics (Boston: Houghton Mifflin Company, 1963), pp. 327, 341.

²²⁰Reinwald, op. cit., pp. 36-37.

In this context, home economics teachers responsible for employment education experiences, must engage in considerable liaison work with the social and business communities.²²¹ Since many employers are inexperienced in serving in the type of educational role required in a work-experience program coordinated with the school instruction, varying degrees of orientation will probably be involved, some of which may well be of an instructional nature.

Although not all home economics teachers are expected to serve as supervisors of student teachers, such a responsibility is commonly associated with the position. The importance of this instructional and supervisory responsibility is, in part, a rationale for studies such as those by Brabble,²²² and Adams.²²³

An emerging development is the use of paraprofessionals or teacher aides to assist the home economics teacher. Although still in the early stages, the trend

²²¹McFadden, op. cit.; Dommer, op. cit., p. 41.

²²²Elizabeth Williams Brabble, "Attitudes of Supervising Teachers Toward Selected Concepts and Practices Ascribed to Their Role in the Student Teaching Program" (unpublished Master's thesis, The Pennsylvania State University, 1966).

²²³Eva Walker Adams, "Supervising Teachers' Perceptions of Their Role and Degree of Professional Commitment" (unpublished Ph.D. dissertation, The Pennsylvania State University, 1968).

is sustained at a level which merits continuing comment in the professional literature.²²⁴ That the home economics teacher may be charged with instructional as well as supervisional responsibility is evidenced in the following statement:

For example, teacher educators and/or supervisors might provide training for experienced teachers or paraprofessionals. On the other hand, teacher educators and/or supervisors might prepare teachers to train teacher aides and paraprofessionals.²²⁵

Although not universal in occurrence, home economics teacher expectations for instructing adults are evidenced in considerations such as those of Hall and Paolucci,²²⁶ Nunn,²²⁷ and Spitze.²²⁸ The diversity of the home economics teacher's instructional contacts may

²²⁴Note: Berenice Mallory, "Auxiliary Workers: Key to Enlarging our Potential," Journal of Home Economics, LX (October, 1968); Sidney A. Fine, "Guidelines for Designing New Careers," Journal of Home Economics, LXII (February, 1970).

²²⁵A Guide for the Development of Consumer and Homemaking Education (Lincoln, Nebraska: Department of Home Economics Education, College of Agriculture and Home Economics, University of Nebraska, 1969), p. 30.

²²⁶Hall and Paolucci, op. cit., pp. 33-35, 48-49.

²²⁷Helen C. R. Nunn, "An Exploratory Study of Adult Homemaking Education in Relation to Teacher Preparation and Program Planning" (unpublished Ph.D. dissertation, New York State College of Home Economics, Cornell University, 1966).

²²⁸Hazel Taylor Spitze, "Adult Education to Strengthen Family Life," Illinois Teacher for Contemporary Roles, XIII (March-April, 1970).

be further expanded by responsibilities such as the following: teaching a series of lessons for young marrieds,²²⁹ mother-daughter or parent education classes in home economics,²³⁰ preparing persons to be companions to the elderly,²³¹ and educating the family as a totality.

Home economics education has long professed concern for "the family" and instructional efforts have been directed toward "improving family life" through improving the competence of individual family members--usually the homemaker or prospective homemaker. However, today there is increasing evidence of the need for educational "missions" involving the family as a unit. Ray states:

Home economics is a professional field which attempts to serve society through its efforts to solve and mediate family problems and problems of the larger society which impinge on the family. In the popular vernacular, we can say that professional home economists serve society through the family and through its eco-system. . . .²³²

In the recommendations of Forum 14 of the 1970 White House Conference on Children, the family is considered

²²⁹"Home Economics is the Secondary School," op. cit., p. 93.

²³⁰Lowrance, op. cit., p. 48.

²³¹This is one of the occupational areas considered related to home economics; See Reinwald, op. cit., p. 31.

²³²Ray, op. cit., p. 715.

to be the dominant socializing agent and primary interface between the individual and society.²³³ In this context, the family is viewed in a reciprocal rather than subordinate relationship with other social institutions and since present human service systems tend to fragment and undermine the family, " . . . all such delivery systems" (including educational) "should be redirected to provide services and support through and to the family as a unit. . . . "²³⁴

²³³Forum 14, op. cit., pp. 226-38.

²³⁴Ibid., p. 232.

CHAPTER III

PROCEDURE

The procedures used in this study are discussed in four sections, the first of which relates the selection and description of the respondents. Subsequent parts focus upon the instrument development process, data collection procedures, and procedures for treatment of the data.

Selection and Description of Respondents

The sample was randomly selected from teachers designated as full-time public high school²³⁵ home economics teachers in the 1969-70 register of certified teaching personnel in Michigan.²³⁶ The initial sample consisted of 250 names with an additional reserve sample of 15 drawn for replacement purposes. The sampling procedure was based on the assumption that the register was representative of established home economics teaching

²³⁵As coded in the 1969-70 register of certified teaching personnel in Michigan.

²³⁶Compiled by the Michigan Department of Education.

positions in the state and that while the position occupants might change, the teaching positions would remain relatively stable.²³⁷

Data were obtained from a two-part mailed questionnaire completed and returned by the respondents. The first part of the questionnaire consisted of a checklist of 150 items designed to determine role perceptions. In the second part, respondents supplied information regarding selected personal data, academic and professional preparation, and teaching assignment and experience.

Questionnaires were mailed to teachers in both the main and reserve samples, omitting positions which administrators had reported eliminated. Materials were mailed to 262 teachers and were returned by 203 teachers (77%). Of these, 11 had to be discarded due to lateness of reply or extensive missing data²³⁸ resulting in 192 usable returns.

Data summaries which provide a description of the respondents include three basic areas, the first of which focuses upon some personal characteristics of

²³⁷The general support of this assumption is evidenced by the limited number of notifications (three) received from administrators indicating the elimination of the teaching positions in question.

²³⁸Omission of several consecutive items (such as one or more pages of the checklist) resulted in the rejection of that instrument. An occasional missing response, however, did not qualify an instrument for rejection.

the teachers. In the second and third areas information is presented concerning the teachers' academic and professional preparation and experience and the home economics programs and teaching assignments with which the respondents were associated.

Tables 1, 2, and 3 contain information regarding personal characteristics of the teachers. The age range of the respondents summarized in Table 1 indicates that the majority of teachers in the sample were 55 years of age and under. Approximately equal percentages of the respondents were in the age categories under 35 (40.6%) as in the categories of the 36-55 age ranges (43.3%).

TABLE 1.--Age of home economics teachers.

Age	Number	Percentage
25 years and under	33	17.2
26 - 35 years	45	23.4
36 - 45 years	37	19.3
46 - 55 years	46	24.0
56 years and over	19	9.9
No response	12	6.3
Total	192	100.1 ^a

^aDue to rounding, total exceeds 100 per cent.

The marital status of the teachers is shown in Table 2. Nearly three-fourths (72.9%) of the teachers reported being married. The next largest category was

the single teachers (16.1%) and about two-thirds as many of the teachers (10.9%) reported terminated marriages (divorce, separation, or death).

TABLE 2.--Marital status of home economics teachers.

Marital Status	Number	Percentage
Single	31	16.1
Married	140	72.9
Divorced or separated	11	5.7
Widowed	10	5.2
Total	192	99.9 ^a

^aDue to rounding, total does not sum to 100 per cent.

Table 3 shows the distribution of reasons given by respondents for becoming a home economics teacher. A large proportion (35.9%) of the respondents did not indicate a reason. Of those who did respond, almost one-third responded in a manner classified as enjoyment of home economics-related subjects and/or activities.

The level of educational attainment reported by the respondents is summarized in Table 4. For nearly two-thirds (65.1%) of the teachers, the level of educational attainment met or exceeded the former equivalent of continuing or permanent certification in the state.²³⁹

²³⁹Ten semester hours or fifteen term credits beyond undergraduate degree.

TABLE 3.--Reason for becoming a home economics teacher.

Reason for Becoming a Home Economics Teacher ^a	Number	Percentage
(1) Enjoy subject and/or activities	37	19.3
(2) Practical preparation for everyday life	19	9.9
(3) High school experiences and/or activities	10	5.2
(4) Influence of teacher, advisor, etc.	12	6.3
(5) Desire to work with students	19	9.9
(6) Other	26	13.5
(7) No response	69	35.9
Total	192	100.0

^aTypical reasons: (1) enjoy foods, like area, interest in housing, etc.; (2) easily combined with marriage and a family, basic preparation for life, etc.; (3) 4-H activities, active in FHA, etc.; (4) inspired by home economics teacher, advised by superintendent, etc.; (5) like to help young people, find adolescents challenging, etc.

TABLE 4.--Educational attainment.

Educational Attainment	Number	Percentage
Bachelor's degree	26	13.5
Bachelor's degree plus 1-10 semester or 1-15 quarter credits	41	21.4
Bachelor's degree plus more than 11 semester or 15 quarter credits	66	34.4
Master's degree	24	12.5
Master's degree plus additional work	35	18.2
Total	192	99.0 ^a

^aDue to rounding, total does not sum to 100 per cent.

In addition, nearly one-third (30.7%) of the teachers held the master's degree and nearly one-fifth (18.2%) reported academic work beyond the master's degree.

The certification summary in Table 5 indicates that approximately two-fifths (37.0%) of the teachers held provisional certification with slightly over three-fifths (61.5%) holding continuing or permanent certification. Most of the teachers reported vocational certification (81.3%) with less than one-fifth (18.7%) indicating only the general secondary teaching certificate.

TABLE 5.--Type of teaching certificate held.

Type of Teaching Certificate	Number	Percentage
Secondary provisional	6	3.1
Secondary vocational provisional	65	33.9
Secondary permanent	27	14.1
Secondary vocational permanent	91	47.4
Special or temporary	2	1.0
Other	1	0.5
Total	192	100.0

The survey of institutions from which the teachers' undergraduate degrees were granted revealed that slightly over one-fourth (27.1%) of the respondents held the undergraduate degree from an out-of-state institution. In addition, slightly more than one-fourth (26.0%) were

graduates of Michigan State University. Nearly one-half (45.3%) of the teachers thus held an undergraduate degree from institutions in Michigan other than Michigan State University. This information is summarized in Table 6.

TABLE 6.--Institution from which undergraduate degree was granted.

Institution	Number	Percentage
Michigan State University	50	26.0
Schools in Michigan other than Michigan State University	87	45.3
Out-of-State	52	27.1
No response	3	1.6
Total	192	100.0

Responses regarding the certified teaching minor were classified into the six categories shown in Table 7. As major categories, the social sciences, natural sciences, and English collectively accounted for most of the reported minors (60.4%), with each category representing about one-fifth of the total.

Data concerning teaching tenure are summarized in Tables 8 and 9, with the summary of total years of home economics teaching experience appearing in Table 8. The responses are quite evenly distributed among the categories. However, approximately two-fifths (41.1%) of the teachers reported total teaching experiences of

TABLE 7.--Field of certified teaching minor.

Field	Number	Percentage
Indicates no certified teaching minor	22	11.5
Social sciences	44	22.9
Natural sciences	37	19.3
English/Speech	35	18.2
Home economics-related	19	9.9
Other	27	14.1
No response	8	4.2
Total	192	100.1 ^a

^aDue to rounding, total exceeds 100 per cent.

TABLE 8.--Total years teaching experience in home economics.

Total Years Teaching Experience in Home Economics	Number	Percentage
2 years or less	41	21.4
3 - 5 years	31	16.1
6 - 10 years	41	21.4
11 - 15 years	40	20.8
16 or more years	39	20.3
Total	192	100.0

over ten years while nearly three-fifths (58.9%) reported ten years or less experience.

Tenure in present teaching position is shown in Table 9. Just over one-fourth (26.6%) of the teachers have been in the present teaching position two years or less and just over one-fifth (21.4%) reported being in their present teaching position longer than ten years.

TABLE 9.--Number of years in present teaching position.

Number of Years in Present Teaching Position	Number	Percentage
2 years or less	51	26.6
3 - 5 years	56	29.2
6 - 10 years	43	22.4
11 - 15 years	23	12.0
16 or more years	18	9.4
No response	1	0.5
Total	192	100.1 ^a

^aDue to rounding, total exceeds 100 per cent.

A summary of information regarding teachers' involvement in professional organizations appears in Table 10 and in Table 11. Table 10 shows the number of professional organizations in which the teachers reported membership. Nearly one-half (45.9%) report affiliation with at least three professional organizations.

TABLE 10.--Professional affiliations.

Number of Organizations in Which Membership Is Held	Number	Percentage
None or 1	26	13.5
2	78	40.6
3	48	25.0
4	22	11.5
5 or more	18	9.4
Total	192	100.0

TABLE 11.--Professional leadership experience.

Number of Organizations in Which Leadership was Reported During Last Three (3) Years	Number	Percentage
None	145	75.5
1	32	16.7
2	9	4.7
3	3	1.6
4 or more	3	1.6
Total	192	100.1 ^a

^aDue to rounding, the total exceeds 100 per cent.

The summary of reported leadership experiences in Table 11 reveals that most teachers (75.5%) indicated no leadership experience during the specified period. However, nearly one-fourth (23.0%) did report at least one leadership experience.

As Table 12 indicates, the majority (72.4%) of teachers expect to teach home economics on a continuing basis and another 11.5 per cent expect to return to teaching after a temporary absence. Some 16.1 per cent, however, expect to leave home economics teaching permanently during the next five years.

TABLE 12.--Teachers' five-year career projections.

Career Projections	Number	Percentage
Continue teaching home economics	139	72.4
Temporarily leave home economics teaching and return in a few years	22	11.5
Leave home economics teaching permanently ^a	31	16.1
Total	192	100.0

^aRetire, change fields, etc.

Tables 13-20 pertain to the types of home economics programs and teaching assignments with which the respondents were associated, thus providing some information about the social settings in which the teachers

functioned professionally. The types of administrative structures for the respective home economics programs shown in Table 13. Only one instance of a full-time home economics chairman was reported although many respondents reported being in a home economics program with a designated home economics chairman (usually a teacher with additional administrative responsibility). Nearly one-third (29.2%), however reported not having any formally designated chairman for the home economics program.

TABLE 13.--Type of home economics administrative structure in schools with which respondents were associated.

Type of Administrative Structure	Number	Percentage
Do not have a formally designated chairman or supervisor	56	29.2
Full-time home economics chairman	1	0.5
Part-time home economics chairman ^a	117	60.9
Other ^b	14	7.3
No response	4	2.1
Total	192	100.0

^aSuch as teacher also serving as chairman of the home economics department.

^bSupervisor in another area (such as vocational director).

The number of home economics teachers was considered to be one indicator of type of home economics program. This information is summarized in Table 14. Over four-fifths (82.9%) of the teachers reported teaching in multi-teacher home economics programs. Nearly one-half of the total (47.4%) reported being in one-or-two-teacher departments while just over one-half (51.6%) reported being in home economics programs employing three or more home economics teachers.

TABLE 14.--Type of home economics program.

Number of Home Economics Teachers in Programs With Which Respondents Were Associated ^a	Number	Percentage
(1) Single teacher department	31	16.1
(2) Two - teacher department	60	31.3
(3) Three - teacher department	42	21.9
(4) Four - teacher department	34	17.7
(5) Five - or more teacher department	23	12.0
(6) No response	2	1.0
Total	192	100.0

^aPosition equivalents: (2) or 1 full- and 1 or 2 part-time home economics teachers; (3) or 2 full- and 1 or 2 part-time teachers; (4) or 3 full- and 1 or 2 part-time teachers; (5) or 4 full- and 1 or 2 part-time teachers.

Presented in Table 15, structural provision for selected curricular components was used as another indicator of program type. Three clusters of subject-areas

TABLE 15.--Structural mode for teaching aspects of the home economics curriculum in programs with which the teachers were associated.

Structural Mode	Curriculum Areas					
	Human Development Aspects of Curriculum		Consumer Education		Curriculum Aspects Dealing with Material Aspects of Family Living	
	No.	%	No.	%	No.	%
Area not presently included	3	1.6	8	4.2	1	0.5
Primarily special units or classes	64	33.3	80	41.7	125	65.1
Primarily integrated	14	7.3	68	35.4	10	5.2
Combination of integration and special units or classes	106	55.2	28	14.6	52	27.1
No response	5	2.6	8	4.2	4	2.1
Total	192	100.0	192	100.1	192	100.0

were examined. The consumer education area had the highest reported incidence of "not being included in the curriculum" (4.2%). Aspects of the curriculum dealing with the material environment of the family had the highest reported incidence (65.1%) of being offered primarily as special classes or units and the lowest incidence of being offered primarily on an integrated basis. Combinations of integrated and separate approaches were most frequently used for the human development aspects of the curriculum.

Table 16 shows the range of students served by the home economics programs in which the respondents taught. Only 10 per cent of the reported programs served a single type of student (girls only). The two types of students which a quarter of the programs (26.0%) served usually were high school boys and high school girls. Just over three-fifths of the teachers (61.5%) reported being in a home economics program serving at least three types of students.

In showing the range of students taught by the respondents, Table 17 indicates that one-fourth (25.0%) of the teachers worked with a single type of student (girls in most, but not all, cases). Most teachers (73.4%), however, worked with two or more types of students on an instructional basis.

TABLE 16.--Type of home economics program.

Range of Students ^a Served by Home Economics Programs with Which Respondents Were Associated	Number	Percentage
Single type of student	21	10.9
Two types of students	50	26.0
Three types of students	67	34.9
Four or more types of students	51	26.6
No response	3	1.6
Total	192	100.0

^aRefers to types of students involved in instructional programs (girls, boys, adults, handicapped, etc.).

TABLE 17.--Range of students taught.

Range of Students ^a Taught	Number	Percentage
Single type of student	48	25.0
Two types of students	78	40.6
Three or more types of students	63	32.8
No response	3	1.6
Total	192	100.0

^aRefers to types of students for whom teacher provides instruction (girls, boys, adults, handicapped, etc.).

Tables 18 and 19 focus upon components of the home economics program in addition to instruction (such as co-curricular activities, advisory committee, etc.). The numerical range of program features in schools with which the respondents were associated is summarized in Table 18. Few teachers (6.3%) reported being in a home economics program consisting exclusively of classroom instruction. Nearly three-fourths (73.4%) of the teachers reported being in programs characterized by at least two features in addition to classroom instruction and nearly one-fourth (22.4%) reported four or more features in addition to classroom instruction.

TABLE 18.--Range of home economics program features in schools with which respondents were associated.

Range of Home Economics Program Features ^a	Number	Percentage
Home economics program limited to classroom instruction	12	6.3
Classroom instruction plus 1 other feature	37	19.3
Classroom instruction plus 2 other features	55	28.6
Classroom instruction plus 3 other features	43	22.4
Classroom instruction plus 4 or more other features	43	22.4
No Response	2	1.0
Total	192	100.0

^aSuch as an advisory committee, supervision of co-curricular activities, community action responsibilities.

Although, as indicated in Table 18, few teachers reported being in a home economics program limited to classroom instruction, Table 19 shows that more teachers reported only classroom responsibilities (16.1%). However, one-half (50.0%) of the teachers reported having at least two program responsibilities in addition to classroom instruction.

TABLE 19.--Home economics teachers' responsibilities beyond classroom instruction.

Teachers' Responsibilities Beyond Classroom Instruction	Number	Percentage
Responsible only for classroom instruction	31	16.1
Classroom instruction plus 1 other type of responsibility	63	32.8
Classroom instruction plus 2 other types of responsibility	48	25.0
Classroom instruction plus 3 other types of responsibility	31	16.1
Classroom instruction plus 4 or more other types of responsibility	17	8.9
No response	2	1.0
Total	192	99.9 ^a

^aDue to rounding, total does not sum to 100 per cent.

The teaching schedule of each respondent was classified using the categories shown in Table 20. Nearly two-fifths (39.1%) of the teachers reported teaching schedules which could be classified as

TABLE 20.--Type of teaching assignment.

Subject-Matter Focus of Teaching Schedule	Number	Percentage
(1) Primarily specialization--material environment ^a	30	15.6
(2) Primarily specialization--human aspects of family environment ^b	8	4.2
(3) Combination of "1" and "2"	37	19.3
(4) General or comprehensive ^c	34	17.7
(5) General plus specialization--material environment	18	9.4
(6) General plus specialization--human aspects of family environment	24	12.5
(7) Combination of "5" and "6"	32	16.7
(8) No response	9	4.7
Total	192	100.1 ^d

^aSuch as foods, clothing, housing.

^bSuch as family living, child development.

^cSuch as Homemaking I, II, or III.

^dDue to rounding, total exceeds 100 per cent.

