

THE DEVELOPMENT AND  
ADMINISTRATION OF AN ATTITUDE  
INSTRUMENT TO MEASURE CHANGE  
EFFECTED BY A HOME ECONOMICS  
SENIOR SEMINAR

Thesis for the Degree of M. A.  
MICHIGAN STATE UNIVERSITY  
SALLY A. COWELL  
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## ABSTRACT

### THE DEVELOPMENT AND ADMINISTRATION OF AN ATTITUDE INSTRUMENT TO MEASURE CHANGE EFFECTED BY A HOME ECONOMICS SENIOR SEMINAR

by Sally A. Cowell

This study attempted to assess the degree of attitude change, as indicated by a developed instrument, which resulted from a student's being a member of the course, Senior Seminar, H.E. 401. The instrument dwelt on attitudinal concepts that comprised the bulk of the course content. A pretest - posttest administration was given to the Senior Seminar group. Single administrations of the same instrument were given to a group of fifty-five Professional Home Economists and eighty-eight Social Psychology students for comparison. The results were not in the predicted directions; in most cases the F ratio indicated no statistical difference. On individual subscales, reversals occurred which placed the seminar posttest scores lower than the pretest. No predictor variables were identified as significant from a battery of potential variables regarding the students' mothers employment practices.

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SENIOR SEMINAR

By

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## CHAPTER I

### BACKGROUND OF THE PROBLEM

A curriculum revision started in 1957 was instituted by the College of Home Economics at Michigan State University in 1961. Results of this revision included a series of five core courses designed to provide common learnings for all home economic students in the various subject matter areas included in the College. Included in this core curriculum was a capstone core course, H.E. 401, entitled Senior Seminar which was designed to ". . . integrate the total university experience of the student." [Mentzer, p. 17] This intent is in agreement with the purpose of a capstone course as viewed by the University which is to reinforce student understanding of the relationship between his major field and allied fields. [CUE, p. 68] Increasing specialization within professions and professional education can cause segmentation and narrowness of intellectual awareness if students are not provided an opportunity to view the totality of their field and their function within that field. [Nosow, p. 5] Senior Seminar, then, has as its task creating an interdisciplinary

concept of the field of home economics and integrating the university experience of its students into a meaningful whole.

Purpose of the course.--As a field of study, home economics is interdisciplinary for it comprises subject matter drawn from the natural and social sciences and the arts for the purpose of understanding man, his near environment and the relationship between them. [Budewig, p. 6] However, the field is more readily conceptualized as being multidisciplinary by both "laymen" and prebaccalaureate home economics students. In the interest of broadening student understanding and strengthening relationships within the field, it appears expedient to bring students of the various home economics majors together to discuss the relationship of the majors to each other and to the total field. Senior Seminar was intended to fulfill this objective. While viewing the totality of home economics, it seems opportune to discuss the concept of professionalism as it relates to society, to the field of home economics, to the specific majors within the field and to the students themselves as prospective professional persons. Since eight of the nine majors offered in the College prepare graduates for professional work, and because the great majority of the students are women, the Senior Seminar also focuses on the role of professional women in

contemporary society; particularly their life styles in relation to family and profession and the combination of these two roles.

Structure of the Senior Seminar.--The core courses are required of all students in the College of Home Economics. Thus class enrollment for Senior Seminar averages 100 students per term. In order to provide a more appropriate seminar setting, the total class is divided into three discussion sections which are further subdivided into discussion groups of approximately ten students each. The two primary reasons for the subdivision into groups of ten may be considered (1) to allow for greater participation of each student, and (2) to free the range of opinions and topics to which the students wish to react by removing the authority figure from the discussion. The three staff persons function as observers among the small groups, not as leaders. Since each student has had a university experience unique to her, the process of integrating various aspects of her experience can only evolve from the student's own mental efforts. The small group discussions are meant to provide a setting where this can take place. Discussion guide questions are issued a week prior to each discussion session, giving the student time to reflect on the designated topic so she may participate in the discussion more fully.

Requirements of the course.--For purposes of evaluation, three methods of intellectual communication are utilized. Throughout the term the students develop three or four papers on designated topics. This provides the student an opportunity to organize her thoughts on a particular topic minimizing time as a pressure factor. The discussion sessions (evaluated by peer ratings) are based upon the ability to communicate verbally on both known and spontaneous topics. The final examination is a series of short discussion questions requiring the student to organize her thoughts quickly and concisely on selected topics.