"specialized" rather than general or comprehensive. Just over one-half (55.3%) of the teachers reported schedules involving general or comprehensive classes in home economics (such as home economics I). However, only 17.7 per cent of the teachers reported schedules which could be classified as exclusively general or comprehensive. In summary, nearly four-fifths (77.6%) of the teachers reported teaching some class(es) dealing with a specialized aspect of home economics.

Development of the Instrument

The data for this study were acquired using a two-part questionnaire developed by the writer. The first part consisted of a checklist with which to determine how the home economics teachers perceived the professional role of the home economics teacher. The second part of the instrument contained items soliciting information concerning characteristics of the respondents, their academic preparation, and their teaching assignments and experiences. A specimen of the instrument--"The Home Economics Teacher Role Perception Checklist"--appears in Appendix D.

The purpose of this research was to ascertain the degree of "oughtness" which the home economics teachers associated with a given set of "possible" role expectations. Consequently, the basic emphasis in developing the checklist was to formulate a set of items, the

content of which reflected a valid spectrum of present and emerging expectations associated with the professional role of the home economics teacher. Thus, the final set of expectations represented a "possibility model" rather than a model of some ideal set of expectations for which home economics teachers would be held responsible.

The items in the checklist were obtained from two basic sources: (1) a review of recent professional literature in home economics education undertaken to identify possible functions, responsibilities, and activities associated with the professional role of the home economics teacher (a summary of which appears in Chapter II) and (2) interviews with home economics teachers conducted by the writer to identify the kinds of responsibilities and activities which they associated with various phases of the home economics teacher's professional role. High school home economics teachers are generally underrepresented as contributors to the professional literature. Thus, the teacher interviews were undertaken in an attempt to insure greater representation of the ideas of this group in the instrument-development process.

Literature review.--The literature reviewed for this study was limited to professional writings pertaining directly to home economics education published or released during the years 1967-1970. The literature

categories included journals (Journal of Home Economics, American Vocational Journal, and The Illinois Teacher for Contemporary Roles), project and/or conference reports, theses, texts for teaching methods and/or curriculum courses in home economics education, and special bulletins or speeches presented at professional meetings. In addition, non-home economics publications featuring home economics education (such as the December, 1964 issue of The Bulletin of the National Association of Secondary-School Principals) were reviewed. While the writer attempted to confine the review to the most recent literature, writings prior to 1967 were included in those instances where subsequent contributions in a particular area were lacking, extremely limited, or unavailable.

Teacher interviews.--The teacher interviews were conducted by the writer at various times during the period June, 1970, to January, 1971. To insure that teachers participating in this phase would not be involved in subsequent phases of the study, interviews were limited to teachers meeting either of two criteria: (1) teachers with recent home economics teaching experience but who would not be teaching in Michigan during the 1970-71 school year or (2) teachers whose names had not been selected to participate in the final data-gathering phase of the study.

The fifteen teachers interviewed represented quite varied backgrounds, amount and types of teaching experience, and academic preparation. The interviews were conducted by the writer. In most cases, conversations were held individually but in a few instances the interview involved two or three teachers. In general, the interviews focused upon a few basic areas of home economics teaching about which the teachers were asked to suggest what they considered to be some of the most important and least important ways of discharging the responsibilities. The teachers were most cooperative in arranging for the interviews and nearly all teachers whose assistance was requested participated in this phase of the study. A summary of the interview schedule appears in Appendix A.

Checklist structure.--The home economics teacher role expectations identified from the literature review and teacher interviews ultimately were classified into ten categories corresponding to different aspects of the professional role of the home economics teacher. Expectations were then formulated as statements and arranged in the 10-category framework: (1) substantive development, (2) program development, (3) promoting and directing learning, (4) department management, (5) guidance and counseling, (6) program interpretation and public relations, (7) member of school staff, (8) community

member, (9) member of the education and home economics professions, and (10) intended instructional recipients.²⁴⁰ These were mutually exclusive categories. In other words, any given item appeared in only one category. These categories were designated as "role sectors" or dimensions of teacher role.

An additional series of sub-sets was identified for use in exploring structural properties of the professional role of the home economics teacher. Eight sub-sets were identified as follows: (1) expectations associated with the material aspects of family environment, (2) expectations associated with the human development aspects of the family, (3) expectations involving the employment education dimension of the home economics program, (4) expectations dealing with socially controversial matters, (5) expectations reflecting an individual-student focus, (6) expectations associated with a conventional classroom-orientation to education, (7) expectations associated with teacher responsibilities beyond the classroom, and (8) expectations associated with the personal image of the home economics teacher. These were not mutually exclusive categories

²⁴⁰The contents of this framework are discussed in greater detail in Chapter II. Items finally classified in each category are listed in Appendix E.

and some items appear in several of the sub-sets. A listing of items appearing in each of these sub-sets appears in Appendix F.

Jury review.--After several checklist drafts and revisions had been made, a copy of the checklist was submitted to a panel of jurors.²⁴¹ Each of the jury members was considered to have substantial knowledge and experience in identifying expectations associated with home economics teaching. The jury members represented professional experience in home economics teacher education and administration in Michigan and other states, state and local supervision, classroom teaching, and occupational education.

Prospective jury members were contacted in advance by the writer requesting their assistance and outlining the kind of professional assessment involved. Each accepted and later received a copy of the checklist for rating of: (1) the extent to which each item represented an expectation associated with the professional role of the home economics teacher (validation of items) and (2) the extent to which items reflected a particular

²⁴¹Materials were submitted to five persons agreeing to serve on the jury. Completed evaluations were returned by the four jury members listed in Appendix B.

(conceptualized in a framework including "traditional," "conventional," and "emerging" views) to home economics.²⁴²

Although there was some variation among jury members' validity assessments, there was no instance in which an item could be eliminated either because of complete consensus or complete lack of consensus. There was considerable evidence that the orientation ratings were extremely difficult to make and that the evaluations lacked consistency except for a very small set of items placed in the "traditional" and "emerging" categories. These classifications were therefore omitted in the final data analysis. Several suggestions were made by jury members, some of which were incorporated in subsequent revisions of the checklist.

Pilot study.--Following the jury review and subsequent revision of the checklist, the instrument was pilot tested with a group of home economics teachers. The five purposes of the pilot study were to: (1) identify any items which were not considered to be possible expectations for the professional role of the home economics teacher, (2) to obtain preliminary evidence concerning possible consensus and/or variability on items, (3) to identify any aspects of the material which might be unclear or objectionable, (4) to determine the amount of

²⁴²Refer to Appendix C for guidelines for jury review of checklist items.

time needed to complete the instrument, and (5) to determine the teachers' general reactions to the instrument.

Items for the pilot study were assembled in random order. For each item in the checklist, teachers were directed to circle one response from the following scoring key:

- 1 - No, should not be done
- 2 - Undecided as to whether this should be done
- 3 - Yes, may be done
- 4 - Yes, should be done
- 5 - Yes, must be done

Prior to the pilot study, requests for assistance²⁴³ during the one-week pilot testing were mailed to sixty-six home economics teachers. These teachers were selected from among those not identified for participation in the main sample of the study. Acceptances were received from thirty-eight of the teachers.²⁴⁴

Each of these teachers then received a copy of the checklist and personal data form, an instrument evaluation sheet, and an addressed, postage-paid return

²⁴³Refer to Appendix H.

²⁴⁴Refer to Appendix J.

envelope.²⁴⁵ Materials were completed and returned by thirty-three of the teachers (87%) whose contributions were subsequently acknowledged by the writer in a letter appearing in Appendix T.

Five major findings were identified from the general review of the pilot study returns. Although not statistically analyzed, perceptions on individual checklist items were quite variable. Complete consensus was not found for any item. Furthermore, no item was found to merit deletion on the basis of a majority low role perception score. None of the personal data items was considered objectionable by the teachers, although several objected to some aspects of the scoring key. Objections were noted about the "should" and "must" options of the key. Numerous comments, both positive and negative, were made throughout the instrument. The main criticism, as evidenced on the checklist rating form, involved the length of the checklist which many of the teachers recommended be shortened.

As a consequence of the pilot study, two (2) major changes were made in the checklist. One change involved rephrasing the scoring key to eliminate the "absolutes" about which objections have been raised. The revised scoring key included the following options:

²⁴⁵Refer to Appendix K and Appendix L.

- 1 - No, should not be expected of the home economics teacher
- 2 - Undecided as to whether this should be expected
- 3 - Is of limited importance for the home economics teacher to do
- 4 - Is somewhat important for the home economics teacher to do
- 5 - Is of great importance for the home economics teacher to do

The second change involved combining closely related items and deleting some items in order to shorten the checklist to a total of 151 items, one of which was later eliminated from analysis due to a typographical error.

Instrument reliability.--Hoyt's analysis of variance was used to compute the reliability coefficient for the 150-item role perception checklist. A reliability coefficient of .96 was obtained with a standard error of 10.82.

In computing the reliability, a value of "3" (median response option) was routinely assigned for missing data. This procedure was required for 34 items (out of a total of 150) where the total item response was less than 192 (total number of respondents in study). For 6 of these items, 190 rather than 192 responses were obtained requiring the use of the assigned value

in 2 instances for each of the 6 items. For the remaining 28 items, 191 rather than 192 responses were obtained requiring the use of 1 assigned value in each instance. Since the incidence of missing data was relatively small, the possible effect of the missing data-procedure on the computed reliability is considered minimal.

Procedures for Obtaining the Data

The overall data acquisition process involved four (4) phases of activities. In addition to activities relating to the distribution and collection of the instrument, sets of preliminary, follow-up, and post-investigation activities were associated with conducting the study.

Preliminary activities.--Several weeks prior to the collection of the data, information regarding the study was sent by the writer to administrators of schools where teachers had been selected for the study. In most cases, this information was directed to the school principal, although in larger systems with several schools, the information was directed initially to an appropriate office in the central administration.

The purpose of the advance communication to school administrators was three-fold: (1) to announce the purpose and scope of the study, (2) to obtain a confirmation of teaching assignment (or name of

replacement teacher) for the selected respondent, and (3) to identify any restrictions or further stipulations pertaining to conducting the study which might be required by school policy. Providing the teaching assignment confirmation did not obligate administrators to insure teacher participation in the study. Specimens of the announcement materials appear in Appendices G, M, and N. These were accompanied by reply forms²⁴⁶ addressed, postage-paid return envelopes for the administrator's response. Administrator's confirmation of teaching assignment was received for 170 of the teachers (68%) and most of the teachers in the reserve sample.

In addition to confirming the teaching assignment, all administrators were requested to list any restrictions applying to the involvement of some of their professional staff in the study. Less than a half dozen comments were received in relation to this request and most of these consisted of reminders to secure the approval of the teacher involved. One administrator communicated a participation refusal by telephone after the questionnaires had already been mailed but no written refusals were received. However, thirty-one unopened questionnaires were returned from schools which did not deliver the research packets to the specified teachers.

²⁴⁶A specimen copy appears in Appendix O.

One week prior to the mailing of the questionnaires, announcements were sent to all teachers selected for the study. This announcement informing the teacher of her selection and outlining the study is on exhibit in Appendix G and Appendix P.

Data collection.--Collection of the research data was accomplished using mailed questionnaires completed and returned by the respondents. Each teacher selected to participate in the study received a research packet containing three items: (1) the questionnaire containing the role perception checklist and personal data items, (2) an addressed, postage-paid envelope for returning the questionnaire, and (3) an addressed, postage-paid post card for immediate return upon receipt of the research packet. This card was used for two purposes: (1) for the respondents to indicate a preferred date for returning the questionnaire should the stipulated deadline not be acceptable and (2) for the respondent to indicate a preferred mailing address for receiving the report at the conclusion of the study. Specimens of these materials appear in Appendices D and Q.

The research packets were mailed on April 15, 1971. The stipulated deadline appearing on each of the questionnaires was April 29, 1971.

Follow-up.--A post card reminder²⁴⁷ was sent to all teachers one week after mailing the questionnaire. Return envelopes for the questionnaires were number coded in order to avoid sending duplicate instruments to those who met the initial April 29 deadline. Those not meeting this deadline were mailed a reminder memorandum²⁴⁸ and duplicate instrument with a return deadline of May 10, 1971.

Post investigation.--A written acknowledgment²⁴⁹ was sent each respondent. In addition, teachers participating in all phases of the study are to receive a summary report of the major findings of the study upon its conclusion.

Procedures for Treatment of the Data

Questionnaires were mailed to teachers in both the main and reserve samples, omitting positions which administrators had indicated no longer existed. Materials were mailed to 262 teachers and were returned by 203 teachers (77%). Thirty-one questionnaires were returned to the writer without having been delivered

²⁴⁷A specimen copy appears in Appendix R.

²⁴⁸A specimen copy appears in Appendix S.

²⁴⁹A specimen copy appears in Appendix T.

to the specified teachers. Thus, the returns from teachers in the reserve sample were included in the final data analysis as partial replacement for the thirty-one instruments which did not reach the intended teachers (or their replacements).

Data from the collected instruments were transferred to data-processing cards. The Control Data Corporation 3600 model computer was used to perform the computations.

A summary of the statistical procedures appears in Table 21. Frequency and percentage summaries were obtained for demographic data and for responses to individual checklist items. Means and standard deviations were obtained for individual checklist items and for the role sectors and role sub-sets. Pearson Product Moment correlations were determined for relationships between the role sectors and background variables and for relationships between the role sub-sets and background variables. There are more powerful correlation techniques than the Pearson Product Moment for dealing with nominal data (such as marital status). However, the differences in results were assumed to be minimal.

TABLE 21.--Summary of data analysis.

Purpose(s) of Analysis	Data Used	Procedures/Statistic(s)
Instrument reliability (role perception checklist)	Checklist item responses	Hoyt's ANOVA ^a
Description of respondents	Demographic data	Frequency ^b and percentage ^c summaries
Identify role expectation of highest and lowest consensus	Standard deviation of item composite scores	Upper and lower quartiles of standard deviations of item composite scores ^b
Identify direction of high consensus items	Lower quartile of standard deviation of item composite scores	Examination of item means ^b
Identify role sectors reflecting highest and lowest consensus	Standard deviations of composite role sector scores (sectors 1-10)	Rank order of role sector standard deviations ^b
Relationship of role sector scores (sectors 1-10) and 21 selected background variables	Role sector scores (sectors 1-10) and background variables: 1. Age 2. Marital status 3. Tenure in present teaching position 4. Total years teaching in home economics 5. Certification 6. Reason for becoming a home economics teacher 7. Education attainment 8. Institution granting undergraduate degree 9. Teaching minor 10. Extent of professional organization affiliations 11. Extent of professional leadership experiences 12. Career projection 13. Number of home economics teachers in department 14. Type of teaching schedule 15. Range of students served by home economics program	Pearson Product Moment correlations ^b

TABLE 21.--Continued.

Purpose(s) of Analysis	Data Used	Procedures/Statistic(s)
	17. Range of home economics program features	
	18. Responsibilities beyond classroom instruction	
	19-	
	21. Curricular mode:	
	(a) human development aspects	
	(b) consumer education	
	(c) material aspects of family environment	
Exploration of selected structural properties of role	Standard deviations and means of sub-sets (1-8)	Rank order comparison of greatest and least sub-set variability; direction of sub-set mean scores ^b
Relationship of selected structural properties and 21 selected background variables	Role sub-set scores (1-8) and background variables	Pearson Product Moment correlations ^b

^aDavid J. Wright and Andrew C. Porter, "An Adaptation of Frank B. Baker's Test Analysis Package for Use on the Michigan State University CDC 3600 Computer," Occasional Paper No. 1, Office of Research Consultation, School for Advanced Studies, College of Education (East Lansing, Mich.: Michigan State University, January, 1968).

^b"MDSTAT: Calculation of Basic Statistics When Missing Data is Involved," STAT Series Description No. 6 (East Lansing, Mich.: Michigan State University Agricultural Experiment Station, January, 1969).

^cManual computation.

CHAPTER IV

FINDINGS

This chapter is concerned with the analysis of the data. The findings are presented in relation to each of the four (4) major questions for which this study sought information.²⁵⁰

Question 1. What item score differences will be found that will indicate differences among teachers' perceptions for given expectations?

Each checklist item was rated by the respondents using a scale with values ranging from "1" - "5." The distribution of scoring options used is summarized in Table 22. This summary indicates that for most items (79.3%) the responses were distributed along the total range of scoring options from "1" - "5." In fact, for nearly all items (95.3%) at least four of the five scoring options were used. There was no item for which

²⁵⁰Refer also to listing on page 7.

perceptions were identical (confined to only one score value) and only one item for which perception scores were spread over only two categories.

The mean and standard deviation were computed for each of the checklist item composite scores. A listing of these values for each item appears in Table 36 of Appendix U.

TABLE 22.--Range of scoring options used.

Range	Number	Items
		Percentage
0	0	0.0
1	1	0.7
2	6	4.0
3	24	16.0
4	119	79.3
Total	150	100.0

Table 23 presents a summary of the distribution of item composite mean scores. The means for nearly three-fourths (71.3%) of the items were in the range of 4.00 to 4.99--equivalent to the response "is somewhat important for the home economics teacher to do. The means for less than one-tenth (8.7%) of the items were less than 3.00--equivalent to ratings of "undecided" or "should not be expected of the home economics teacher."

TABLE 23.--Distribution of item composite mean scores.

Range of Means	Number	Items
		Percentage
4.00 - 5.00	107	71.3
3.00 - 3.99	30	20.0
2.00 - 2.99	12	8.0
1.00 - 1.99	1	0.7
Total	150	100.0

The standard deviations of the item composite score were used as the measure of variability, with low variability indicating higher consensus and higher variability reflecting lower consensus among the respondents. Item standard deviations were rank ordered with the upper and lower quartiles selected for further analysis. Items included in the lower quartile of standard deviations were designated as "low consensus" items. A listing of high consensus items appears in Table 24 while low consensus items are listed in Table 25. As these tables show, the standard deviations for item composite scores ranged from a low of 0.269 (item #6)²⁵¹ to a high of 1.513 (item #60).²⁵²

²⁵¹Give special assistance to students needing individual help.

²⁵²Live in the community in which teaching.

TABLE 24.--Rank order (lowest to highest) of role expectations in lower quartile of item standard deviations.

Rank Order	Item	Frequency	Minimum Value	Maximum Value ^a	Mean ^a	Standard Deviation ^b
1	6	192	4.00	5.00	4.9219	0.2691
2	22	192	3.00	5.00	4.9323	0.2719
3	45	191	3.00	5.00	4.9215	0.3063
4	134	191	3.00	5.00	4.8482	0.3741
5	138	192	3.00	5.00	4.8438	0.3918
6	50	192	2.00	5.00	4.8906	0.4009
7	146	192	2.00	5.00	4.7760	0.4765
8	77	192	2.00	5.00	4.8229	0.4906
9	52	191	2.00	5.00	4.8063	0.4911
10	5	192	1.00	5.00	4.8021	0.5038
11	131	192	1.00	5.00	4.8333	0.5048
12	107	192	1.00	5.00	4.8281	0.5082
13	93	191	2.00	5.00	4.7958	0.5183
14	110	192	2.00	5.00	4.7396	0.5265
15	40	192	2.00	5.00	4.7396	0.5266
16	3	192	1.00	5.00	4.7604	0.5267
17	139	191	2.00	5.00	4.7173	0.5268
18	48	192	3.00	5.00	4.7552	0.5292
19	26	192	3.00	5.00	4.7344	0.5388
20	53	191	2.00	5.00	4.7906	0.5507
21	81	192	2.00	5.00	4.7240	0.5622
22	108	192	2.00	5.00	4.7656	0.5718
23	114	192	2.00	5.00	4.6927	0.5737
24	14	192	1.00	5.00	4.5938	0.5892
25	76	192	2.00	5.00	4.6458	0.5963
26	89	190	2.00	5.00	4.6632	0.6018
27	23	192	1.00	5.00	4.6875	0.6021
28	115	192	1.00	5.00	4.5833	0.6083
29	88	190	2.00	5.00	4.6421	0.6243
30	30	192	1.00	5.00	4.6250	0.6266
31	9	192	2.00	5.00	4.6198	0.6276
32	54	191	1.00	5.00	4.7435	0.6506
33	65	191	1.00	5.00	4.6021	0.6560
34	42	192	1.00	5.00	4.6146	0.6689
35	128	192	1.00	5.00	4.6146	0.6690
36	57	192	1.00	5.00	4.4531	0.6694
37	147	191	1.00	5.00	4.6021	0.6718
38	8	192	1.00	5.00	4.5938	0.6722

^aRounded to four (4) decimal places (from seven).^bRounded to four (4) decimal places (from six).

TABLE 25.--Rank order (highest to lowest) of role expectations in upper quartile of item standard deviations.