Content of the course.--As illustrated in the review of literature, all learning and teaching processes are intertwined with attitudes but particularly is the role of the college educated woman a concept characterized by a wide diversity of attitudes. When a teacher is primarily concerned with imparting certain knowledge and the student is concerned with increasing her intellectual repertoire, evaluation of the student's success may be measured relatively accurately with a well written examination. Test results are used to demonstrate whether the student has an understanding of the material and is able to apply it accurately in accordance with the course objectives. But when the instructor's objective is to effect personal evaluation of central attitudes evaluative measures do not come easily.

Unlike many courses primarily concerned with imparting knowledge, Senior Seminar is primarily concerned with creating or reinforcing attitudes favorable to aspects of professionalism and home economics. It is not possible for obvious reasons to evaluate students for purposes of grading according to their attitude stance. Instead evaluation is based more directly on the ability of the student to support verbally and in writing her particular attitude. Yet it would seem that the course has not achieved some of its major objectives if there has been no shift toward greater acceptance of ideas presented.

As discussed above, the course deals not with particular home economics competencies, but with the role of women in today's society, professionalism, and home economics as a professional field. The expressed course objectives and rationale are laden with the following attitudinal areas: professions; women as professionals; student self-concept as a professional; home economics as a profession; student self-concept as a home economist; home economics as a single, interrelated field; and the life styles of educated women.

Attitudes in these areas are intrinsic to the basic decisions Senior Seminar students will be making in the immediate future regarding their own individual life styles as they contemplate the several options available to today's educated women (i.e. marriage, employment, and continuing

education). The relation and integration of these options to each other is most poignant as graduation nears and graduating seniors are considered by the university and society as qualified to hold a professional position in society.

When confronted with ideas that imply a threatening decision, hostility is a not uncommon reaction. Much is written on the role conflicts facing American women. A preponderance of the literature deals specifically with the resolution of the traditional role of women with the desire for productive individuality. Since a woman's life style decisions revolve around an acknowledged role conflict, career and family, the concepts with which Senior Seminar deals, hold a potential for threatening a student's self concept. This threat in itself may generate student hostility toward the course.

Senior Seminar has several other characteristics likely to generate student hostility. It is a required course on the senior level, outside the students' specific major area. The material which may be personally challenging or threatening to the student, is presented impersonally with little built in opportunity provided for significant interpersonal relations with either the instructor or the assistants. Finally, all evaluations within the course are subjectively based; the four essay papers on designated topics, peer evaluations of discussion participation and the essay final examination.

Statement of the problem.--Being a required course assumes the time and energy spent by students is justifiable. Senior Seminar is a relatively new course (1964) and its effectiveness has not been empirically, nor objectively demonstrated. It seems necessary to have this type of information upon which to base future activity within the course.

It is assumed by the teaching staff of the Seminar that students enter the course with predetermined attitudes in the areas which constitute the content of the course. The overriding goal of the Seminar is to cause consideration of, and induce attitudes favorable to, the concepts presented. Materials and methods of presentation which challenge, but do not alienate, students to reconsider their own attitudes and values should activate student interest and stimulate more sound learning and reliable scholarship. By knowing the predispositions of the student group, one is more able accurately to challenge attitudes held. This study attempts to identify variables which may correlate with, and in the future identify, an attitudinal stance. Through administration of the developed instrument, the study attempts to provide empirical data as a basis for evaluating the effectiveness of this required Senior Seminar course in causing attitude change. The question to which the instrument is directed is, "Does

Senior Seminar cause students to alter their attitudes regarding professionalism, women working and home economics?".

## CHAPTER II

### REVIEW OF LITERATURE

As one attempts to discuss the conflicts and satisfactions encountered by women who combine the roles of family and career, it soon becomes evident that this discussion requires a degree of understanding regarding the function of attitudes on both an individual and societal level. Any attempt to measure attitudes requires familiarity with the particular technique of scale construction chosen. This chapter focuses attention on each of these areas. The first section reviews current literature on the roles of women paying particular attention to the dual role of family and career. The second section concerns the function of, display of, and consideration for, changing attitudes while the last section presents a discussion on the Likert scaling technique of summated rating. Implications for education are considered in the first two sections.