Rank Order	Item	Frequency	Minimum Value	Maximum Value	Mean ^a	Standard Deviation ^b
1	60	192	1.00	5.00	2.7760	1.5132
2	142	192	1.00	5.00	2.8333	1.4805
3	127	192	1.00	5.00	3.0260	1.4415
4	85	192	1.00	5.00	3.1510	1.4264
5	67	192	1.00	5.00	3.2500	1.4142
6	132	191	1.00	5.00	3.7487	1.4067
7	118	192	1.00	5.00	2.8906	1.4006
8	56	192	1.00	5.00	3.5729	1.3974
9	66	192	1.00	5.00	2.2344	1.3964
10	1	192	1.00	5.00	2.4219	1.3934
11	19	192	1.00	5.00	3.2552	1.3776
12	92	191	1.00	5.00	2.9581	1.3605
13	17	192	1.00	5.00	3.8177	1.3510
14	112	191	1.00	5.00	3.5026	1.3490
15	151	192	1.00	5.00	3.1354	1.3391
16	72	192	1.00	5.00	2.8802	1.3347
17	87	190	1.00	5.00	3.3105	1.3307
18	141	192	1.00	5.00	2.7865	1.3229
19	2	192	1.00	5.00	3.5885	1.3034
20	18	192	1.00	5.00	3.3698	1.2714
21	79	190	1.00	5.00	3.4263	1.2692
22	102	192	1.00	5.00	2.6719	1.2664
23	100	192	1.00	5.00	3.6042	1.2656
24	33	192	1.00	5.00	2.4323	1.2598 ^c
25	16	191	1.00	5.00	3.4660	1.2598 ^c
26	10	192	1.00	5.00	2.9063	1.2539
27	38	192	1.00	5.00	4.0104	1.2532
28	62	191	1.00	5.00	3.2723	1.2520
29	125	192	1.00	5.00	3.2031	1.2513
30	47	191	1.00	5.00	3.6126	1.2383
31	11	192	1.00	5.00	3.9583	1.2057
32	97	192	1.00	5.00	4.1042	1.1975
33	55	192	1.00	5.00	3.8385	1.1845
34	43	192	1.00	5.00	4.0052	1.1734
35	117	191	1.00	5.00	3.8743	1.1630
36	145	192	1.00	5.00	1.8854	1.1611
37	124	191	1.00	5.00	4.2147	1.1567
38	101	191	1.00	5.00	3.8639	1.1527

^aRounded to four (4) decimal places (from seven).^bRounded to four (4) decimal places (from six).^cRank before rounding to four (4) decimal places.

Some characteristics of high and low consensus items may be identified by examining the distribution of these items among the role sectors. This is summarized in Table 26. Role sectors containing the larger number of items have, of course, a greater likelihood of being represented. The distributions do, however, provide some general profiles of the nature of high and low consensus items despite the differential sizes of the role sectors.

Over one-fourth (26%) of the high consensus items related to promoting learning (Role Sector III). In other words, nearly three-fifths (58%) of the high consensus items concerned expectations regarding the "what" and "how" of teaching. None of the high consensus items related to expectations about program interpretation and public relations. Few of the high consensus items concerned expectations associated with guidance and counseling, being a member of the total school staff, community and/or citizenship responsibilities of a professional, or intended recipients of home economics instruction.

The distribution of low consensus items (those in the upper quartile of item standard deviations) is summarized in Table 27. Of the low consensus items, nearly one-fourth (24%) deal with expectations regarding the intended recipients of home economics instruction (Role Sector X). Few low consensus items related to

TABLE 26.--Distribution of high consensus items among role sectors.

Role Sectors	Lower Quartile (N=38)	
	Number	<u>Items</u> Percentage ^a
I. Substantive development	12	32.0
II. Program development	3	8.0
III. Promoting learning	10	26.0
IV. Department management	4	11.0
V. Guidance and counseling	1	2.6
VI. Program interpretation and public relations	0	0.0
VII. Member of school staff	1	2.6
VIII. Member of community	1	2.6
IX. Member of the education and home economics professions	5	13.0
X. Instructional recipients	1	2.6
Total	38	100.4 ^b

^aPercentage of items in lower quartile from the respective role sectors.

^bDue to rounding, total exceeds 100 per cent.

TABLE 27.--Distribution of low consensus items among role sectors.

Role Sectors	Upper Quartile (N=38)	
	Number	<u>Items</u> Percentage ^a
I. Substantive development	1	2.6
II. Program development	4	11.0
III. Promoting learning	4	11.0
IV. Department management	1	2.6
V. Guidance and counseling	5	13.0
VI. Program interpretation and public relations	3	8.0
VII. Member of school staff	3	8.0
VIII. Member of community	8	21.0
IX. Member of the education and home economics professions	0	0.0
X. Instructional recipients	9	24.0
Total	38	101.2 ^b

^aPercentage of items in Upper Quartile from the respective Role Sectors.

^bDue to rounding, total exceeds 100 per cent.

substantive development (2.6%) or to department management (2.6%) and none of the low consensus items concerned responsibilities associated with membership in the education and home economics professions.

A graphic comparison of the distributions of high and low consensus items among the role sectors is presented in Figure 1. In this illustration, profiles of the two distributions appear to be almost the reverse of each other thus indicating differences among these sets of items as reflected in their distributions among role sectors.

With respect to the first question concerning differences among teachers' perceptions as reflected in the respective item scores, the evidence suggests that the overall differences are relatively minimal. While nearly all items (95.3%) involved a scoring range of "2" - "5," a high percentage of items (71.3%) received mean scores of "4.00" or higher indicating a strong tendency to overall homogeneity of perceptions (as measured by scores for individual items).

Only when variability (standard deviations) of the most and least variable item scores (upper and lower quartiles) is compared, do any distinctive differences emerge. In this comparison, upper quartile items (most variable) and lower quartile items (least variable) were distributed quite differently among the ten (10)

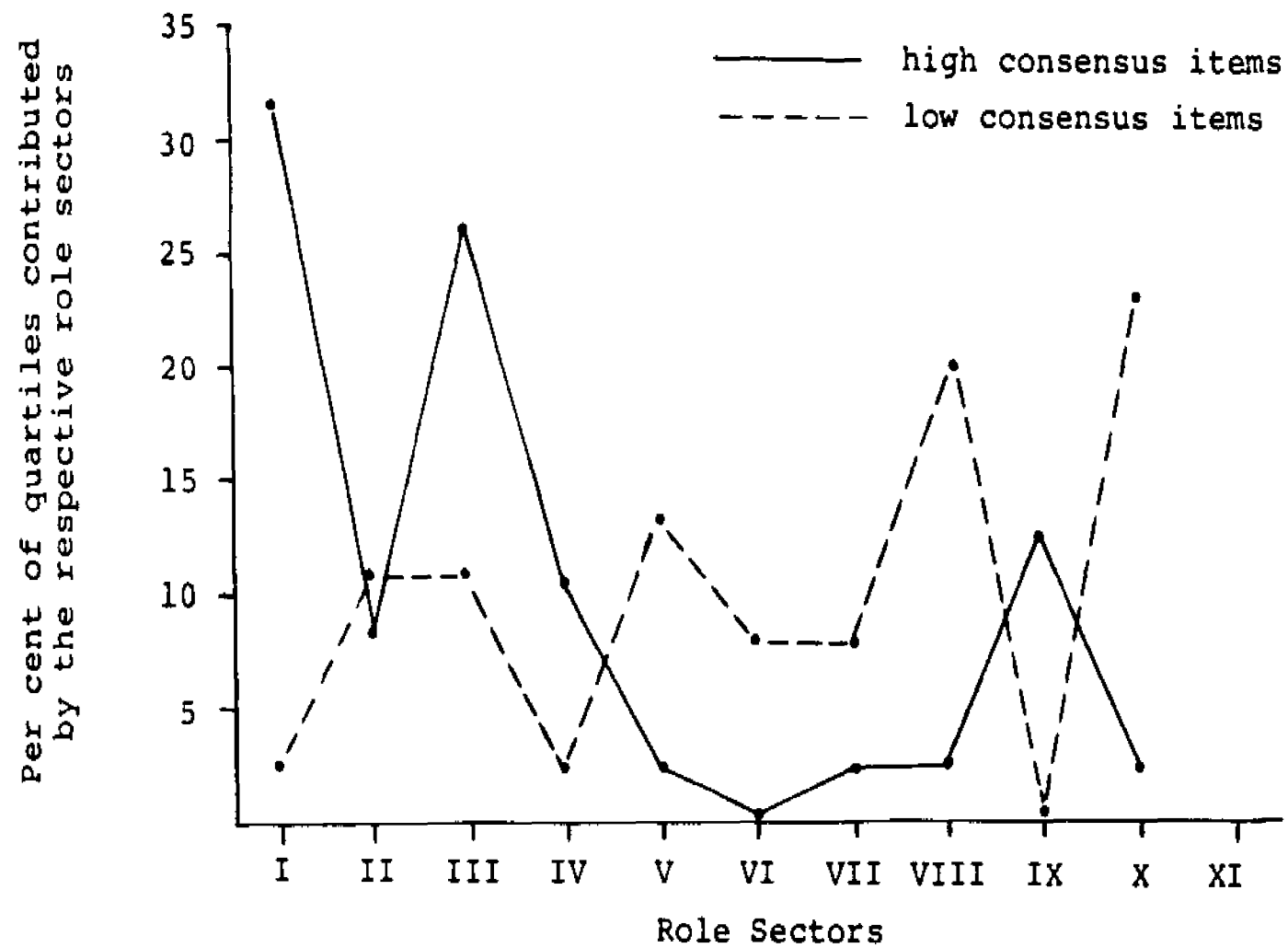


Figure 1.--Profiles of distributions of high and low consensus items among role sectors

role sectors. In fact, the graphic profiles show rather extreme contrast in several instances indicating that the content of high-consensus items is different from that of low-consensus items.

Question 2. What role sector score differences will be found that reflect differences among teachers' perceptions of given sets of expectations?

The role sector scores consisted of the composite scores for all items classified in each of the ten (10) mutually exclusive role sectors. Items classified in each sector are listed in Appendix E.

For each of the ten (10) role sectors, the mean and standard deviation of the composite score was computed. These are summarized in Table 28 and Table 29. As the tables indicate, the role sectors differ somewhat in size (number of items in the sector). Since some differences between sector scores could be a function of varying role sector sizes, the summaries in Table 28 and Table 29 are based upon mean item response for the respective role sectors.

The degree of importance associated with each of the ten (10) role sectors was approximated by the mean score computed for each of the respective role sectors. As indicated by the analysis of these mean scores

TABLE 28.--Rank order (highest to lowest) of role sector mean scores.

Role Sectors		Role Sector Size	Minimum Value ^a	Maximum Value	Mean ^a	Standard Deviation ^a
III.	Promoting learning	24	3.042	5.000	4.347	0.346
IX.	Member of the education and home economics pro- fessions	15	2.733	5.000	4.333	0.425
IV.	Department management	8	2.375	5.000	4.238	0.456
I.	Substantive development	34	2.941	4.971	4.413	0.367
II.	Program development	17	2.294	4.941	4.080	0.461
VI.	Program interpretation and public relations	8	1.750	5.000	3.969	0.679
VII.	Member of school staff	11	2.364	4.818	3.827	0.497
V.	Guidance and counseling	8	2.250	5.000	3.820	0.598
X.	Instructional recipients	14	2.000	4.857	3.683	0.601
VIII.	Member of community	11	1.727	5.000	3.434	0.740

^aRounded to three (3) decimal places.

TABLE 29.--Rank order (lowest to highest) of role sector standard deviations.

Role Sectors		Role Sector Size	Minimum Value ^a	Maximum Value ^a	Mean ^a	Standard Deviation ^a
III.	Promoting learning	24	3.042	5.000	4.347	0.346
I.	Substantive development	34	2.941	4.971	4.413	0.367
IX.	Member of the education and home economics pro- fessions	15	2.733	5.000	4.333	0.425
IV.	Department management	8	2.375	5.000	4.238	0.456
II.	Program development	17	2.294	4.941	4.080	0.461
VII.	Member of school staff	11	2.364	4.818	3.827	0.497
V.	Guidance and counseling	8	2.250	5.000	3.820	0.598
X.	Instructional recipients	14	2.000	4.857	3.683	0.601
VI.	Program interpretation and public relations	8	1.750	5.000	3.969	0.679
VIII.	Member of community	11	1.727	5.000	3.434	0.740

^aRounded to three (3) decimal places.

(Table 28), five (5) role sectors received mean scores of 4.00 or above--promoting learning (Role Sector III), member of the education and home economics professions (Role Sector IX), department management (Role Sector IV), substantive development (Role Sector I), and program development (Role Sector II). The means for these five (5) role sectors ranged from 4.080 (program development) to 4.347 (promoting learning). This score range is approximately equivalent to a rating "is somewhat important for the home economics teacher to do."

Mean scores for the remaining five (5) role sectors ranged from 3.434 (member of community) to 3.969 (program interpretation and public relations). This score range corresponds to a rating "is of limited importance for the home economics teacher to do."

The standard deviation was used as a measure of role sector variability. The ten (10) role sectors were then arranged in order of increasing variability as indicated by the standard deviation obtained for each role sector. This rank order appears in Table 29.

Responses were most variable for expectations relating to community membership (Role Sector VIII). Least variable responses were obtained for expectations concerning promoting learning (Role Sector III). Expectations regarding professional membership (Role Sector IX), department management (Role Sector IV), program

development (Role Sector II), and member of school staff (Role Sector VII) were of intermediate variability.

Question 3. What relationships exist between the home economics teachers' role sector scores and selected background variables?

Possible relationships between respondents' role sector scores and selected background variables were identified through computation of Pearson Product Moment correlation coefficients. These are presented in Table 30.

In general, few instances of statistically significant correlations were found. Two variables, however, did correlate significantly with five out of ten role sectors. "Certification" correlated significantly at the .01 level with professional membership (Role Sector IX) and at the .05 level with guidance and counseling (Role Sector V), program interpretation (Role Sector VI), member of school staff (Role Sector VII), and member of community (Role Sector VIII).

"The curricular mode for the material aspects of the family environment" (variable #21) was found to correlate significantly at the .01 level with program interpretation (Role Sector VI). Significant correlations at the .05 level were obtained for this variable and program development (Role Sector II), department management (Role Sector IV), member of school staff (Role Sector VII), and professional membership (Role Sector IX).

TABLE 30.--Correlation coefficients of mean role sector scores and selected background variables.

Background Variables	Role Sectors ^c									
	I	II	III	IV	V	VI	VII	VIII	IX	X
1. Age	.0488	.1379	.1035	.0826	.1228	.1439	.0531	.2102 ^a	.2683 ^b	.0019
2. Marital status	-.0219	.0174	-.0836	-.0679	-.0667	.0220	-.1053	.0471	.0852	-.1737
3. Tenure in present teaching position	-.0192	.0527	-.0368	.0720	.1285	.0976	.0830	.1542	.2384 ^a	.0458
4. Total years teaching in home economics	-.0484	.0462	.0325	.0316	.1059	.0966	.0438	.1196	.2344 ^a	-.0605
5. Certification	.0588	.1660	.1517	.1416	.2148 ^a	.2231 ^a	.2152 ^a	.2178 ^a	.2826 ^b	.1108
6. Reason for becoming a home economics teacher	.0984	.1077	.1593	.1410	.1604	.1648	.0380	.0909	.0719	.0808
7. Educational attainment	.0660	.0734	.0667	.0295	.1878	.1056	.1386	.0643	-.2129 ^a	.0080
8. Institution granting undergraduate degree	-.0454	-.0127	-.0535	-.0473	-.0483	-.0165	-.0492	-.0535	.0012	-.1140
9. Teaching minor	.0739	.0398	.0219	.0341	.3584 ^b	.0890	.1227	.0880	-.0044	.0069
10. Extent of professional organization affiliation	.0560	.1616	.0991	.0280	.2607 ^b	.1465	.0589	.1608	.2546 ^b	.0163
11. Extent of professional leadership experiences	.1029	.1000	.0936	.0124	.1074	.1228	.0843	.1713	.2010 ^a	.1407
12. Career projection	-.0620	-.0240	-.0013	-.0515	-.1154	-.0605	-.0232	-.0738	-.0978	-.1371
13. Number of home economics teachers in department	.0307	-.0419	-.0253	-.0937	-.0813	-.1663	-.0489	-.0603	-.1036	.0239
14. Type of teaching schedule	.0491	.0309	.0964	.0570	-.0036	.1200	.0741	.0480	.1515	.0215
15. Range of students served by home economics program	.1367	.1315	.0836	.0861	.0831	.0415	.0760	.0544	-.0128	.0629
16. Range of students taught	.1100	.0005	.0279	.0597	.0174	.0270	.0530	-.0032	-.0389	.0070
17. Range of home economics program features	.1622	.1684	.0983	.0567	.1350 ^a	.1346	.0864	.1783	.2125 ^a	.0469
18. Responsibilities beyond classroom instruction	.1240	.1127	.1106	.0423	.2499 ^a	.1710	.1033	.0997	.2108 ^a	-.0528
19-21. Curricular mode:										
(19) human development aspects	.1133	.1170	.0702	.0833	-.0399	.0403	-.0093	.0796	.0495	-.0153
(20) consumer education	.1013	.0327	.0980	.0124	-.0327	.0987	-.0435	-.0600	.0370	.0677
(21) material aspects of family environment	.1414	.2518 ^a	.1907	.1998 ^a	.1614	.2927 ^b	.2106 ^a	.1906	.2009 ^a	.1349

^aSignificant at the .05 level. For the data obtained, correlations of plus .1946 or minus .1946 are necessary to be significant at the .05 level. Source: N. M. Downie and R. W. Heath, Basic Statistical Methods, 2nd ed. (New York: Harper and Row, 1965), p. 306.

^bSignificant at the .01 level. For the data obtained, correlations of plus .254 or minus .254 are necessary to be significant at the .01 level. Source: Ibid.

^cRole Sector Key: (I) Substantive development; (II) Program development; (III) Promoting learning; (IV) Department management; (V) Guidance and counseling; (VI) Program interpretation and public relations; (VII) Member of school staff; (VIII) Member of community; (IX) Member of the education and home economics professions; and (X) Instructional recipients.

A few other patterns of relationships may be noted. Role perception relating to expectations of the professional educator and home economist (Role Sector IX) was significantly correlated with age, teaching experience, certification, educational attainment (negative correlation), extent of professional affiliation and leadership and extra-classroom responsibilities. Extra-classroom responsibility was also significantly related to guidance and counseling (Role Sector V).

For seven of the ten role sectors, negative correlations were obtained for the "marital status" variable (#2). For many role sectors, negative correlations were also obtained for the following variables: institution granting undergraduate degree (#8), career projection (#12), and number of home economics teachers in the department (#13). In most cases, these correlation coefficients were low and did not approach significance.

In summary, the incidence of statistically significant correlations between role sector scores and the twenty-one background variables was limited. Thus, relationships between home economics teachers' role perceptions and the background variables were found to be minimal as measured by the instruments used in this study.

Question 4. What is the nature of any structural properties which may be associated with the professional role of the home economics teacher?

This initial consideration of possible home economics teacher role properties was confined to an exploration of eight (8) factors which might possibly characterize the perceived role of the home economics teacher in a structural, rather than functional, manner. A review of the set of role expectations contained in the checklist suggested a number of role orientations of possible conceptual and analytical interest. Of these, eight (8) were selected for the initial exploration.

Three of the eight related to substantive orientations in home economics: (1) concern with the material aspects of the family environment (food, clothing, and shelter), (2) concern with the broad spectrum of human development aspects of family life, and (3) concern with the employment education dimension of the home economics curriculum. The remaining five factors related to (1) expectations of a socially controversial nature, (2) expectations relating primarily or exclusively to an individual-student focus, (3) expectations confined to classroom-related responsibilities, (4) expectations

dealing with extra-classroom responsibilities, and (5) expectations relating to the personal image of the home economics teacher.

The preceding identified sets of expectations were designated as "role sub-sets." These eight classifications were not mutually exclusive since a given item might be classified in more than one category. Items classified in each of the eight sub-sets are listed in Appendix F.

The analytical considerations using the eight role sub-sets focused upon four (4) areas. These included: (1) the distribution of high and low consensus items among the role sub-sets, (2) the variability within the role sub-sets, (3) the degree of importance ascribed to each of the role sub-sets, and (4) the relationships of the role sub-sets and selected background variables.

Items previously identified as "high-consensus" and "low-consensus" items (Tables 24 and 25) were examined in relation to the eight role sub-sets. The distribution of high and low consensus items among the role sub-sets is presented in Tables 31 and 32.

Of the thirty-eight high-consensus items (lower quartile of item standard deviations), nearly two-fifths (39.0%) are expectations relating to conventional classroom responsibilities (Sub-set 6). Slightly more of the high-consensus items represented expectations dealing

TABLE 31.--Distribution of high-consensus items among role sub-sets.

Role Sub-Sets	Lower Quartile (N=38)	
	Number ^a	<u>Items</u> Percentage ^b
1. Material aspects of home economics curriculum	8	21.0
2. Human development aspects of home economics curriculum	6	16.0
3. Employment education aspects of home economics curriculum	0	0.0
4. Socially controversial expectations	3	8.0
5. Individual-student orientation to home economics teaching	3	8.0
6. Conventional classroom-related responsibilities	15	39.0
7. Extra-classroom responsibilities	5	13.0
8. Personal image of the home economics teacher	3	8.0
Items not classified in a sub-set	7	18.0
Items classified in more than one sub-set	6	16.0

^aNumber of quartile items from respective role sub-sets. Total exceeds 38 because some items are classified in more than one sub-set.

^bPercentage of quartile items from respective role sub-sets. Because some items are classified in more than one sub-set, percentage total exceeds 100.0.

TABLE 32.--Distribution of low-consensus items among role sub-sets.

Role Sub-Sets	Lower Quartile (N=38)	
	Number ^a	Items Percentage ^b
1. Material aspects of home economics curriculum	3	8.0
2. Human development aspects of home economics curriculum	2	5.3
3. Employment education aspects of home economics curriculum	3	8.0
4. Socially controversial expectations	5	13.0
5. Individual-student orientation to home economics teaching	3	8.0
6. Conventional classroom-related responsibilities	1	2.6
7. Extra-classroom responsibilities	23	61.0
8. Personal image of the home economics teacher	0	0.0
Items not classified in a sub-set	9	24.0
Items classified in more than one sub-set	10	26.0

^aNumber of quartile items from respective role sub-sets. Total exceeds 38 because some items are classified in more than one sub-set.

^bPercentage of quartile items from respective role sub-sets. Because some items are classified in more than one sub-set, percentage total exceeds 100.0.

with the material aspects of the curriculum (21.0%) than with the human development concerns (16.0%) but the difference was not dramatic. None of the high-consensus items related to the employment education aspect of the curriculum (Sub-set 3). Nearly one-fifth (18.0%) of the high-consensus items were not categorized in the role sub-set framework and six of the thirty-eight items (16.0%) were classified in more than one sub-set.

The distribution of low-consensus items (upper quartile of item standard deviations) among the eight role sub-sets is shown in Table 32. Just over three-fifths (61.0%) of the low-consensus items related to extra-classroom responsibilities (Role Sub-set 7). Some 13 per cent of the low-consensus items dealt with socially controversial matters (Sub-set 4). None of the low-consensus items related to the personal image of the home economics teacher (Sub-set 8). Of the thirty-eight low-consensus items, nearly one-fourth (24.0%) were not classifiable in the role sub-set framework and ten of the thirty-eight items were classified in more than one sub-set category.

A graphic comparison of the distributions of high- and low-consensus items among role sub-sets is presented in Figure 2. The most striking difference in the two profiles involves the sub-sets dealing with conventional classroom responsibilities and extra-classroom

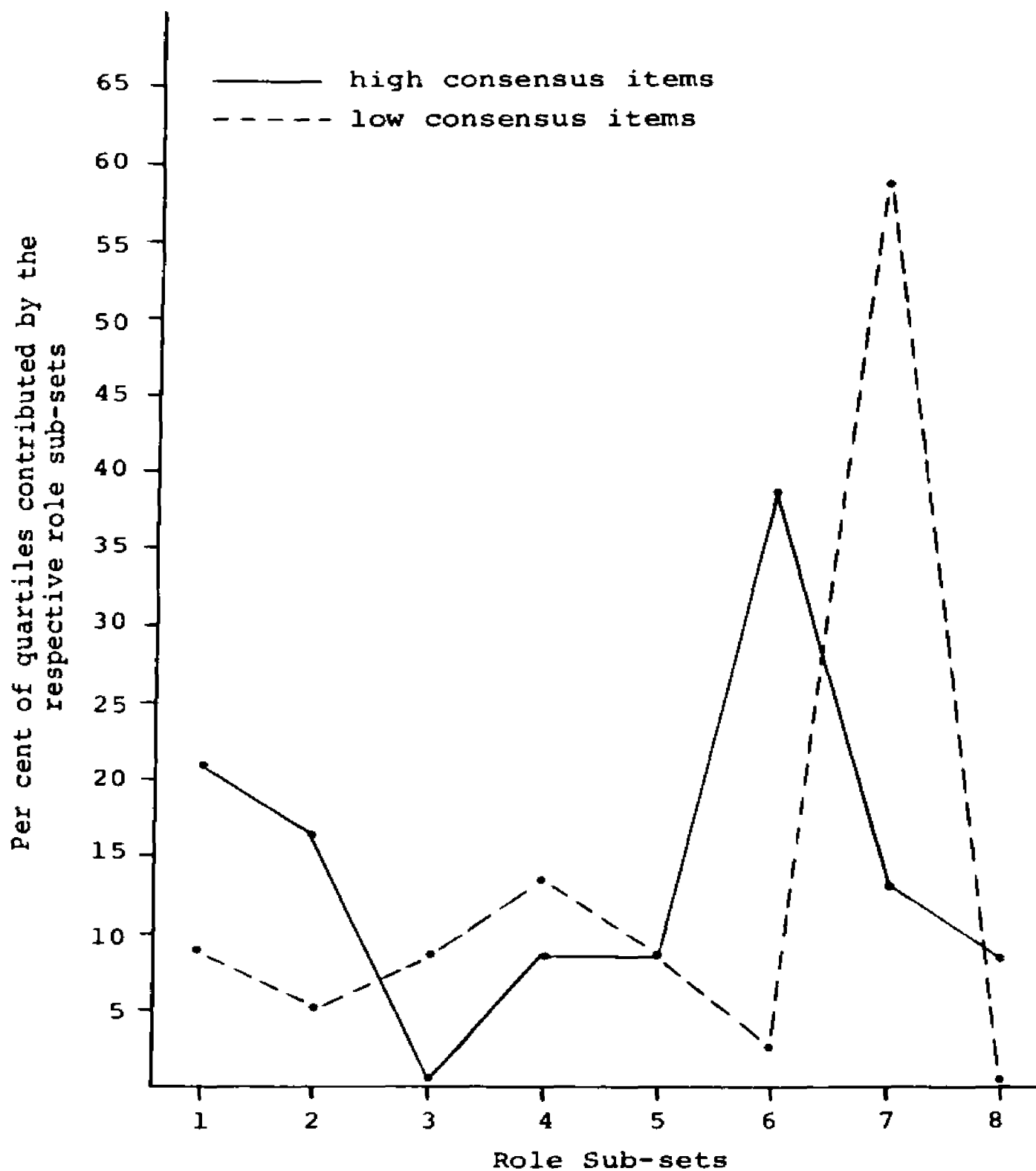


Figure 2.--Profiles of distributions of high and low consensus items among role sub-sets.

responsibilities (Sub-sets 6 and 7 respectively). Among high-consensus expectations, a high proportion relate to conventional classroom responsibilities (Sub-set 6), while the reverse is true for the low-consensus items. However, a high percentage of low-consensus items related to extra-classroom responsibilities (Sub-set 7) which is not the case for the high-consensus items.

The standard deviation was also used as a measure of variability for the eight role sub-sets. These are listed in Table 33 in rank order of variability from lowest to highest. As in the consideration of role sector variability, the sub-set size differential is recognized as a basic limitation to precise comparison of variability. Thus, the set of comparisons presented in Table 33 has been calculated using scores statistically adjusted for the role sub-set size differential.

With respect to role sub-set variations, classroom-related responsibilities (Sub-set 6) were the least varied while expectations relating to employment education (Sub-set 3) were the most varied. The remaining six (6) sub-sets were of intermediate variability.

The degree of importance ascribed to each of the eight role sub-sets was approximated by the mean score. These findings are presented in Table 34. As reflected in the teachers' role perceptions, expectations associated with the personal image of the home economics

TABLE 33.--Rank order (lowest to highest) of role sub-set standard deviations.

Role Sub-sets	Frequency	Sub-set Size	Minimum Value ^a	Maximum Value ^a	Mean ^a	Standard Deviation ^a
6. Conventional classroom-related responsibilities	192	24	3.458	5.000	4.533	0.276
1. Material aspects of home economics curriculum	192	15	3.067	4.933	4.296	0.328
5. Individual-student orientation to home economics teaching	192	15	2.900	4.900	4.150	0.400
2. Human development aspects of home economics curriculum	192	21	2.762	5.000	4.426	0.435
8. Personal image of the home economics teacher	192	5	2.000	5.000	4.611	0.485
4. Socially controversial expectations	192	15	2.733	4.933	4.062	0.492
7. Extra-classroom responsibilities	192	54	2.396	4.868	3.796	0.514
3. Employment education aspects of home economics curriculum	192	9	1.889	5.000	4.047	0.715

^aRounded to three (3) decimal places.

TABLE 34.--Rank order (highest to lowest) of role sub-set mean scores.

Role Sub-set	Frequency	Sub-set Size	Minimum Value ^a	Maximum Value ^a	Mean ^a	Standard Deviation ^a
8. Personal image of the home economics teacher	192	5	2.000	5.000	4.611	0.485
6. Conventional classroom-related responsibilities	192	24	3.458	5.000	4.533	0.276
2. Human development aspects of home economics curriculum	192	21	2.762	5.000	4.426	0.435
1. Material aspects of home economics curriculum	192	15	3.067	4.933	4.296	0.328
5. Individual-student orientation to home economics teaching	192	10	2.900	4.900	4.150	0.400
4. Socially controversial expectations	192	15	2.733	4.933	4.062	0.492
3. Employment education aspects of home economics curriculum	192	9	1.889	5.000	4.047	0.715
7. Extra-classroom responsibilities	192	54	2.396	4.868	3.796	0.514

^aRounded to three (3) decimal places.

teacher (Sub-set 8) received the highest rating of importance while extra-classroom expectations (Sub-set 7), as a whole, rated lowest in importance. All means, however, are above average in importance.

The correlation coefficients obtained for role sub-set scores and the selected background variables are presented in Table 35. With three possible exceptions, most of the statistically significant correlations seem to be rather isolated cases. However, for personal image of home economics teacher (Sub-set 8), correlations with age and teaching experience were significant at the .01 level and with certification at the .05 level. Statistically significant correlations (.05 level) were also obtained between "certification" and classroom-related responsibilities (Sub-set 6), extra-classroom responsibilities (Sub-set 7), and personal image of the home economics teacher (Sub-set 8). The only other variable significantly correlated with more than two sub-sets was the "curricular mode for the material aspects of home economics" (variable #21) which correlated at the .05 level of significance with sub-sets dealing with the material aspects of the home economics curriculum (Sub-set 1), classroom-related responsibilities (Sub-set 6), and extra-classroom responsibilities (Sub-set 7).

TABLE 35.--Correlation coefficients of mean role sub-set scores and selected background variables.

Background Variables	Role Sub-Sets ^c							
	1	2	3	4	5	6	7	8
1. Age	0.1543	0.0027	0.1288	0.0641	0.0852	0.1333	0.1114	0.2959 ^b
2. Marital status	0.0000	-0.0569	-0.0173	-0.0444	-0.0339	0.0169	-0.1106	0.1482
3. Tenure in present teaching position	0.0135	-0.0333	0.0769	0.0068	0.0900	0.0531	0.1048	0.2600 ^b
4. Total years teaching in home economics	0.0463	-0.0751	0.0292	-0.0295	0.0914	0.1503	0.0478	0.2677 ^b
5. Certification	0.0562	0.0144	0.1440	0.0972	0.1777	0.1967 ^a	0.2199 ^a	0.2429 ^a
6. Reason for becoming a home economics teacher	0.0732	0.0869	0.1972 ^a	0.0819	0.1989 ^a	0.0989	0.1238	-0.0915
7. Educational attainment	-0.0004	0.0614	0.0861	0.0352	0.1106	0.0767	0.0979	0.1662
8. Institution granting undergraduate degree	0.0429	-0.0951	-0.0142	-0.0644	-0.1298	-0.0115	-0.0710	0.0441
9. Teaching minor	0.0794	0.0534	0.0730	0.0611	0.1540	0.1037	0.0618	-0.0502
10. Extent of professional organization affiliations	-0.0414	0.0701	0.1655	0.0694	0.1566	-0.0064	0.1654	0.1420
11. Extent of professional leadership experiences	0.0170	0.1235	0.1316	0.1107	0.0926	0.0448	0.1756	0.1348
12. Career projection	0.0534	-0.0003	-0.0908	-0.0842	0.0059	0.0069	-0.0856	-0.1393
13. Number of home economics teachers in department	-0.0619	0.0504	-0.0455	0.0113	-0.0602	-0.1036	-0.0515	-0.0887
14. Type of teaching schedule	0.0748	0.0366	0.0635	0.0300	0.0521	0.0926	0.0683	0.0457
15. Range of students served by home economics program	0.0178	0.1775	-0.0393	0.1448	0.1213	0.0366	0.0635	-0.0671
16. Range of students taught	0.0419	0.1504	-0.1248	0.0953	0.0986	0.0414	0.0011	-0.1389
17. Range of home economics program features	0.0516	0.1911	0.1491	0.1819	0.0743	0.0565	0.1726	0.0764
18. Responsibilities beyond classroom instruction	0.0429	0.1210	0.0105 ^a	0.0741	0.0703	0.0936	0.1323	0.1107
19-21. Curricular mode:								
(19) human development aspects	0.0453	0.0894	0.1109	0.0879	-0.0892	0.0605	0.0493	0.0590
(20) consumer education	0.1079	0.0712	0.0958	0.0417	-0.0346	0.1108	0.0313	0.0507
(21) material aspects of family environment	0.1952 ^a	0.0867	0.1292	0.1201	0.0786	0.2027 ^a	0.2326 ^a	0.1502

^aSignificant at the .05 level. For the d.f. obtained, correlations of plus .1946 or minus .1946 are necessary to be significant at the .05 level.
Source: M. M. Downie and P. W. Heath, Basic Statistical Methods, 2nd ed. (New York: Harper and Row, 1965), p. 306.

^bSignificant at the .01 level. For the d.f. obtained, correlations of plus .254 or minus .254 are necessary to be significant at the .01 level.
Source: Ibid.

^cRole Sub-Set Key: (1) Material aspects of home economics curriculum; (2) Human development aspects of home economics curriculum; (3) Employment education aspects of home economics curriculum; (4) Socially controversial expectations; (5) Individual-student orientation to home economics teaching; (6) Conventional classroom-related responsibilities; (7) Extra-classroom responsibilities; (8) Personal image of the home economics teacher.

CHAPTER V

SUMMARY AND CONCLUSIONS

This study focused upon four areas of inquiry: (1) variability in teachers' perceptions of professional role expectations as reflected in differences in item scores, (2) variability in teachers' perceptions of sets of professional role expectations as reflected in role sector scores, (3) relationships of teachers' perceptions regarding professional role expectations and selected background variables such as age, marital status, years of teaching experience, and nature of present teaching assignment, and (4) an exploration of selected structural properties of expectations associated with the professional role of the home economics teacher as reflected in an analysis of role sub-set scores.

Summary

Background information.--The 192 respondents in this study represented a random sample of public high school home economics teachers listed in the 1969-70 register of certified teaching personnel in Michigan.

The majority of these respondents (66.7%) were from 26-56 years of age and 72.9 per cent were married. Most (81.3%) of the teachers held vocational teaching certificates and 88.5 per cent had earned college credit beyond the bachelor's degree. Nearly one-third (30.7%) held the master's degree. About one-fourth (26.0%) of the respondents were graduates of Michigan State University while 22.1 per cent held undergraduate degrees from out-of-state institutions.

Nearly one-fifth (19.3%) of the respondents became home economics teachers because they enjoyed the subject, 9.9 per cent because it was practical preparation for life, and 9.9 per cent because of a desire to work with students. However, over one-third (35.9%) of the teachers did not respond to this item.

One-fifth (20.3%) of the respondents had taught home economics for sixteen or more years while 21.4 per cent had taught two years or less. About one-fourth (26.6%) of the teachers had been in their present teaching position for two years or less and 9.4 per cent reported a present teaching tenure of sixteen or more years.

Nearly one-half (46.9%) of the teachers reported affiliation with three or more professional organizations with 86.5 per cent reporting at least two professional memberships. However, 75.5 per cent of the teachers

reported no professional leadership experience in these organizations within the last three years. In their career projections, 72.4 per cent of the teachers planned to continue teaching home economics over the next five years, 16.1 per cent planned to leave the field, and 11.5 per cent expected to leave temporarily and return in a few years.

Most (82.9%) of the teachers were teaching in a home economics department with more than one teacher with 39.7 per cent reporting being in at least a four-teacher department. Only one-tenth (10.9%) of the departments served a single type of student (such as girls only classes) and 61.5 per cent of the programs served at least three types of students. Most of the respondents (73.4%) reported working with at least two types of students. In the curriculum structure of these programs, aspects of the curriculum dealing with the material environment of the family had the highest reported incidence (65.1%) of being offered primarily as special classes or units and the lowest incidence of being offered primarily on an integrated basis. The human development aspects of the curriculum were more likely to be integrated into other classes or offered on a combination of both an integrated and separate-class basis.

For 16.1 per cent of the respondents, professional responsibilities were confined primarily to classroom teaching in contrast to the 81.8 per cent who reported at least one extra-classroom responsibility. One-fourth (25.0%) of the teachers reported at least three professional responsibilities in addition to their classroom teaching. Nearly two-fifths (39.1%) of the teachers reported teaching schedules which could be classified as "specialized" rather than general or comprehensive (such as Child Development rather than Homemaking I) and over three-fourths reported teaching some classes dealing with a specialized aspect of home economics.

Item score differences.--A five-point scale ranging from "1" (low) to "5" (high) was used to determine the perceptions of the 150 home economics teacher role expectations contained in the instrument checklist. There was no item for which perceptions were identical (confined to only one score value) and only one item for which scores were confined to only two score values. Scores on most items (79.3%) were distributed along the full range of score values and for nearly all items (95.3%) four of the five score values were used.

By themselves, the range of score values generally indicates fairly high variability of perceptions for individual item expectations. However, the means for 71.3 per cent of the items occurred in the scoring

range of 4.0 and above. The findings further reveal a relatively low incidence of low-scale values (options "1" and "2") with item standard deviations ranging from 0.269 to 1.513.

Using the standard deviation of the item composite score as the measure of item variability, the lower quartile of thirty-eight item standard deviations was designated as "high-consensus items" and the upper quartile of thirty-eight item standard deviations was designated "low-consensus items." When analyzed in relation to distribution among the ten role sectors, nearly three-fifths (58%) of the high-consensus items represented role sectors dealing with substantive development (Role Sector I) and promoting learning (Role Sector III). No item relating to program interpretation (Role Sector VI) appeared in the set of high consensus items. Role sectors relating to guidance (Role Sector V), member of school staff (Role Sector VII), member of community (Role Sector VIII), and intended recipients of instruction (Role Sector X) were each represented by one high-consensus item.

By contrast, low-consensus items tended to relate to expectations involving community membership (Role Sector VIII) and instructional recipients (Role Sector X) with few low-consensus items relating to substantive development (Role Sector I) and promoting learning

(Role Sector III). Some of the expectations for guidance and counseling (Role Sector V) were also among the more variable with 13 per cent of the low-consensus items relating to this role sector.

As reflected by high- and low-consensus items, the teachers' perceptions tended to be in higher agreement concerning the "what" and "how" of teaching (substantive development and promoting learning) than "who" to teach (intended recipients of instruction). Less agreement also existed on expectations relating to community membership as a professional (Role Sector VIII).

Role sector differences.--Two areas of difference were considered in regard to the role sectors. The first involves the extent of variability existing in the several role sectors. The second concerns the degree of importance associated with the various role sectors.

The standard deviation served as the measure of role sector variability. Using this indicator, the sets of expectations dealing with promoting learning (Role Sector III) and substantive development (Role Sector I) were found to be the least variable while the sets of expectations relating to community membership (Role Sector VIII) was found to be the most variable. These findings indicate that a much higher level of agreement exists among teachers' perceptions regarding "how" and "what" to teach than for expectations associated with

other dimensions of their role. By contrast, much less consensus exists concerning expectations relating to community membership.

The degree of importance associated with each of the ten role sectors was approximated by the mean score for each role sector. An examination of these scores indicated that greater importance was ascribed to the set of expectations concerning the promotion of learning (Role Sector III) and to the set of expectations concerning professional membership (Role Sector IX) with means of 4.347 and 4.333 respectively. The lowest means (3.434 and 3.683) were associated with community membership (Role Sector VIII) and instructional recipients (Role Sector X) respectively.