#### Women's Roles as Expressed in the Literature

Due to technological and sociological advances in the past few decades, many women today are not required to

devote their full time and energies to homemaking tasks. "Given the level our industrial society has now reached, it is no longer necessary for women to confine their life expectations to marriage and parenthood." [Rossi, p. 105] The world wars, the depression and increased technology caused men's jobs in factories to do away with much of women's traditional work and her direct contribution to the economic process. [Bettleheim, 1964, p. 7; Mueller and Mueller, p. 2] Within the labor market, changes such as machine rather than muscle force, hygienic conditions, reduced hours of work, more favorable employer attitudes and better labor relations facilitated female entry into the gainfully employed category. [Myrdal and Klein, 1956, p. 4] Instrumental social factors as longer schooling, earlier marriage and smaller families, increased life expectancy, rising level of personal aspirations, lure of rising wages and a higher standard of living are cited as contributing to woman's emancipation from full time homemaking. [Smith, G., p. 2]

Role combination.--The fact that role conflict is the primary concept used to present the topic of role combination of women indicates that attention centers on problems involved in combining a career and marriage whether those problems are real or imagined. A nucleus of concerns pervades most all discussions of woman's dual role, each

tending to stress specific phases of the situation. It is worth bearing in mind as one reads through the wealth of literature however, that ". . . there is no single problem which can be identified as the problem of the working mother or wife," but rather there are a ". . . complex of different and uneven problems, some of them major and others of trivial importance." [Amidon, p. 50]

Much of the literature available, both academic and popular, on the dual role is subjectively written from the viewpoint of the author. Validation is either in terms of available supporting literature which is also often from a subjective viewpoint or through selected observations. Examples here include Friedan (1963) and McGinley (1964) who have perhaps, acted as catalysts in stimulating activity around this topic. In popular woman's magazines, articles appear regularly both promoting and condemning the combination roles of women.

One of the most empirical studies to date is that by Eli Ginzberg et al which analyzed, via questionnaires, the life styles of over 300 college educated women. Two books have evolved from this study: Life Styles of Educated Women (1966) and Educated American Women: Self Portraits (1967). Three other empirical studies include the works by G. Smith (1964), Myrdal and Klein (1956), and Gendall (1963).

Most of the recent literature, both subjective and empirical, has been written in defense of women who combine work and family. The case for the defense has been based upon alleviating fears of unfounded problems, illustrating the value an outside interest holds for a woman's self realization, and suggesting solutions for problems which are hindering further participation of women in the labor force. In general the appeal has been to stress the normalcy of the dual role for women today and to create more favorable social attitudes so that women who want to work and women who have to work may do so without guilt feelings. [Bailyn, p. 236] The higher educated women at least, appear to be nearing this objective. "There is little in our analysis to support the wide spread belief that most educated women are trapped in situations which create frustration and disappointment and that it is the rare woman indeed who is able to fulfill her potentiality. The opposite is much closer to the truth." [Ginzberg, 1966, p. 143]

A book which has recently been published, The Complete Guide for The Working Mother [Albrecht], attempts to provide managerial aids for the mother and reinforcement as to the value of her working. The dilemma that has fostered a book of this nature revolves around the desire of women to utilize their abilities outside of the home without feeling that they are neglecting or deserting their homes and families. [Bettleheim, 1965, p. 12; Clark, p. 13;

Hansl, pp. 9, 16, 17; Cutler, p. 7; Smith, G., p. 61; Bloustein, p. 38] This dilemma is the same for both college educated and noncollege educated women. There is possibly more stress on college educated women however, due to the behavioral science courses they are likely to have had increasing their awareness of the emotional needs of children. [Bettleheim, 1965, p. 13]

Women of whom this literature on role conflict is written are increasing in number. The participation rate of married women in the labor force doubled from 1900-1940, then doubled again from 1940-1960. [Cain, p. 1] Today 37 percent of the married women are gainfully employed. [Ladies Home Journal, p. 85] Figures indicate that while in general one of every three American women is employed, two of every three college educated women are employed. [Zapoleon, p. 87] This task of facilitating the role combination is imminent on the college campus and especially needs to be a concern of the field of home economics, which educates women primarily to become professionally competent. [Amidon, p. 44]

Assessment of problems resulting from role combination.--The problems associated with women's dilemma each contain a strong attitudinal component. While measures for lessening the problems are suggested in the literature, it is evident that before these measures can be effective the

social attitudes must first be changed. The complex of problems most frequently presented include: the welfare of children [Bettleheim, 1965; Gendall; Ginzberg, 1966; Jephcott; Rossi; Zapoleon]; lack of a nurturant, supportive figure maintaining the home [Bettleheim, 1965; Bloustein; Clark; Cutler; Hansl; National Manpower Council; Albrecht]; job discrimination and professional exploitation [Bailyn; Bloustein; Ginzberg, 1966]; social pressure experienced both by those working and those not working [Cutler; Bloustein; Hansl; Jephcott; Mueller and Mueller; Myrdal and Klein; National Manpower Council; Smith, G.; Zapoleon]; the discontinuous work pattern of women [Bettleheim; Bunting; Clark; Hansl; National Manpower Council; Zapoleon]; and the lack of initiative demonstrated by women in rectifying these problems [Cutler; Degler; Friedan; Gendall; Hansl; Killian; Mueller and Mueller; Myrdal and Klein; Nat'l Manpower Council; Smith. G.].