Relationship of perceptions to background variables.--Possible relationships between respondents' perceptions for the ten role sectors and twenty-one selected background variables were investigated through computation of Pearson Product Moment correlation coefficients. In general, this analysis revealed few instances of statistically significant correlations (.05 level). Of the few noted instances of significant correlations, several involved expectations relating to professional membership (Role Sector X) which was significantly correlated with age, teaching experience, educational attainment, extent of professional affiliation and leadership, certification,

and extra-classroom responsibilities. Only the two variables, certification and curricular mode for teaching material concerns of the family environment, correlated with as many as five role sectors.

Exploration of selected structural properties.--

Eight groupings of role expectations were identified corresponding to the structural properties selected for exploratory examination. These were designated as "role sub-sets" and included: (1) expectations dealing with material considerations of family life (food, clothing, shelter), (2) expectations dealing with human development aspects of family life, (3) expectations dealing with employment education, (4) professional expectations of a socially controversial nature, (5) expectations reflecting an individual-student focus, (6) expectations confined to conventional classroom activities, (7) expectations involving extra-classroom responsibilities, and (8) expectations associated with the personal image of the home economics teacher.

These sub-sets were somewhat useful in differentiating among characteristics of high- and low-consensus items. For example, a much higher proportion of high-consensus items were associated with conventional classroom responsibilities (Sub-set 6) than was the case for low-consensus items. Furthermore, approximately three-fifths of the low-consensus items dealt with

extra-classroom expectations (Sub-set 7) in contrast to slightly more than one-fifth of the high-consensus items.

The sub-set framework appeared to be less analytically useful when considered in its totality, however. Although variability within the sub-sets did occur, an examination of the importance associated with each of the sub-sets (indicated by the mean scores ranging from 3.796 - 4.611) revealed relatively little difference in the average importance ascribed to the various sub-sets. However, as reflected in the sub-set means, expectations dealing with the personal image of the home economics teacher (Sub-set 8) were rated of highest importance with expectations relating to extra-classroom responsibilities (Sub-set 7) receiving the lowest adjusted mean score. Highest consensus (lowest standard deviations) occurred for conventional classroom-related responsibilities (Sub-set 6) with lowest consensus occurring in employment education aspects of the home economics education curriculum (Sub-set 3).

The examination of correlation coefficients for sub-set scores and the twenty-one background variables yielded few statistically significant (.05 level) relationships. The variables most prominently involved in the few occurring significant correlations were essentially the same as for the role sector analysis--certification and the curricular mode for teaching the material considerations of family life.

Conclusions

On the basis of the data obtained from the random sample of Michigan home economics teachers, the following conclusions are advanced for consideration.

1. As revealed by the role perception scores, the teachers generally associate a numerically extensive and relatively complex array of expectations with the professional role of the home economics teacher. Few items (8.7%) had mean scores of less than 2.99 indicating that most of the checklist expectations were considered valid for the home economics teacher role.
2. In general, the role perceptions appear to be more homogeneous than heterogeneous. Although some perceptual variability was found, the high percentage (71.3%) of item mean scores above 4.0 indicates that a large proportion of the expectations were considered to be fairly important by a large proportion of the teachers.
3. Identified perceptual variability was generally not systematically accounted for by the analytical variables (background characteristics) used in this study. Few statistically significant correlations (.05 level) were found between teachers' role perceptions (role sector scores) and the twenty-one background variables selected

for analysis. Of these variables, certification and curricular mode for teaching the material aspects of home economics had the highest incidence of significant correlation (five out of ten role sectors). Other variables correlating with some (but not all) role sectors included educational attainment, extent of professional affiliation and leadership, teaching experience, age, and extra-classroom responsibilities. These most frequently correlated significantly with expectations relating to professional membership (Role Sector IX).

4. High- and low-consensus items differed systematically in character when examined in relation to the role sector association and classification of structural properties (role sub-sets). However, these differences generally were not extended to the role sectors or sub-sets as totalities, thus suggesting that the differences in high- and low-consensus items did not parallel the classification systems (role sectors and sub-sets) and/or the high- and low-consensus items were not sufficiently powerful to overcome the "equalizing effects" of the intermediate consensus items.

5. From an analytical perspective, the classification system of selected structural properties (role sub-sets) was much more useful in differentiating among high- and low-consensus items than in revealing clearly defined differences when viewed in its totality.

Discussion

At least two concerns merit discussion in relation to the general item variability findings. The first involves a consideration of the quantity of expectations associated with the home economics teacher role. The second concern relates to the degree of differentiation potential contained in the scale used to determine the role perceptions.

The relatively limited incidence of low-item score values ("1" and "2") and the relatively low-item variances, suggest that the sample of teachers generally perceived the 150 expectations as essentially valid for the professional role of the home economics teacher. Since the set of 150 expectations was formulated as a "possibility model" rather than a particular type of "ideal role model," the findings raise questions concerning the quantity and scope of expectations associated with the home economics teacher role. Questions need to be raised regarding the extent to which the present

set of expectations constitutes a "reasonable" expectation for the home economics teacher in the context of the present and emerging educational setting and factors such as extent of preparation and in-service assistance provided teachers. More specifically, to what extent is the scope of this set of home economics teacher role expectations comparable (quantitatively and qualitatively) to expectations for the roles of other teachers? Or, is the present set of expectations a role specification which, though optimally desirable, is humanly difficult (if not impossible) to enact with consistent proficiency?

The five-point scale used for determining perceptions focused upon the degree of importance which might be ascribed to each of the given expectations. The scale ranged from "No, should not be expected of the home economics teacher" to "Yes, is of great importance for the home economics teacher to do." With this scale, teachers had three (3) options (scale values "3" - "5") for differentiating among degrees of importance ascribed to any given item considered (by the teacher) to be a valid expectation for the professional role of the home economics teacher. This left one scale option ("2") for "undecided" ratings and one scale option ("1") to designate expectations considered inappropriate for the home economics teacher. Since the item scores indicated that this sample of teachers perceived most of the

150 expectations to be generally valid, the question may be raised whether the upper three values ("3" - "5") of the rating scale represented sufficient differentiation potential for this group of teachers.

Although the incidence is relatively low, the occurrence of some systematically patterned correlations provides some support for the idea that sufficient variability did exist among role perceptions to permit at least some statistical analysis. As presented in Chapter III, except for a few cases, most of the descriptive characteristics exhibited a fairly wide range of variability. The first exception related to the variable "marital status" where relatively few unmarried teachers were included in the sample. The second possible exception involves the reason for becoming a home economics teacher which had a high incidence (35.9%) of nonresponse.

Thus, despite the relatively diverse sample of home economics teachers, few of the demographic variables systematically accounted for differences among role perceptions as measured in this study. Failure to obtain accountable differentiation could be a function of at least three (3) factors, the first of which relates to the set of selected background variables which, in reality, may not be associated with the teachers' professional role perceptions. Previous studies of home economics teacher role also revealed an absence of

statistically significant relationships between role perception and selected analytical variables (teaching effectiveness and job satisfaction;²⁵³ vocational and non-vocational teachers).²⁵⁴ What these findings may indicate, is that home economics teachers' professional role perceptions may be associated with some set of variables not identified in this study. For example, variables relating to the teachers' early images of home economics, their social status and that of their parents, or geographic location may have revealed more significant correlations with role perceptions.

Secondly, the diversity among role perceptions may have been insufficient to obtain correlation coefficients at a level approaching significance for all variables. This insufficient perceptual diversity may in turn stem from (1) a type of analytical distribution (in this case the role sectors) which systematically "averages" high- and low-diversity items, thereby concealing differences when examining the data in grouped form, or (2) a set of perceptions which are, in fact, highly homogeneous. In other words, home economics teachers may generally assess professional role expectations in a similar manner. While the explanation for

²⁵³Hastings, op. cit.

²⁵⁴Page, op. cit.

this is not found in this study, some speculation might be advanced regarding possible similarities in the overall approach to professional socialization of the teachers or about similarities in other aspects of their social backgrounds which continue to influence their professional role expectations.

The third factor to which the lack of accountable differentiation might be attributed, involves the measurements used for the set of variables investigated in the study. Considering the limited precedent available from previous research on home economics teacher role, the research efforts of this study must be treated as exploratory. Thus, the measures of role perceptions and selected background variables merit acceptance only on a tentative basis. The problem of achieving statistically significant relationships between role perceptions and the selected variables may derive from the respective measures used. In their present state, the measures are relatively untested thus limiting somewhat the confidence which can be placed in the information obtained from this initial trial.

Another dimension of the correlation problem should also be recognized. With the number of correlations obtained in this study, some could have occurred by chance. This factor, of course, further limits the interpretation of the study findings.

Implications

Provisional though they may be, the findings of this study provide some basis for considering two sets of implications. The first of these involves implications regarding the application or implementation of the findings in professional practice. The second consideration relates to implications for further research.

Since the professional role expectations identified for this study were considered valid by this sample of respondents, questions concerning the quantity and scope of expectations associated with home economics teacher role might be raised. Although the critical level of "expectation overload" is not known, the problem of "being all things to all people" seems to be a possibility in view of the findings of this study and considering the findings of previous studies suggesting that roles containing extremely diverse, incompatible, and/or extensive expectations may present problems to those attempting to enact them--such as conflict of incompatible role expectations, demands in excess of a worker's capacity, and ambiguity to indicate a few.²⁵⁵

The foregoing suggests a consideration of at least two possible adjustments to professional role

²⁵⁵Snoek, op. cit., p. 364.

redefinition and clarification for home economics teaching: (1) greater selectivity regarding a more limited set of professional role expectations, or (2) rejecting the single-role conceptualization, systematically moving toward a framework of position differentiations to accommodate an increasing array of professional role expectations for home economics teaching.

Implementing the first possibility would involve establishing a set of "professional priorities" which would be somewhat consistent for the profession as a whole. It would by necessity have to be "limiting" and would raise questions regarding what would happen to the responsibilities and expectations "eliminated" from the role (assumed by other professionals, ignored entirely, etc.) as well as problems concerning what the limitation criteria should be.

Implementing the second possibility essentially would result in having more than one kind of home economics teacher--which is already a reality in some situations and increasingly recognized in certification discussions. This would mean, for example, that role expectations of self and others for the home economics employment education teacher would be recognized as quite different than those for the home economics teacher for family life. This would also mean that changes would need to be considered for the pre-service

and in-service preparation of teachers for the differentiated positions both in terms of content and in relation to internship and other "field experiences" relating to teacher preparation. Implementing the second possibility also raises fundamental questions of what the professionally recognized specializations would be and the extent to which continuing the present "generalized role" would be warranted in some situations.

The findings of this study also raise some questions regarding the basis for the homogeneity of perceptions among this random sample of teachers. The limited evidence linking "experiences" (teaching experience, educational attainment, extent of professional affiliation and leadership, extra-classroom responsibilities, etc.) to what little role perception difference was found suggests that the process of changing role expectations is closely related to changing the experiences of the teachers. This would also suggest conversely that the great tendency toward homogeneity of expectations could well be a function of homogeneity of experience since the differences in "experiences" reported by the teachers were not extensive except for a few variables.

The foregoing discussion is not to advocate an immediate professional redirection on the basis of these research findings. Rather, it is merely proposed for

consideration in view of some additional evidence which suggests that, as a group, home economics teachers tend to ascribe validity and importance in similar manner to a rather extensive set of expectations which may be far too overwhelming to implement effectively given our present conceptualization of home economics teacher role and the existing programs to prepare persons for this professional role. The problem of professional role clarification and accountability becomes critical when the persisting encounter with too many, and possibly conflicting, expectations can be resolved only on the basis of individual teacher, rather than professionally consistent, criteria. On the basis of these study findings, it would appear that this may well be presently occurring since so few of the analytical variables accounted for variations among the teachers' role perceptions.

The primary implication for further research relates to further testing of the instrument. Given the nature of the present findings, it is essential to determine whether the tendency to homogeneity of role perceptions is truly a function of the teaching population or of the instrument used in this study.

The five-point scale used for determining perceptions, focused upon the degree of importance which might be ascribed to each of the given expectations.

The scale ranged from "No, should not be expected of the home economics teacher" to "Yes, is of great importance for the home economics teacher to do." With this scale, teachers had three (3) options (scale values "3" - "5") for differentiating among degrees of importance ascribed to any given item considered (by the teacher) to be a valid expectation for the home economics teacher. This left one scale option ("2") for "undecided" ratings and one scale option ("1") to designate expectations considered totally inappropriate for the home economics teacher.

As previously noted, the item scores indicate that this sample of teachers perceived most of the 150 expectations to be generally valid, thus serving to functionally narrow the scale options to the upper three values. This raises the question of whether these options were sufficient to adequately discriminate among teachers' perceptions. This may suggest the possible need for a scale having a greater range of differentiation such as a five-point scale of "strongly disagree to strongly agree" with a mid-value for "undecided" ratings or a scale extending beyond a five-point range.

Several possible research implications are of secondary interest. The first relates to the nature of the expectations themselves. Since items of intermediate consensus (second and third quartiles of standard

deviations) differed somewhat from high- and low-consensus items (as reflected in distributions among role sectors and sub-sets), the nature of the difference seems important to determine. This may warrant a factor analysis of items in each of the quartiles to ascertain some of the characteristics which may be associated with items of high, low, and intermediate consensus.

The present research does not address the problem of comparing teachers' normative considerations of role expectations with expectations held by "significant others" (administrators, students, etc.) or with expectations as evidenced in actual practice. Since it is presumed that normative conceptualizations of expectations do not occur in isolation, additional research relating expectations held by significant others for home economics teachers and observations of actual practice would be useful in determining the extent to which home economics teachers' role perceptions are congruent with expectations held by significant others and with role enactment. The set of expectations identified in the present study could serve as a basis for such additional research.

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APPENDICES

APPENDIX A

SUMMARY OF TEACHER INTERVIEW SCHEDULE

APPENDIX A

SUMMARY OF TEACHER INTERVIEW SCHEDULE

1. In your opinion, what are some of the most desirable and least desirable ways in which the high school home economics teacher can be involved in the operation of the overall school program? (In addition to teaching home economics, of course.)

(a) <u>Most Desirable</u>	(b) <u>Least Desirable</u>
---------------------------	----------------------------
2. What do you consider to be some of the most effective and least effective ways in which the home economics teacher develops an "image" of the home economics program outside of school?

(a) <u>Most Effective</u>	(b) <u>Least Effective</u>
---------------------------	----------------------------
3. In your opinion, what home economics--related learnings should receive the greatest emphasis and which the least emphasis in today's high school home economics program?

(a) <u>Greatest Emphasis</u>	(b) <u>Least Emphasis</u>
------------------------------	---------------------------
4. What do you consider to be some of the most desirable and least desirable ways in which the high school home economics teacher can contribute to the total home economics profession?

(a) <u>Most Desirable</u>	(b) <u>Least Desirable</u>
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5. What are your greatest hopes and concerns regarding what might be expected of the high school home economics teacher in the future?

(a) <u>Greatest Hopes</u>	(b) <u>Greatest Concerns</u>
---------------------------	------------------------------

* * * * *

For parts c - e, use rating scale at left.

_____	low	For each of the above questions, how	
_____	1	do you think the <u>position</u> of the home	
_____	2	economics teacher <u>generally</u> :	
_____	3	(c) rates at present?	(c) _____ (enter number)
_____	4	(d) rated 5 years ago?	(d) _____ (enter number)
_____	5	(e) will rate 5 years	(e) _____ from now? (enter number)
_____	6	<u>ADDITIONAL COMMENTS:</u>	
_____	7		
_____	8		
_____	9		
_____	10		
	high		

APPENDIX B

LIST OF JURY MEMBERS

APPENDIX B

LIST OF JURY MEMBERS

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APPENDIX C

GUIDELINES FOR JURY REVIEW

APPENDIX C

GUIDELINES FOR JURY REVIEW

I. BACKGROUND INFORMATION FOR JURY

I-A: Overview of Study. Refer to attached brief outline of proposed study (green sheet).

I-B: Instrument-development goals. The primary goal, as conceptualized by the writer, is to formulate a checklist of responsibilities which comprehensively samples the "realm of possibility" regarding the kinds of expectations which may be held¹ for the role of the high school home economics teacher. Given these possible role expectations, the study will then deal with respondents' perceptions of the importance which should be attached to the expectations itemized in the checklist. The resulting role perception scores will then be analyzed in terms of respondents' academic and professional preparation, type of teaching assignment, and other background variables.

It is important to note that the basic emphasis is upon developing an instrument, the content of which reflects a valid spectrum of present and emerging professional responsibilities, functions, and activities which may be associated with the professional role of the home economics teacher at the secondary level. This means, that the total "set" must contain items reflecting

¹As may be noted in what high school teachers of home economics (in Michigan) are observed or report doing, responsibilities suggested in the professional literature, and what various "significant others" (teacher educators, state supervisors, school administrators, counselors, etc.) may suggest (implicitly as well as explicitly) in the way of desired functions and activities for which the home economics teacher should be responsible.

"traditional" expectations (which may or may not be universally desirable) as well as expectations which may be emerging in the process of the changes being made in educational approaches. Thus, the set of items appearing in the checklist is NOT presented as a "model of some ideal" with respect to what a home economics teacher ought to do. Rather, the task of the research is to find out, given a set of representative expectations, the degree of "oughtness" which home economics teachers consider important.

Suggesting that the set of responsibilities contains traditional as well as emerging expectations rests upon the assumption that the concepts of "traditional" and "emerging" represent some types of orientations to home economics teaching (a notion for which there is some support in the literature). Consequently, a secondary task of this study is to examine the feasibility of developing some framework with which to categorize the various role expectations in terms of the orientation which the item in question reflects. An attempt has been made to formulate a framework characterizing "traditional," "conventional," and "emerging" orientations to home economics teaching. This framework is outlined in Section II.

It is, of course, a limitation of this research (as it is for many role perception studies) that it excludes an investigation of what home economics teachers actually are expected to do by occupants of complementary roles. However, if a profile (explicit and systematically developed) can be obtained regarding the kind of importance teachers attach to various responsibilities, functions, and activities, then there will be some kind of "conceptual map" against which to plot further study of expectations held for home economics teachers by "significant others" together with possible comparisons with actual role performance.

I-C: Task of the jury. Given the preliminary form of the checklist, the most important task of the jury member is to render professional judgment regarding the validity of the items--individually and collectively. In other words, professional judgment is requested regarding the degree to which an item is considered to reflect an expectation associated with the professional role of the high school home economics teacher.²

²As noted in footnote #1.

In assessing the items, the following fundamental question must be considered: Does sufficient evidence exist to support a claim that a given item, in practice or in theory, represents an expectation which may be associated with the professional role of the home economics teacher at the secondary school level?³ It is in response to this question that the evaluations of the jury members are desired. The rating scale and its use are outlined in Section II.

In addition to the validity judgments, the jury member is asked to rate each item in terms of its "traditional-emerging" orientation to home economics teaching. The orientation framework is outlined in the jury instructions in Section II.

I-D: Organization of the instrument. The items in the checklist have been categorized using a ten-section typology designed to represent sectors or dimensions associated with the professional role of the high school home economics teacher. To some extent, these "role sectors" represent basic functions for which a home economics teacher may be held responsible.

The proposed typology was developed from an examination of home economics teacher responsibilities and activities obtained from the literature review, teacher interviews, consultations with thesis advisors, and the writer's observations and interpretations from a variety of professional experiences. The proposed typology will tentatively be used in analyzing the teachers' responses to items in the checklist.

In reality, teacher responsibilities do not exist in a form easily categorized into truly representative segments. Consequently, any specification of teacher responsibilities represents an abstraction, the purpose of which is to provide a conceptual tool which will be useful in structuring a rather nebulous complex of ideas. Any attempt to devise a conceptual typology of teacher responsibilities is further complicated by the

³ Thus the jury member must take into consideration the actual professional setting (in this case the home economics programs in Michigan), the professional literature dealing with the duties and role of the high school home economics teacher, the views of professionals and others who hold expectations for what the home economics teacher is to be responsible, and, of course, the jury member's own observations and interpretations regarding the role of the high school home economics teacher.

problem of some activities relating to more than one function or area of professional concern. Consequently, it is difficult (if not for all practical purposes impossible) to devise categories which are mutually exclusive in a pure sense. Instead, one can only attempt to deal with "central tendencies." It is in this context that the following typology is presented.