The trend reflected in the literature moves from the predominantly descriptive, demographic data of the late 50's and early 60's to the present assessment of attitudinal stances both of women working and of society fostering their employment. Initially the most evident and ubiquitous concern was for the welfare of children involved. Although this concern is still prevalent, scientific research has concluded that the fact of mothers working does not, in and of itself, cause harm to the children involved.

[Gendall, p. 231; Jephcott, p. 23; Zapoleon, p. 85] It is the quality and not the quantity of the mother-child relationship which is the significant factor. [Rossi, p. 111] Thus if it appears that fears of child neglect are without foundation, attention can be focused on the woman herself.

The global concept of self-realization is being increasingly considered as a major reason for women to seek gainful employment. "All too much of the discussion of women's roles in society concentrates on externals . . . to the detriment of our recognizing that the essential problem is self-realization." [Bettleheim, 1964, p. 5] Specifics which comprise the self-realization concept include social contact, a sense of personal achievement, awareness of usefulness to others, and awareness of one's own increasing skill. [Clark; Friedan; Gendall; Myrdal and Klein; Smith, G.] The importance that Betty Friedan placed on gainful employment over nonpaying activities was verified by 13 percent of a sample used in Smith's study from Rutgers: "It was not the job itself which bolstered their self esteem but the fact that someone valued their service enough to pay for it." [p. 68]

In attempting to achieve self-realization, social pressures and feelings of guilt are brought to bear on women. Ironically, depending to which source one is referred, this guilt and pressure is acting on the woman who is gainfully employed as well as on the full time homemaker.

Opposing arguments.--The ambivalent character of both popular and scholarly literature expresses varying degrees of admonition. A frequent comment is, ". . . the fundamental job of the American woman remains what I consider to be the most difficult of all jobs, being a good wife, homemaker and mother. She is only secondarily an economic provider." [National Manpower Council, p. 15] This quotation directly reflects the idea cited by Clark, that domesticity has so long been the main role of married women that anything else they do is treated as almost incidental. [p. 13] A more strongly stated placement of women's talents is voiced as, "We must start out with the realization that they are first and foremost mothers and not workers." [Bettleheim, 1964, p. 14] This crescendo is completed by Phyllis McGinley [1964] applauding the homemaker for her age old profession and Guitton's, Feminine Fulfillment [1965], which advocates the "femine mystique" without frustration.

The counter argument, augmented by employment statistics, indicates that sending women back to the kitchens is no longer a realistic alternative. Particularly is this true for women with higher education who desire to use their abilities outside of the home without feeling that they are neglecting or deserting their families. Much of this argument is based on the assumption that the most time consuming child-bearing years are completed while the

average woman is in her 30's and that she simply will not find contentment and fulfillment by concentrating her entire life on the child rearing function. [Rossi, p. 105] Rather for her own good she should seek involvement outside of the confines of her home. The extremists in this category include Friedan [1963] who sees no alternative to a psychological crisis for the woman except that she be gainfully employed, and by Myrdal and Klein [1956 and 1966] who contend that women have a social obligation to work. The latter also feel it is necessary for society to distinguish between productive, necessary work and time consuming pre-text; between well earned leisure and sheer waste of time. [pp. 6, 89]

Even from this very cursory look at the opposing arguments, credibility is given to the view that, "A young woman faces an almost irresistible series of pressures - pressure of the peer group that suggests she's missed the boat if not engaged by 20, pressure of family to do 'something useful' before marriage, pressure to have a marketable skill apart from being a woman, plus the fact there is no consistent and impelling supportive pressure to assure her that college is really worthwhile." [Smith, S. p. 26] Marie Jahoda suggests that the intense problem caused by these varying pressures stems from the fact that each portends the "one right answer" with regard to patterns of living for women. [Zapoleon, p. 82] This conflict in

cross pressures is even further increased since, ". . . the decisions involved in the career-family combination are no longer an either-or absolute to be decided on at the beginning of adult life. The pull goes on practically throughout a woman's life." [Bailyn, p. 243; Myrdal and Klein, 1966, p. 136]