Role Sectors⁴

1. Serving instructional "clientele": Those individuals and/or groups toward whom the home economics teacher bears direct educational and instructional responsibility--the "audience" which depends upon the high school home economics teacher for educational assistance.
2. Program development: that set of responsibilities, functions, and activities primarily involved in determining the home economics program as a totality--especially those responsibilities for (1) considering appropriate program-development factors and (2) appropriate approaches and/or techniques to employ.
3. Defining educational purposes: Specifying the kind of educational outcomes for which the home economics teacher may be held accountable in terms of content and desired student behavior. (To some extent, defines home economics).
4. Promoting student learning: those responsibilities undertaken by the home economics teacher in managing the various instructional interactions to achieve desired educational outcomes. (Structuring an environment for learning.)
5. Management of department facilities: overseeing the overall department facilities in order to (1) develop an appropriate physical setting in which the various aspects of instruction may be carried out, (2) being "accountable" for the use and upkeep of the facilities and supplies, and (3) conducting the general affairs of the department in a businesslike manner.
6. Student guidance: counselling with students (beyond group contact in the classroom) and working with the guidance/counselling services in the school.

⁴Areas of professional responsibility.

7. Member of school's total professional "team": responsibilities and activities expected of the home economics teacher as a member of the total school staff (in addition to teaching home economics classes).

8. Interpreting the home economics program: communicating the aims, activities, policies, and needs of the home economics program to the various "publics" involved; generally projecting the image of the home economics program in the school and community.

9. Member of the community: community-related responsibilities of the home economics teacher as a result of being a professional in the community.

10. Representative of the professions of teaching and home economics: expectations relating to carrying out responsibilities to the total educational and home economics professions as well as serving as a representative of the professions to the general public.

II. INSTRUCTIONS FOR JURY

II-A: Overview. As previously indicated, the jury is being requested to make two (2) assessments of the items appearing in the preliminary form of the checklist. Scoring keys have been developed for these assessments. The third dimension of the jury task is optional and related to general comments which the jury member may wish to make in addition to the validity and orientation assessments.

1. Validity assessment--this is considered to be the most important assessment. The scoring key and instructions for its use appear on the following page.⁵

2. Orientation assessment--this is essentially an exploration of the feasibility of using an orientation framework to categorize items in the checklist. The proposed "traditional-emerging" framework and the corresponding scoring key are outlined on the last page.⁵

⁵A separate loose-leaf copy is provided for use with the checklist.

3. Additional comments (optional)--although the request for your professional judgment applies to the validity and orientation assessments, any additional comments regarding clarity of meaning, redundancy, etc. will be welcomed. Your comments may be made near the item in question, along the lower margin, or on the back of the page.

II-B. Key for Assessing Item Validity⁶

Directions: In the column to the LEFT of each item, CIRCLE the number indicating the degree to which YOU consider⁷ the statement to be a professional expectation associated with the role of the high school home economics teacher:

Key

1. Do not consider item to be an expectation associated with the professional role of the high school home economics teacher
2. Undecided as to whether this expectation may be associated with the professional role of the high school home economics teacher.
3. Expectation is rarely associated with the professional role of the high school home economics teacher
4. Expectation is occasionally associated with the professional role of the high school home economics teacher
5. Expectation is frequently associated with the professional role of the high school home economics teacher
6. Expectation is always (or nearly always) associated with the professional role of the high school home economics teacher

⁶A separate loose-leaf copy of this page is also included with the checklist.

⁷As may be noted in observations and reports of home economics programs in Michigan, general and specific responsibilities suggested in the professional literature, views of professionals and others who hold expectations for home economics teacher responsibilities, and the jury member's own observations and interpretations regarding the role of the high school home economics teacher.

If-C: Framework for Orientation to Home Economics Teaching⁸

Traditional Orientation. The family viewed as a relatively independent (and largely private) social unit to provide the material aspects of the home and to care for children;

Program emphasis upon preparing girls solely for the homemaking role; important for the home economics teacher to (1) demonstrate and supervise the practice of proper methods of home production of basic material goods and services needed by the family (food, clothing, household articles) and (2) to transmit scientific approaches to child rearing and housekeeping.

Conventional Orientation. Shift to the "consuming" role of the family; increased attention given to the human dimension (general tendency to project a view of the family in which the material environment is considered separately from the social environment);

Expansion of home economics offerings to include some boys and some consideration given to the dual role of women; important for home economics teacher to see that students are exposed to the information and criteria necessary for selecting and using the many material goods and services available to meet the needs of the family and its members; expanded consideration given to principles of personal development, preparation for marriage, and family living.

Emerging Orientation. The family viewed as an interdependent life support system--linked reciprocally with both the natural environment and the social organizations;

Instruction to involve a variety of individuals and groups in the study of the components of the natural and social environment upon which the family (in its varied forms) is dependent and those factors (mass media, economic conditions, role conflicts, etc.) impinging directly upon the family which the family must manipulate in order to perform its functions as a facilitating, mediating, adapting, and confronting system as it creates opportunities for the development of its members; importance of applying management components and approaches to the social as well as material culture of the family; emphasis upon developing skills (managerial as well as social and manipulative) needed to maximize or expand personal and/or family resources and to promote desirable social interactions.

Directions: In the column to the RIGHT of each item, CIRCLE the number indicating the type of orientation⁹ which YOU believe would be associated with the item:

Key

1. Undecided as to the orientation associated with this item
2. Item primarily associated with a traditional⁹ orientation to home economics
3. Item primarily associated with a conventional⁹ orientation to home economics
4. Item primarily associated with an emerging⁹ orientation to home economics
5. Item is not associated with any particular orientation⁹ to home economics
6. Item could be associated with more than one orientation⁹ to home economics

⁸A separate loose-leaf copy of this page is also included with the checklist.

⁹Consult framework in left column.

APPENDIX D

**HOME ECONOMICS TEACHER ROLE
PERCEPTION CHECK LIST**

APPENDIX D

HOME ECONOMICS TEACHER ROLE

PERCEPTION CHECK LIST

Please complete this check list, place in stamped envelope, and return by: _____
to: Mrs. Carolyn McKinney
c/o Dr. Norma Bobbitt, 101 Human Ecology Bldg.
Michigan State University
East Lansing, Michigan 48823

4/71

HOME ECONOMICS TEACHER ROLE PERCEPTION CHECK LIST

EXPLANATION OF CHECK LIST: This rating device consists of a series of statements about responsibilities and activities which may possibly be associated with the professional role of the home economics teacher. These statements represent a variety of possible expectations. YOU are asked to state the importance which YOU think each expectation merits.

DIRECTIONS FOR COMPLETING CHECK LIST: Try to "mentally remove" yourself from your immediate school situation and assume that YOU are defining the professional role of the home economics teacher as YOU think it ought to be. (Thus, whether you are actually performing any item should not influence your rating.)

- a. Using the KEY below, rate each statement from "1" to "5" in terms of the degree to which YOU consider the item to be important to performed by the home economics teacher at the secondary level.
- b. CIRCLE the number of your rating at the right of each statement. Pencil or pen may be used, but circle only one (1) rating for each item.
- c. There are no "right" or "wrong" answers -- your frank assessment of the importance of each item is the best answer.

KEY FOR RATINGS: Rating values range from "1" to "5." Terms to describe the numerical values are as follows:

- 1 - No, should not be expected of the home economics teacher
2 - Undecided as to whether this should be expected
3 - Is of limited importance for the home economics teacher to do
4 - Is somewhat important for the home economics teacher to do
5 - Is of great importance for the home economics teacher to do

廣 濟 堂

CIRCLE One

- | | | | | | |
|---|---|---|---|---|---|
| 1. Conduct visitations to students' homes. | 1 | 2 | 3 | 4 | 5 |
| 2. Patronize local merchants.. | 1 | 2 | 3 | 4 | 5 |
| 3. Guide students in utilizing existing avenues for registering legitimate consumer concerns and grievances about products, services, and business practices. | 1 | 2 | 3 | 4 | 5 |
| 4. Require high standards of quality and workmanship in items which students make for personal and/or family use. | 1 | 2 | 3 | 4 | 5 |

PLEASE TURN TO PAGE 2

Page 2

KEY		3 - Of limited importance
1 - Should not be expected		4 - Somewhat important
2 - Undecided		5 - Of great importance

CIRCLE One

5. Organize classroom activity in a systematic manner, evidencing a well-prepared, though flexible procedure to create a climate conducive to optimum learning. 1 2 3 4 5
6. Give special assistance to students needing individual help. 1 2 3 4 5
7. Increase student competence in differentiating among types of decisions (technical, social, etc.) and applying corresponding decision-making strategies. 1 2 3 4 5
8. Increase student understanding of alternative means of allocating resources to meet individual and family needs and commitments under varying social and economic conditions. 1 2 3 4 5
9. Guide students in examining the impact upon individual and family development of critical social problems (such as drug abuse, over-crowded housing, etc.). 1 2 3 4 5
10. Advocate the use of standardized plans for meeting the basic material needs of the family and its members. 1 2 3 4 5
11. Counsel individual students requesting help in resolving their personal and/or family problems. 1 2 3 4 5
12. Direct students in identifying products, materials, and practices used by families which contribute to environmental pollution; examine ways of reducing such pollution. 1 2 3 4 5
13. Relate home economics subject matter to other areas of study; integrate into home economics classes the work students do in other subjects. 1 2 3 4 5
14. Develop student competence in exchanging pertinent ideas and expressing considered opinion among class members. 1 2 3 4 5
15. Individualize learning materials for students. 1 2 3 4 5
16. Guide home and community experiences and plan for these as an integral part of home economics instruction. 1 2 3 4 5
17. Coordinate and supervise work experiences for students in home economics occupational education classes.. . . . 1 2 3 4 5
18. Supply achievement, follow-up, and/or progress information for students' permanent school records. 1 2 3 4 5
19. Assist individual students in investigating job opportunities and in securing employment. 1 2 3 4 5
20. Communicate in various ways evaluation of learning progress and problems to students and parents. 1 2 3 4 5
21. Manage own resources and affairs effectively to achieve goals of personal and family life.. . . . 1 2 3 4 5

PLEASE TURN TO PAGE 3

KEY		3 - Of <u>limited importance</u>
1 - <u>Should not be expected</u>		4 - <u>Somewhat important</u>
2 - <u>Undecided</u>		5 - <u>Of great importance</u>

CIRCLE One

22. Inform and discuss with administrators needs and plans for the home economics program (curriculum, budget, etc.).. . . . 1 2 3 4 5
23. Maintain a systematic file of references and illustrative materials in a manner readily available to teachers and students. 1 2 3 4 5
24. Employ appropriate systems of bookkeeping, ordering, inventorying, and cataloging to make and administer financial and operational plans for the home economics department. 1 2 3 4 5
25. Shift emphasis away from home production and care of material goods (clothing, household items, etc.) toward selection and adaptation of commercial products. 1 2 3 4 5
26. Assist students in becoming aware of own and family's values and the ways in which values influence the decisions and actions of people. . 1 2 3 4 5
27. Assist in initiating and/or conducting meetings of home economics teachers on a local or area basis. 1 2 3 4 5
28. Aid students in acquiring personal qualities needed for employment success (grooming, reliability, etc.). 1 2 3 4 5
29. Increase student competence in identifying human and non-human resources as means of achieving goals. 1 2 3 4 5
30. See that the home economics department is attractively and functionally arranged and presents an "inviting" appearance. . . . 1 2 3 4 5
31. Guide students in understanding the common and different needs, strengths, and weaknesses of the varied traditional and emerging "experimental" (communes, etc.) family forms and the impact of these family forms upon human development. 1 2 3 4 5
32. Identify behaviors of students that indicate need for special help; refer students to proper specialist, and follow up as needed.. . . 1 2 3 4 5
33. Conduct home economics classes for the elderly. 1 2 3 4 5
34. Develop student understanding of the benefits and "costs" (human as well as material) associated with alternative ways of combining multiple social roles (student and work, employment and motherhood, etc.). 1 2 3 4 5
35. Use sets of ready-prepared behavioral objectives and/or "learning packages" distributed by publishers and/or educational organizations. . 1 2 3 4 5
36. Confer regularly with counselors regarding educational opportunities in the home economics program. 1 2 3 4 5
37. Prepare a course of study for each class taught. 1 2 3 4 5

Page 4

KEY	
1 - Should not be expected	3 - Of limited importance
2 - Undecided	4 - Somewhat important
	5 - Of great importance

CIRCLE One

38. Provide home economics instruction for special education and/or handicapped students.. . . . 1 2 3 4 5
39. Guide students in examining the varied career and occupational opportunities in home economics. 1 2 3 4 5
40. Select and use skillfully a wide variety of instructional approaches and aids appropriate to teach small groups, large classes, and students on an individual basis. 1 2 3 4 5
41. Assume representative share of committee work and student supervision associated with the total school program.. . . . 1 2 3 4 5
42. Exhibit rapport and work effectively with non-teaching staff in the total school organization. 1 2 3 4 5
43. Organize, well in advance of an anticipated crisis, information and/or discussion programs for parents, administrators, etc. regarding topics that are likely to be controversial. 1 2 3 4 5
44. Foster the development of individual and group competence to use democratic procedures in identifying and working out solutions to key social problems undertaken for class study. 1 2 3 4 5
45. Provide home economics instruction for high school girls.. . . . 1 2 3 4 5
46. Supervise the activities of student teachers in home economics. . . . 1 2 3 4 5
47. Demonstrate proficiency in guiding student learning experiences in settings other than the home economics classroom(s) in the school. . . 1 2 3 4 5
48. Regularly inspect the operating condition of classroom equipment and promptly request any needed service and/or repairs. 1 2 3 4 5
49. Lecture skillfully to students for purposes of providing a common background of information and stimulating interest. 1 2 3 4 5
50. Use reliable sources of information and research findings in teaching the various phases of home economics.. . . . 1 2 3 4 5
51. Assist students to acquire new patterns of behavior to cope with differing living and learning environments. 1 2 3 4 5
52. Show understanding of adolescent peer culture and exhibit patience and sympathy toward student viewpoint and error. 1 2 3 4 5
53. Adjust instruction to accommodate student differences in intellectual ability, motivation, and achievement. 1 2 3 4 5
54. Maintain a well-groomed appearance; avoid irritating habits; dress in good style and taste, avoiding distracting fashion extremes. 1 2 3 4 5

PLEASE TURN TO PAGE 5

KEY		3 - Of limited importance
1 - <u>Should not be expected</u>		4 - <u>Somewhat Important</u>
2 - <u>Undecided</u>		5 - <u>Of great importance</u>

CIRCLE One

55. Maintain an informational file of home economics-related occupations and career opportunities for use by students, counselors, etc. . . . 1 2 3 4 5
56. Direct the supervision of young children in child care laboratories. . . . 1 2 3 4 5
57. Participate in meetings and workshops for teacher improvement. . . . 1 2 3 4 5
58. Demonstrate both written and oral facility of expression, communicating in forms understandable by students, parents, and teachers. . . . 1 2 3 4 5
59. Affiliate with local, state, and national professional associations in education and home economics. 1 2 3 4 5
60. Live in the community in which teaching. 1 2 3 4 5
61. Display students' class projects in the school and/or community. . . . 1 2 3 4 5
62. Serve as guest speaker at the request of community groups. 1 2 3 4 5
63. Seek opportunities to serve in departmental and school curriculum planning and evaluation efforts. 1 2 3 4 5
64. Assist students in gaining actual decision-making experiences through managing some of the business affairs of the home economics class. . . . 1 2 3 4 5
65. Increase student competence in selecting and using reputable sources of information in all phases of personal and family living. 1 2 3 4 5
66. Regularly provide (or have students prepare) special refreshments for school and/or community groups. 1 2 3 4 5
67. Advise students in course selection and scheduling. 1 2 3 4 5
68. Provide home economics offerings for "gifted" or honors students.. . . 1 2 3 4 5
69. Exhibit expertise in demonstrating knowledge and skill in all aspects of homemaking and family life. 1 2 3 4 5
70. Use a variety of ways for students to assess their learning progress as a basis for planning additional learnings. 1 2 3 4 5
71. Work with home economists in other professional areas to identify, clarify, and implement more effective home economics programs in all areas of need. 1 2 3 4 5
72. Supply information and/or conduct demonstrations regarding resourceful and/or creative homemaking practices for community groups. 1 2 3 4 5
73. Supply informational material regarding home economics program activities to local press and mass media.. . . . 1 2 3 4 5
74. Develop educational experiences for systematically preparing students for employment in home economics-related jobs. 1 2 3 4 5

Page 6

KEY		3 - Of <u>limited</u> importance
1 - <u>Should not be expected</u>		4 - <u>Somewhat</u> important
2 - <u>Undecided</u>		5 - Of <u>great</u> importance

	CIRCLE One				
75. Simulate situations and/or conditions resembling students' homes as the setting in which to examine and/or apply principles and procedures relating to home economics instruction.	1	2	3	4	5
76. Encourage the development of acceptable social conduct among students.	1	2	3	4	5
77. Develop a home economics program which reflects a balanced consideration of students' needs, principles of human learning, socio-economic factors, and subject matter.	1	2	3	4	5
78. Support and participate in a variety of intellectual, cultural, and recreational activities for personal diversion and the enrichment of living.	1	2	3	4	5
79. Establish and guide student organizations and/or other co-curricular activities as an integral part of the total home economics program.	1	2	3	4	5
80. Assist neighboring teachers upon request.. . . .	1	2	3	4	5
81. Confer with counselors and other teachers regarding the progress of students having difficulty in school.. . . .	1	2	3	4	5
82. Increase student competence to locate and communicate effectively with community and social services which provide various types of personal and family assistance.	1	2	3	4	5
83. Exhibit understanding of subject matter, learning experiences, and facilities of other departments in the school.	1	2	3	4	5
84. Serve as a consultant to elementary and/or junior high school programs planning to offer home economics instruction.	1	2	3	4	5
85. Attend meetings of homemaker groups.	1	2	3	4	5
86. Supply written information about home economics classes to students, counselors, teachers, and parents.	1	2	3	4	5
87. Work with community agencies and organizations assisting families to develop educational programs in home economics and other types of assistance for family members.	1	2	3	4	5
88. Direct students in developing homemaking skills as a means of expanding personal and/or family resources.	1	2	3	4	5
89. Develop student understanding of the kinds of social and environmental conditions of the family which foster the healthy physical, social, and emotional development of family members; develop competence in meeting some of these needs.	1	2	3	4	5
90. Participate in team teaching and other cooperative instructional activities with teachers and students in own and other subject areas.. . . .	1	2	3	4	5

PLEASE TURN TO PAGE 7

KEY		3 - Of limited importance
1 - Should not be expected		4 - Somewhat important
2 - Undecided		5 - Of great importance

CIRCLE One

91. Guide students in understanding the principles underlying the performance of homemaking tasks. 1 2 3 4 5
92. Conduct home economics classes for homemakers. 1 2 3 4 5
93. Develop student competence in analyzing the purposes, uses, and risks associated with various forms of consumer credit. 1 2 3 4 5
94. Support efforts to improve the economic and social status of the teaching profession. 1 2 3 4 5
95. Provide a balanced variety of instructional options in personal development, management of family resources, and family relationships. 1 2 3 4 5
96. Follow local and/or state curriculum guides in planning and conducting classes in home economics. 1 2 3 4 5
97. Assume the initiative and leadership in interpreting the total home economics program to students and the general public. 1 2 3 4 5
98. Be sure that approaches and techniques used to measure and evaluate instructional outcomes meet professionally acceptable standards. . . 1 2 3 4 5
99. Identify the employment needs of the community which may be served by occupational preparation classes in home economics. 1 2 3 4 5
100. Involve parents in planning and evaluating various parts of the home economics program and maximize their participation where feasible in daily activities. 1 2 3 4 5
101. Assist in identifying and interpreting educational needs to the community. 1 2 3 4 5
102. Join social organizations in the community. 1 2 3 4 5
103. Train students to become proficient in performing manipulative skills used in producing goods and services for personal and/or family use. . 1 2 3 4 5
104. Participate in church activities.
105. Establish opportunities for visitors (counselors, parents, etc.) to attend special class sessions and/or "open house" events to learn more about the home economics program. 1 2 3 4 5
106. Aid students in examining the interdependent and reciprocal nature of the relationships of the family with its physical and social environment. 1 2 3 4 5
107. Maintain optimum physical and mental health; meet own developmental needs successfully. 1 2 3 4 5
108. Exhibit a commitment to a professional code of ethics. 1 2 3 4 5

PLEASE TURN TO PAGE 8

Page 8

KEY		3 - Of limited importance
1 - Should not be expected		4 - Somewhat important
2 - Undecided		5 - Of great importance

CIRCLE One

109. Request assistance from special consultants in developing and revising various aspects of the home economics program.. . . 1 2 3 4 5
110. Identify and encourage students who may be prospective home economists. 1 2 3 4 5
111. Participate in meetings, conferences, and/or committees of professional associations. 1 2 3 4 5
112. Represent the school in community affairs dealing with family well-being.. . . . 1 2 3 4 5
113. Assume responsibility for initiating and pursuing own long-range plan for increasing professional competence through advanced education, professional leadership, cultural endeavors, travel, etc. . . . 1 2 3 4 5
114. Keep well informed about contemporary affairs of local, national, and international importance which hold particular significance for education and family well-being. 1 2 3 4 5
115. Be knowledgeable about recent professional literature and research in home economics and education. 1 2 3 4 5
116. Teach job skills to students in home economics occupational preparation classes. 1 2 3 4 5
117. Utilize effective procedures to identify, record, and interpret data about the community and the needs of youth and families which may be met through the home economics program. 1 2 3 4 5
118. Work with families as total units in providing home economics instruction. 1 2 3 4 5
119. Specify performance behaviors expected of students who successfully complete various aspects of the home economics program. . . . 1 2 3 4 5
120. Guide students in examining issues dealing with alternative approaches to family planning and population control. 1 2 3 4 5
121. Aid students in interpreting influences on the family exerted by institutions outside the home and examine ways in which families might cope with these influences. 1 2 3 4 5
122. Relate understandings in each phase of home economics to one another with sufficient connection to provide the students with an integrated image of the field.. . . . 1 2 3 4 5
123. Know and understand the purpose of the various auxiliary services of the school, their relation to the teacher's role, and work effectively with them. 1 2 3 4 5
124. Provide home economics instruction for the socially and economically disadvantaged. 1 2 3 4 5

PLEASE TURN TO PAGE 9

KEY		3 - Of limited importance
1 - Should not be expected		4 - Somewhat important
2 - Undecided		5 - Of great importance

- | | | CIRCLE One | | | | |
|------|---|------------|---|---|---|---|
| 125. | Use style shows and teas to inform parents and the public about the home economics program.. . . . | 1 | 2 | 3 | 4 | 5 |
| 126. | Contribute to research projects and/or literature sponsored by educational institutions and/or professional organizations.. . . . | 1 | 2 | 3 | 4 | 5 |
| 127. | Conduct home economics classes for parents of young children participating in head start, day-care, or other similar program. . . . | 1 | 2 | 3 | 4 | 5 |
| 128. | Use teacher and pupil demonstration techniques skillfully to achieve student learning in small and large groups and with individuals. . . . | 1 | 2 | 3 | 4 | 5 |
| 129. | Guide students in considering the development and expression of human sexuality in ways that are beneficial to the individual and society. . . . | 1 | 2 | 3 | 4 | 5 |
| 130. | Involve students in the routine care and beautification of the home economics department facilities. | 1 | 2 | 3 | 4 | 5 |
| 131. | Regularly evaluate the total home economics program making systematic revisions to achieve up-to-date educational opportunities. | 1 | 2 | 3 | 4 | 5 |
| 132. | Orient employers regarding their role in providing supervised work experiences for employment education classes in home economics.. . . | 1 | 2 | 3 | 4 | 5 |
| 133. | Strengthen students' interpersonal skills for mutually effective interactions with persons of differing backgrounds and capabilities.. . . | 1 | 2 | 3 | 4 | 5 |
| 134. | Instruct home economics students regarding the proper use and care of home economics department facilities. | 1 | 2 | 3 | 4 | 5 |
| 135. | Develop student competence to test conflicting information in considering critical decision-making problems in personal and family life. . . | 1 | 2 | 3 | 4 | 5 |
| 136. | Know the home situations of students taught in home economics. . . . | 1 | 2 | 3 | 4 | 5 |
| 137. | Strive to project a comprehensive picture of the overall home economics program as well as highlights of special events. | 1 | 2 | 3 | 4 | 5 |
| 138. | Structure laboratory experiences effectively and efficiently. . . . | 1 | 2 | 3 | 4 | 5 |
| 139. | Recognize, obtain, and use skillfully in teaching, pertinent human and material resources from the community. | 1 | 2 | 3 | 4 | 5 |
| 140. | Prepare a philosophy of home economics education which recognizes the purposes of the program and its relationship to the total school. . . . | 1 | 2 | 3 | 4 | 5 |
| 141. | Join action groups to bring about changes in the community. . . . | 1 | 2 | 3 | 4 | 5 |
| 142. | Extend invitations for use of home economics program facilities to other groups in the school; instruct these people regarding the use and care of the facilities of the home economics department. . . | 1 | 2 | 3 | 4 | 5 |
| 143. | Direct the activities of teacher aides in home economics. | 1 | 2 | 3 | 4 | 5 |

Page 10

KEY		3 - Of limited importance
1 - Should not be expected		4 - Somewhat important
2 - Undecided		5 - Of great importance

CIRCLE One

144. Use individual concerns and problems of students as the basis for selecting and structuring learnings. 1 2 3 4 5
145. Teach classes other than home economics. 1 2 3 4 5
146. Help students to critically interpret and evaluate grades, standards, and labels in selecting and using consumer goods and services. . . . 1 2 3 4 5
147. Foster the development of home economics learnings as outlets for self-expression and creativity in leisure-time activities. 1 2 3 4 5
148. Provide home economics instruction for boys. 1 2 3 4 5
149. Maintain contacts with the business community in general and in particular with employers who may be potentially involved in a home economics occupational program.. . . . 1 2 3 4 5
150. Involve students in planning and implementing the instructional aspects of the home economics program. 1 2 3 4 5
151. Establish a local advisory committee for the home economics program. 1 2 3 4 5
- - - - -

PERSONAL DATA

Directions: Please complete check list before beginning the personal data section.

Please complete each of the following items as requested. This back-information is for the purpose of grouping data only. It will not be used to identify you or your school.

- | | |
|--|--|
| <p>1. <u>Year of birth:</u> PLEASE WRITE IN YEAR</p> <p>2. Your marital status: CHECK (X) ONE</p> <p>___ (a) Single</p> <p>___ (b) Married</p> <p>___ (c) Divorced or separated</p> <p>___ (d) Widowed</p> <p>3. Number of years in <u>present</u> teaching position: CHECK (X) ONE</p> <p>___ (a) Less than 1 year</p> <p>___ (b) 1 - 2 years</p> <p>___ (c) 3 - 5 years</p> <p>___ (d) 6 - 10 years</p> <p>___ (e) 11 - 15 years</p> <p>___ (f) 16 or more years</p> | <p>4. <u>Total</u> years of home economics teaching experience: CHECK (X) ONE</p> <p>___ (a) Less than 1 year</p> <p>___ (b) 1 - 2 years</p> <p>___ (c) 3 - 5 years</p> <p>___ (d) 6 - 10 years</p> <p>___ (e) 11 - 15 years</p> <p>___ (f) 16 or more years</p> <p>5. Type of teaching certificate which you <u>now</u> hold: CHECK (X) ONE</p> <p>___ (a) Secondary provisional</p> <p>___ (b) Secondary vocational provisional</p> <p>___ (c) Secondary "permanent"</p> <p>___ (d) Secondary vocational "permanent"</p> <p>___ (e) Special or temporary certificate</p> <p>___ (f) Other (list) _____</p> |
|--|--|

PLEASE TURN TO PAGE 11

6. Suppose that you are forced to select the single most significant reason for your career choice. PLEASE STATE AT THE RIGHT THE ONE (1) MOST IMPORTANT REASON WHY YOU BECAME A HOME ECONOMICS TEACHER.

7. Highest degree completed:
CHECK (X) ONE

☐ (a) Bachelors
☐ (b) Masters
☐ (c) Educational specialist
☐ (d) Other (list) _____

8. Number of credits which you have earned beyond highest degree: CHECK (X) ONE

☐ (a) None
☐ (b) 1-10 semester OR 1-15 quarter credits
☐ (c) 11-20 semester OR 16-30 quarter credits
☐ (d) More than 20 semester OR 30 quarter credits

9. List all colleges attended and each degree earned:

Name and Location of Institution	date	degree	Graduation	Minor(s)
			Major	
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

10. Are you certified to teach in any of your undergraduate minors?
CHECK (X) ONE RESPONSE BELOW

☐ (a) NO
☐ (b) YES (list your first teaching minor) _____

- 11-12. Your professional affiliations:

11. Membership -- Place a CHECK (X) at the LEFT of each organization in which you presently hold membership.

12. Leadership -- Place a CHECK (X) at the RIGHT of each organization in which you have held office and/or committee assignment within the last three years.

Membership

Leadership

☐ (a) Local teachers' organization.	(a) _____
☐ (b) Michigan/American Federation of Teachers.	(b) _____
☐ (c) American Home Economics Association	(c) _____
☐ (d) Michigan/National Education Association	(d) _____
☐ (e) American Vocational Association.	(e) _____
☐ (f) Michigan Occupational Education Assn.. . . .	(f) _____
☐ (g) Dept. of Home Economics/NEA	(g) _____
☐ (h) Other (list) _____	(h) _____

13. Which of the following do you expect will be most characteristic of your professional career in the next five (5) years? CHECK (X) ONE

☐ (a) Continue teaching home economics
☐ (b) Temporarily leave teaching with plans to return in a few years
☐ (c) Change to job other than high school home economics teaching (list) _____
☐ (d) Permanent retirement
☐ (e) Other (please list) _____

- ☐ (a) Do not have a formally designated home economics chairman or supervisor
☐ (b) Full-time home economics chairman (no teaching responsibilities)
☐ (c) Part-time home economics chairman
☐ (d) Teacher is designated as chairman
☐ (e) Other (please list) _____

- | | | | | | | | |
|---------------------------------------|-----|---|---|---|---|---|-----------|
| (a) Full-time home economics teachers | (a) | 0 | 1 | 2 | 3 | 4 | 5 or more |
| (b) Part-time home economics teachers | (b) | 0 | 1 | 2 | 3 | 4 | 5 or more |
| (c) Student aides | (c) | 0 | 1 | 2 | 3 | 4 | 5 or more |
| (d) Teacher aides (adults) | (d) | 0 | 1 | 2 | 3 | 4 | 5 or more |

- [illegible]

18. In the column at the RIGHT below, CHECK (X) each group which you have taught this year.

_____ (a) home ec. instruction for high school girls. . . .	(a) _____
_____ (b) home ec. instruction for high school boys	(b) _____
_____ (c) home ec. instruction for adult homemakers	(c) _____
_____ (d) home economics instruction for men	(d) _____
_____ (e) home ec. instruction for special edu. students	(e) _____
_____ (f) home ec. instruction for "honors" students. . . .	(f) _____
_____ (g) home ec. instruction for out-of-school youth	(g) _____
(drop outs, unwed mothers, etc.)	
(h) Other (list) _____	(h) _____

19 - 20. Home economics program features and your professional responsibilities

19. In the column at the LEFT below, CHECK (X) each feature which is present in the home economics program in which you teach.

20. In the column at the RIGHT below, CHECK (X) each program feature for which you have been responsible this year.

School ProgramYour Responsibility

_____ (a) Home ec. classes reimbursed from state vocational funds	(a) _____
_____ (b) Conduct home visitations on a regular basis.	(b) _____
_____ (c) Occupational preparation classes in home econ.	(c) _____
_____ (d) Student teachers in home economics.	(d) _____
_____ (e) Supervised work experience for students	(e) _____
_____ (f) Advisory committee for home economics program	(f) _____
_____ (g) Home ec.-related student organization(s).	(g) _____
_____ (h) Affiliation with community action program(s) Please describe) _____	(h) _____

21. How is each of the following subject areas presently offered to students in the HOME ECONOMICS PROGRAM IN YOUR SCHOOL?

CIRCLE EACH NUMBER FROM THE KEY WHICH APPLIES

Key: 1 - Not included in home ec. program at the present time
 2 - Special class (semester, quarterly, or yearly offering)
 3 - Separate unit in a home economics class
 4 - Integrated into several units or classes in home economics
 5 - Other (please list)

(a) Child development.	(a) 1 2 3 4 5 _____
(b) Family living.	(b) 1 2 3 4 5 _____
(c) Home management.	(c) 1 2 3 4 5 _____
(d) Sex education.	(d) 1 2 3 4 5 _____
(e) Family health - home nursing	(e) 1 2 3 4 5 _____
(f) Consumer education	(f) 1 2 3 4 5 _____
(g) Housing - home planning.	(g) 1 2 3 4 5 _____
(h) Home furnishings - interior decorating	(h) 1 2 3 4 5 _____
(j) Foods.	(j) 1 2 3 4 5 _____
(k) Clothing.	(k) 1 2 3 4 5 _____

THE END!

THANK YOU FOR YOUR ASSISTANCE

APPENDIX E

LIST OF ITEMS IN EACH ROLE SECTOR

APPENDIX E

LIST OF ITEMS IN EACH ROLE SECTOR

Role Sector I: Substantive Development

3, 4, 7, 8, 9, 10, 12, 14, 26, 28, 29, 31, 34, 39, 44, 51, 64, 65, 76, 82, 88, 89, 91, 93, 103, 106, 116, 120, 121, 129, 133, 135, 146, 147.

Role Sector II: Program Development

22, 25, 35, 77, 79, 95, 96, 99, 100, 109, 117, 119, 131, 140, 144, 150, 151.

Role Sector III: Promoting Learning

1, 5, 6, 15, 16, 17, 20, 32, 37, 40, 47, 49, 50, 52, 53, 58, 70, 74, 98, 122, 128, 136, 138, 139.

Role Sector IV: Department Management

23, 24, 30, 48, 75, 130, 135, 142.

Role Sector V: Guidance and Counseling

11, 18, 19, 36, 55, 67, 81, 86.

Role Sector VI: Program Interpretation and Public Relations

43, 61, 73, 97, 105, 125, 137, 149.

Role Sector VII: Member of School Staff

13, 41, 42, 63, 66, 80, 83, 84, 90, 123, 145.

Role Sector VIII: Member of Community

2, 60, 62, 71, 85, 87, 101, 102, 112, 114, 141.

Role Sector IX: Member of the Education and Home Economics Professions

21, 27, 54, 57, 59, 69, 78, 94, 107, 108, 110, 111, 113, 115, 126.

Role Sector X: Instructional Recipients

33, 38, 45, 46, 56, 68, 72, 92, 118, 124, 127, 132, 143, 148.

APPENDIX F

LIST OF ITEMS IN EACH ROLE SUB-SET

APPENDIX F

LIST OF ITEMS IN EACH ROLE SUB-SET

Role Sub-set 1: Material Aspects of Home Economics Curriculum

4, 10, 12, 25, 30, 48, 88, 91, 93, 103, 125, 130, 134, 146, 147.

Role Sub-set 2: Human Development Aspects of Home Economics Curriculum

3, 7, 8, 9, 14, 26, 28, 29, 31, 34, 44, 51, 64, 82, 89, 106, 120, 121, 129, 133, 135.

Role Sub-set 3: Employment Education Aspects of Home Economics Curriculum

17, 19, 28, 39, 74, 99, 116, 132, 149.

Role Sub-set 4: Socially Controversial Expectations

3, 9, 12, 26, 31, 35, 43, 44, 51, 82, 87, 112, 120, 129, 141.

Role Sub-set 5: Individual-student Orientation to Home Economics Teaching

1, 6, 11, 15, 32, 67, 81, 110, 136, 144.

Role Sub-set 6: Conventional Classroom-related Responsibilities

4, 5, 23, 30, 37, 40, 45, 48, 49, 50, 58, 65, 66, 88, 89, 91, 103, 110, 128, 130, 134, 138, 144, 146.

Role Sub-set 7: Extra-classroom Responsibilities

1, 2, 3, 11, 12, 13, 16, 17, 19, 20, 22, 24, 27, 32, 33, 36, 38, 41, 42, 43, 46, 47, 56, 57, 62, 63, 71, 72, 73, 74, 79, 80, 82, 84, 85, 87, 90, 94, 97, 99, 100, 111, 112, 118, 126, 127, 132, 136, 139, 141, 143, 145, 149, 151.

Role Sub-set 8: Personal Image of the Home Economics Teacher

21, 54, 69, 107, 108.

APPENDIX G

**BRIEF OUTLINE OF PROPOSED STUDY: "PERCEPTIONS
OF PROFESSIONAL ROLE HELD BY HIGH SCHOOL HOME
ECONOMICS TEACHERS IN MICHIGAN"**

APPENDIX G

BRIEF OUTLINE OF PROPOSED STUDY: "PERCEPTIONS OF PROFESSIONAL ROLE HELD BY HIGH SCHOOL HOME ECONOMICS TEACHERS IN MICHIGAN"¹

2/71

Brief Outline of Proposed Study: "Perceptions of
Professional Role Held by High School Home Economics Teachers in Michigan"¹

Focus of Study. The proposed research deals with identifying perceptions held for the contemporary role of the high school home economics teacher. The basic purposes of the study are (1) to obtain teacher perceptions regarding professional role by rating teacher responsibilities on a checklist developed by the writer and (2) to identify and analyze any relationships which may be found between the teachers' role perceptions and selected variables indicating their academic and professional preparation, teaching experience, and the type of professional activities in which they are presently involved.

Procedures. Conducting the study involves three (3) basic phases:

Phase I - Instrument Development: Development of "Role Perception Checklist" by writer from (1) review of literature relating to teaching of home economics and (2) interviews with home economics teachers; instrument validation by jury review; pilot testing of instrument for possible revision of format and procedures of administration.

Phase II - Data Collection

- A. Sample: Randomly selected sample of 750 teachers designated as full-time high school home economics teachers on the 1969-70 register of certified teaching personnel in Michigan.
- B. Procedures: Instruments will be mailed to teachers selected in the sample and will be returned by them in postage-paid envelopes provided; follow-up of nonrespondents as appropriate; school administrators to receive advance notification of the teacher's selection for the study.

Phase III - Data Analysis and Summary

- A. Data obtained in the study will be summarized and analyzed as indicated in the detailed research proposal and presented with the approval of the writer's guidance committee in accordance with policies governing thesis preparation at Michigan State University.
- B. Neither individual teachers nor schools will be identified in reporting the study. However, as a token of appreciation of their research contributions, all participants in the study will receive a copy of the thesis abstract summarizing the major aspects of the study.

¹(Mrs.) Carolyn Donner McKinney, Doctoral Candidate, Home Economics Education, Michigan State University. 4211 Lexington, E. Lansing, Mich., 48823; Phone: 517-332-0473.

Being undertaken as partial fulfillment of the requirements for the degree of Doctor of Philosophy at MSU. Dr. Beatrice Paolucci, Professor in the College of Human Ecology (formerly College of Home Economics) serves as thesis advisor and chairman of the writer's guidance committee.

APPENDIX H

REQUEST FOR PILOT STUDY PARTICIPATION

COLLEGE OF HUMAN ECOLOGY • DEPARTMENT OF FAMILY ECOLOGY • HUMAN ECOLOGY BUILDING

March 6, 1971

TO: Selected Home Economics Teachers in Michigan

FROM: Carolyn Dommer McKinney, Doctoral Candidate
Home Economics Education, MSU

SUBJECT: Study of Home Economics Teachers' Perceptions
of Professional Role

Your assistance is requested in conducting a study of professional role perceptions held by Michigan home economics teachers. A summary of the overall study appears on the green sheet which has been enclosed for your reference.

This particular request is for your assistance with pilot testing the "Home Economics Teacher Role Perception Checklist" and background information items. Specifically, this will involve your attention to the following:

1. Completing the "H.E.T. Role Perception Checklist" (consists of circling responses)
2. Supplying selected background information (checklist and short-answer type items)
3. Indicating any items or instructions which you find to be unclear or which you think should be revised or eliminated.

All materials will be supplied to you. You will not be required to identify yourself or your school. In addition, names of teachers and schools will not be used in analyzing or reporting data. This will be the only request made to you to participate in the study. However, you will, along with all other participants in this pilot phase, receive a summary of the study when it is completed.

Your responses and evaluations are critically important in refining the instrument for future use. Thus, I do hope that you will be able to review the materials during the week of March 29 - April 2, 1971. At this time, it is essential to have confirmation regarding your possible participation. A form (white) and post-paid envelope have been supplied for your convenience in replying. Your cooperation is greatly appreciated.

Enclosures (3)

APPENDIX J

REPLY FORM FOR PILOT STUDY PARTICIPATION

Please complete this form, place in self-addressed, stamped envelope, and return by:

to: Mrs. Carolyn McKinney
3540 Merrick Ct., #240
Lexington, Ky. 40502*

Please Check (X) One:

_____ YES, I will be able to complete the role perception checklist during the week of March 29 - April 2, 1971. (You will receive the materials by March 26 or 27.)

_____ NO, I will not be able to participate as requested.

Please Complete Address Information:

Mrs.
Miss

_____ last name

_____ first name

_____ phone

Name of School in which Teaching _____

Your PREFERRED
Mailing Address

_____ number

_____ street

_____ city

_____ zip code

THANK YOU FOR YOUR ASSISTANCE

_____ *address during term break only

APPENDIX K

COVER LETTER FOR PILOT STUDY

COLLEGE OF HUMAN ECOLOGY - DEPARTMENT OF FAMILY ECOLOGY - HUMAN ECOLOGY BUILDING

March 24, 1971

TO: Home Economics Teachers Participating in Pilot Study of Home Economics Teacher Role

FROM: Carolyn Dommer McKinney

Thank you so much for agreeing to assist in pilot testing these research materials. Since a home economics teacher's schedule is always so busy, I doubly appreciate your going "beyond the regular call of professional duty" to participate in this study

The two-fold purpose of this pilot study is (1) to obtain, from presently employed home economics teachers, responses for preliminary item analysis and (2) to obtain teachers' comments and frank criticisms of the instruments in an effort to eliminate the "bugs" before the materials are revised for the final data collection. The set of checklist items represents a rather extensive specification of possible expectations which might be held for the professional role of the home economics teacher. (If nothing else, we might be impressed with the complexity -- and, additional items already have been deleted from the preliminary list!)

Your responses will be exceptionally important since the teachers' views in the pilot study represent individual and collective "recommendations" for changes, thus serving as a critical "research barometer." Comprehensive though the checklist may be, its effect cannot be overwhelming. Thus, your frank appraisal of the content and length will be particularly appreciated. It is estimated that the checklist and personal data sections can be completed in about 1½ hrs. -- assuming that the respondent quickly circles a rating and does not "study" many items. Since this estimate is based on so few trials, your time report is quite vital. A separate page is provided for recording your evaluation. In addition, please feel free to make any notes or comments in margins, etc.

It is very important that you mail the materials no later than midnight Friday, April 2. In the event that your schedule has become more crowded than you earlier anticipated, return the materials with whatever you have completed.

I appreciate your cooperation and contributions in this research effort. If you have any problems or questions regarding the materials, please telephone me -- collect! (517-332-0473).

Enclosures: Role Checklist & Personal Data Form (combined)
Evaluation Form
Postage-paid, return envelope

APPENDIX L

PILOT STUDY EVALUATION FORM

PILOT STUDY EVALUATION FORM

1. Estimated time involved in completing each section:

a. Checklist Items: _____ (time)

b. Personal Data Information: _____ (time)

2. What are your recommendations regarding the length of the checklist? CHECK (X) ONE

_____ a. Leave checklist in present form. (additional
_____ b. Reduce checklist to a maximum of comments)
_____ c. Reduce checklist to a maximum of
_____ d. Reduce checklist to a maximum of
_____ e. Other (explain) _____

3. Clarity of directions: CHECK (X) ONE

_____ a. Directions clearly understood at first reading.
_____ b. Directions understood when read a second time.
_____ c. Directions understood after considerable study. (Explain) _____
_____ d. Uncertain about the meaning of the directions. (Explain) _____

4. Did you have any difficulty in interpreting and/or using the KEY for rating the checklist items?
CHECK (X) ONE

_____ a. No
_____ b. Yes (Please explain) _____

5. Did you have any difficulty in interpreting and completing the information requested in the personal data section? CHECK (X) ONE

_____ a. No
_____ b. Yes (Please explain) _____

6. Is there any part of the personal data section which you find to be offensive, a violation of privacy, or object to answering? CHECK (X) ONE

☐ a. No

☐ b. Yes (Please explain) _____

PLEASE ADD ANY COMMENTS WHICH YOU CONSIDER APPROPRIATE

APPENDIX M

**ANNOUNCEMENT MEMORANDUM TO ADMINISTRATORS
FORM A**

COLLEGE OF HUMAN ECOLOGY • DEPARTMENT OF FAMILY ECOLOGY • HUMAN ECOLOGY BUILDING

Your assistance is requested in conducting a study of views held for various aspects of the professional role of the home economics teacher. The proposed research, as outlined in the enclosed summary (green sheet), is an attempt to identify and assess teacher perceptions of professional responsibilities. It is hoped that the results will be of value in clarifying the role of the home economics teacher and in identifying needed changes in the preparation of home economics teachers. Since conducting the study involves obtaining responses from part of your instructional staff, this announcement is provided for your advance information.

The home economics teacher(s) listed on the enclosed form (white) has been selected to participate in the study. In addition to completing a checklist on role perception, each participant will be asked to supply some background information concerning academic and professional preparation, teaching experience, and responsibilities for various home economics functions. It is important to emphasize that teachers will not be required to identify themselves or your school on any of the research materials. Names of teachers and schools will not be reported in the study. (Participant codes will be used only for corresponding with teachers and to supply a summary of findings at the conclusion of the study.)

At this time it is essential to have an accurate check on the correct placement of the teacher, thus this request for your official confirmation of the present teaching assignment. A form (white) and return envelope have been supplied for your convenience in replying. Your cooperation in providing this information is greatly appreciated.

Sincerely,

(Mrs.) Carolyn Dommer McKinney, Doctoral Candidate
Home Economics Education, Michigan State University

Enclosures (3)

APPENDIX N

**ANNOUNCEMENT MEMORANDUM TO ADMINISTRATORS
FORM B**

TO: Principals of school employing home economics teachers selected to participate in study of home economics teachers' role perceptions*

FROM: (Mrs.) Carolyn McKinney, Doctoral Candidate
Home Economics Education

SUBJECT: Information regarding teacher selection and participation

The home economics teacher(s) listed below has been selected to participate in a study of professional role perceptions held by Michigan home economics teachers. It is hoped that the results of this research will be of value in clarifying the role of the home economics teacher.

Since conducting the study involves obtaining responses from part of your instructional staff, this announcement is provided for your advance information. Additional informational material regarding the study has also been sent to central administration in your school system to obtain the confirmation of the present teaching assignment and to obtain any "official clearance" which may be necessary. Each of the teachers will be contacted directly by the researcher and the school is not obligated in any way to inform the teachers or to ensure their participation.

Each of the teachers participating in the study will complete a home economics role perception check list and a personal data form. The latter is to be used only for grouping and analyzing check list data and sample description. Teachers will not be asked to supply their names or schools on either the check list or personal data form.

Selected Teacher(s)

*refer to enclosed green sheet

APPENDIX O

REPLY FORM FOR TEACHER ASSIGNMENT CONFIRMATION

APPENDIX O

REPLY FORM FOR TEACHER ASSIGNMENT CONFIRMATION

Please complete this form, place in self-addressed, stamped envelope, and return by:

to: Mrs. Carolyn McKinney
211 Lexington Ave.
E. Lansing, Michigan 48823

Directions

1. Check (X) "a" if the teacher presently teaches home economics at this school.
2. Check (X) "b" if the teacher no longer teaches home economics at this school. PLEASE GIVE THE NAME OF THE PERSON WHO HAS REPLACED THIS TEACHER.

_____	a.	
_____	b.	_____
		(Name of replacement teacher)
_____	a.	
_____	b.	_____
		(Name of replacement teacher)
_____	a.	
_____	b.	_____
		(Name of replacement teacher)

Please explain below any special policies governing the participation of the above teachers in the proposed study (in addition to the enclosed notification to administrator and comparable information to the teacher). Unless notified of the need to meet additional conditions, it will be assumed that the research materials can be sent directly to the teacher during the period March 15 - April 15, 1971.

THANK YOU FOR YOUR ASSISTANCE

APPENDIX P

ANNOUNCEMENT LETTER TO TEACHERS

Your assistance is requested in conducting a study of the professional role of the home economics teacher. As you know, the total field of home economics currently is engaged in a critical review of programs and needed modifications to respond effectively to present and future challenges. In comprising a significant segment of the total profession, home economics educators play an important part in determining the future of home economics. Thus, it is vital that home economics teachers have an opportunity to express their views concerning what the professional role of the home economics teacher should be. Such is the object of the present study.

You are among the 250 Michigan home economics teachers selected for the study. Your participation is exceptionally important since the teachers' views represent individual and collective recommendations, thus serving as a critical "barometer" of professional opinion. To ensure that the study outcomes are truly representative, the contribution of each selected teacher is needed.

Participation in the study involves completing the "Home Economics Teacher Role Perception Checklist" (circle responses) and supplying some background information regarding your academic and professional preparation, teaching responsibilities, and professional experiences. It is important to emphasize that the personal data will be used only for sample description and for grouping and analyzing checklist responses -- you will not be asked to identify yourself or school on the forms. You should receive the materials on April 16-19, 1971. Postage-paid envelopes will be supplied for returning the completed forms by April 29.

Since the home economics teacher's schedule is already a busy one, assisting with projects such as this means going beyond the "everyday call of professional duty." I will appreciate greatly your professional and personal contributions to the forthcoming study.

Sincerely,

(Mrs.) Carolyn Dommer McKinney, Doctoral Candidate
Home Economics Education, Michigan State University

APPENDIX Q

POST CARD NOTIFICATION OF RECEIPT
OF RESEARCH PACKET

APPENDIX Q

POST CARD NOTIFICATION OF RECEIPT
OF RESEARCH PACKET

PLEASE COMPLETE AND RETURN THIS CARD IMMEDIATELY

Check (X) One:

- _____ a. I will complete and return the role
check list by April 29, 1971.
- _____ b. I cannot return the materials by the
above date. PLEASE INDICATE AT THE LEFT
WHEN YOU CAN RETURN THE
COMPLETED CHECK LIST.
- _____ (date)

Address at which you prefer to receive the
report of the study (Summer, 1971).

Number	Street	
City	State	Zip

APPENDIX R

FIRST FOLLOW-UP

APPENDIX R

FIRST FOLLOW-UP

April 23, 1971

JUST A REMINDER.....

Several days ago you received a check list concerning the role of the home economics teacher. Your opinions are vital to the success of this research and I will appreciate your cooperation in completing the check list and returning it promptly.

This reminder is being sent to all teachers, so if you have already returned the check list, please accept my appreciation for your assistance.

Thank you,

Carolyn McKinney, Doctoral Candidate
Home Economics Education

Michigan State University

APPENDIX S

SECOND FOLLOW-UP

COLLEGE OF HUMAN ECOLOGY • DEPARTMENT OF FAMILY ECOLOGY • HUMAN ECOLOGY BUILDING
May 1, 1971

TO: Teachers participating in "Study of Professional Role
Perceptions Held by Michigan Home Economics Teachers"

FROM: (Mrs.) Carolyn Donner McKinney
Doctoral Candidate, Home Economics Education

Recently you were sent a check list concerning the role of the home economics teacher. This research is being conducted to determine professional role perceptions held by home economics teachers. The response of each selected teacher is needed to guarantee that the findings are truly representative of the viewpoints of Michigan home economics teachers.

Your personal response is, therefore, vital to the success of the research. This is your opportunity to register your opinions regarding the importance of various expectations which may be held for home economics teachers. Enclosed is a second check list in the event that the previous one has been misplaced. The information which you provide will be treated confidentially and will not be identified with you in any way during the analysis or in the final report.

If you have returned the previous check list in the last day or two, please disregard this letter and accept my sincere appreciation for your cooperation in the study. It is upon this type of assistance that effective research depends.

Enclosures: Role check list
Return envelope

APPENDIX T

ACKNOWLEDGMENT LETTER TO STUDY PARTICIPANTS

Thank you so very much for completing and returning the "Home Economics Teacher Role Perception Checklist." The success of any research depends in great measure upon the cooperation of the respondents whose investment of time and energy are considerable. I very much appreciate your assistance in this attempt to identify and describe the professional role of the home economics teacher and hope that this experience has in some way provided some professional enrichment in return for the important contribution which you have so generously made.

The final results of the study will (hopefully) be available by the end of July, 1971. As previously indicated, you will receive a summary of the study as a token of your personal contribution to this research.

Sincerely,

(Mrs.) Carolyn Dommer McKinney
Doctoral Candidate, Home Economics Education
Michigan State University

APPENDIX U

SUMMARY OF ITEM SCORES

APPENDIX U

TABLE 36.--Summary of item scores.

Item	Frequency	Minimum Value	Maximum Value	Mean	Standard Deviation
1	192	1.00	5.00	2.4218750	1.393380
2	192	1.00	5.00	3.5885417	1.303428
3	192	1.00	5.00	4.7604167	0.526667
4	192	1.00	5.00	4.3958333	0.792361
5	192	1.00	5.00	4.8020833	0.503803
6	192	4.00	5.00	4.9218750	0.269070
7	192	1.00	5.00	4.2187500	0.928920
8	192	1.00	5.00	4.5937500	0.672234
9	192	2.00	5.00	4.6197917	0.627656
10	192	1.00	5.00	2.9062500	1.253921
11	192	1.00	5.00	3.9583333	1.205716
12	192	1.00	5.00	4.3854167	0.810530
13	192	1.00	5.00	4.3333333	0.852058
14	192	1.00	5.00	4.5937500	0.589225
15	192	1.00	5.00	4.0625000	1.031570
16	191	1.00	5.00	3.4659686	1.259759
17	192	1.00	5.00	3.8177083	1.351012
18	192	1.00	5.00	3.3697917	1.271403
19	192	1.00	5.00	3.2552083	1.377635
20	192	1.00	5.00	4.2031250	0.924020
21	192	1.00	5.00	4.6510417	0.757579
22	192	3.00	5.00	4.9322917	0.271893
23	192	1.00	5.00	4.6875000	0.602134
24	192	1.00	5.00	4.3281250	0.992981
25	192	1.00	5.00	3.4635417	1.106253
26	192	3.00	5.00	4.7343750	0.538823
27	192	1.00	5.00	3.3645833	1.112704
28	192	1.00	5.00	4.5572917	0.676338
29	192	1.00	5.00	4.3125000	0.878033
30	192	1.00	5.00	4.6250000	0.626634
31	192	1.00	5.00	4.2291667	0.943195
32	192	1.00	5.00	4.5156250	0.843680
33	192	1.00	5.00	2.4322917	1.259768
34	192	2.00	5.00	4.4479167	0.736054
35	192	1.00	5.00	2.9270833	1.005168
36	192	1.00	5.00	4.0885417	0.902280
37	192	1.00	5.00	4.6145833	0.784267
38	192	1.00	5.00	4.0104167	1.253224

TABLE 36.--Continued.

Item	Frequency	Minimum Value	Maximum Value	Mean	Standard Deviation
39	192	1.00	5.00	4.3854167	0.757093
40	192	2.00	5.00	4.7395833	0.526617
41	192	1.00	5.00	4.1145833	0.930797
42	192	1.00	5.00	4.6145833	0.668980
43	192	1.00	5.00	4.0052083	1.173429
44	192	1.00	5.00	4.1822917	0.967048
45	191	3.00	5.00	4.9214660	0.306268
46	192	1.00	5.00	4.3229167	0.992061
47	191	1.00	5.00	3.6125654	1.238271
48	192	3.00	5.00	4.7552083	0.529223
49	192	1.00	5.00	4.4114583	0.820212
50	192	2.00	5.00	4.8906250	0.400936
51	192	1.00	5.00	4.5520833	0.684454
52	191	2.00	5.00	4.8062827	0.491145
53	191	2.00	5.00	4.7905759	0.550708
54	191	1.00	5.00	4.7434555	0.650624
55	192	1.00	5.00	3.8385417	1.184531
56	192	1.00	5.00	3.5729167	1.397416
57	192	1.00	5.00	4.4531250	0.669368
58	192	1.00	5.00	4.4635417	0.914527
59	192	1.00	5.00	3.9218750	1.043123
60	192	1.00	5.00	2.7760417	1.513240
61	192	1.00	5.00	4.1614583	0.856129
62	191	1.00	5.00	3.2722513	1.252036
63	192	1.00	5.00	4.2135417	0.932948
64	192	1.00	5.00	3.9583333	1.120178
65	191	1.00	5.00	4.6020942	0.655981
66	192	1.00	5.00	2.2343750	1.396430
67	192	1.00	5.00	3.2500000	1.414214
68	191	1.00	5.00	4.1623037	0.978637
69	192	1.00	5.00	4.0937500	1.102858
70	192	2.00	5.00	4.4427083	0.684036
71	192	1.00	5.00	4.2447917	0.829732
72	192	1.00	5.00	2.8802083	1.334686
73	192	1.00	5.00	3.7552083	1.115091
74	191	1.00	5.00	4.1151832	1.079634
75	192	1.00	5.00	3.6458333	1.134690
76	192	2.00	5.00	4.6458333	0.596309
77	192	2.00	5.00	4.8229167	0.490641
78	191	1.00	5.00	4.3246073	1.051000
79	190	1.00	5.00	3.4263158	1.269230
80	192	1.00	5.00	4.2135417	0.880994
81	192	2.00	5.00	4.7239583	0.562203
82	192	1.00	5.00	4.2812500	0.888591
83	192	1.00	5.00	4.0677083	0.806128

TABLE 36.--Continued.

Item	Frequency	Minimum Value	Maximum Value	Mean	Standard Deviation
84	192	1.00	5.00	4.0625000	1.090775
85	192	1.00	5.00	3.1510417	1.426415
86	191	1.00	5.00	4.0942408	0.995526
87	190	1.00	5.00	3.3105263	1.330710
88	190	2.00	5.00	4.6421053	0.624301
89	190	2.00	5.00	4.6631579	0.601770
90	190	1.00	5.00	4.1315789	0.919255
91	192	1.00	5.00	4.5416667	0.677486
92	191	1.00	5.00	2.9581152	1.360466
93	191	2.00	5.00	4.7958115	0.518280
94	192	2.00	5.00	4.5364583	0.693065
95	192	1.00	5.00	4.6666667	0.696538
96	191	1.00	5.00	3.8429319	1.034377
97	192	1.00	5.00	4.1041667	1.197547
98	192	1.00	5.00	4.3906250	0.873409
99	192	1.00	5.00	4.2083333	0.996503
100	192	1.00	5.00	3.6041667	1.265566
101	191	1.00	5.00	3.8638743	1.152710
102	192	1.00	5.00	2.6718750	1.266417
103	192	2.00	5.00	4.2135417	0.838363
104--omitted due to typographical error					
105	191	1.00	5.00	4.0471204	1.032564
106	191	1.00	5.00	4.3350785	0.816137
107	192	1.00	5.00	4.8281250	0.508195
108	192	2.00	5.00	4.7656250	0.571821
109	192	2.00	5.00	4.3437500	0.706412
110	192	2.00	5.00	4.7395833	0.526547
111	192	1.00	5.00	4.0520833	0.974758
112	191	1.00	5.00	3.5026178	1.348974
113	192	1.00	5.00	4.5156250	0.805586
114	192	2.00	5.00	4.6927083	0.573726
115	192	1.00	5.00	4.5833333	0.608262
116	192	1.00	5.00	4.3229167	0.986769
117	191	1.00	5.00	3.8743455	1.162991
118	192	1.00	5.00	2.8906250	1.400641
119	192	1.00	5.00	4.1250000	1.036001
120	192	1.00	5.00	4.1510417	1.127058
121	191	1.00	5.00	4.3246073	0.794303
122	192	2.00	5.00	4.4375000	0.713556
123	191	2.00	5.00	4.2931937	0.838486
124	191	1.00	5.00	4.2146597	1.156672
125	192	1.00	5.00	3.2031250	1.251341
126	192	1.00	5.00	3.4635417	1.152609
127	192	1.00	5.00	3.0260417	1.441476
128	192	1.00	5.00	4.6145833	0.668980

TABLE 36.--Continued.

Item	Frequency	Minimum Value	Maximum Value	Mean	Standard Deviation
129	192	1.00	5.00	4.5520833	0.810530
130	192	1.00	5.00	4.4062500	0.793668
131	192	1.00	5.00	4.8333333	0.504776
132	191	1.00	5.00	3.7486911	1.406633
133	191	1.00	5.00	4.3612565	0.858620
134	191	3.00	5.00	4.8481675	0.374144
135	192	2.00	5.00	4.6250000	0.674905
136	192	1.00	5.00	4.3593750	0.838233
137	192	1.00	5.00	4.4479167	0.777562
138	192	3.00	5.00	4.8437500	0.391751
139	191	2.00	5.00	4.7172775	0.526823
140	192	1.00	5.00	4.4739583	0.849607
141	192	1.00	5.00	2.7864583	1.322865
142	192	1.00	5.00	2.8333333	1.480531
143	190	1.00	5.00	4.1315789	1.027944
144	192	1.00	5.00	4.5416667	0.707724
145	192	1.00	5.00	1.8854167	1.161059
146	192	2.00	5.00	4.7760417	0.476515
147	191	1.00	5.00	4.6020942	0.671836
148	192	1.00	5.00	4.4427083	0.841868
149	192	1.00	5.00	4.0520833	1.052246
150	192	1.00	5.00	4.2135417	0.862982
151	192	1.00	5.00	3.1354167	1.339061