Proposed solutions.--That conflicting role pressures will continue, and in fact increase among women in the future, is predicted by various sources, particularly the labor statistics. The several solutions posed in an effort to alleviate the problems presently involved fall basically into two categories: (1) those requiring change in the social structure of a rather definite and concrete matter, and (2) those involving a change in the attitude structure of society. For the success of social changes, it appears that attitude changes must precede or at least be concurrent with them. The social changes have as their primary purpose to provide greater time flexibility in dovetailing both marriage and career objectives. On the other hand the attitude changes seek to cause greater awareness, primarily on the part of women themselves, that gainful employment in particular and commitment to a career in general, may be accomplished without sacrificing one's feminine attributes.

In the social change category, the most frequently mentioned solution is the establishment of professionally operated nursery schools in accessible numbers to all residential areas and all socioeconomic levels. Other solutions involve more flexible work schedules, a change in residential patterns to bring home closer to work than the present suburban setting allows, elimination of job discrimination, increased status for positions held predominantly by women, realistic college preparation in light of the discontinuous pattern of women's employment and greater participation by men in household activities.

[Bailyn; Bettelheim, 1964; Bloustein; Cain; Friedan; Ginzberg, 1966; Hansl; Killian; Myrdal and Klein; Rossi]

However, the critical factor determining the extent to which these proposals are instituted, seems to be the initiative and demand for these programs as demonstrated by women themselves. One of the major obstacles appears to be overcoming the feeling referred to above that women's activities outside the home are incidental and that the domestic role is her primary concern. [Clark, p. 13] This change in social culture can only come about as it is demanded by women. The status of women has been likened to the status of the Negro [Degler, p. 11], with the implication that adjustments in the status quo have to be obtained by, not given to, the subordinate group. The desire for change, as well as the ability to live up to the responsibilities entailed, has to be demonstrated by women themselves.

The position which must be played by women has been expressed in a variety of ways as evidenced by the following quotes:

The major reason for the present status of women in the professions is that women do not envision themselves in such positions which are still thought of as men's professions. [Degler, p. 25]

The lack of a professional attitude is the most serious lack in part time workers. [Hansl, p. 47]

. . . most young people have not been informed that the role of homemaker can well be combined with other creative endeavors and responsibilities. [Cutler, p. 222]

Women must adopt more realistic attitudes towards a career. They will be taken seriously in their work when they have learned that taking a job is not a matter of temporarily earning a living. [Myrdal and Klein, 1956, p. 155]

Women need not and should not repress the feelings they have toward their work. [Bettleheim, 1965, p. 5]

There must be more women who really want to achieve professional staying power. [Killian, p. 136]

Implications for education:--The biggest implication from the female role conflict for educational institutions comes in ". . . restructuring of the attitudes of women in society." [Degler, p. 25] For to take gainful employment out of the incidental and place it in a more responsible class, the post high school training and/or college education of women must enable them to function in work meaningful to themselves. For ". . . to be committed to their work, human beings need the conviction that what they do is intrinsically important, that to do it is important to them

regardless of the needs of others or society." [Bettleheim, 1965, p. 8] But, as has been stressed throughout this chapter, such a commitment to a career cannot realistically take place if it appears that the woman's family is "suffering" from her participation in the labor force. Education must prepare women to combine marriage and parenthood with careers and community service. [Amidon, p. 43] Education to this end does not involve the provision of an image to follow nor THE answer. But it does require creating an awareness of the conflicts, accommodations and alternatives that are existent so that decisions made can be decisions in fact, and not circumstantial happenings. For each woman the conditions will be unique. Each woman must work out her own life style and work pattern. Education, and in particular college education, must allow the young woman to push to the extreme her talents and find the one identity which constitutes the person she really is or desires to be. [Taylor, p. 99]

### Attitude Change

The involvement of attitudes with learning: Attitudes are recognized as being intimately involved with the educational process. The school is not credited with being the primary source of attitude formation [Child Dev., 1961, 32, p. 373], but individual's attitudes must be taken into account in an attempt to cause involvement of the student

with the educational process. Fromm says that the task for education is as it is for parents: to make the child want to act as he has to act in a given system. [p. 129] Within the context of this thesis, it is worth emphasizing that learning (i.e. the internalization of knowledge) and attitudes (i.e. the predisposition to respond to a social object) can be related to the same foundation of need fulfillment. Thomas Dewey is perhaps the most influential proponent of educating in relation to a child's needs. [Hook, pp. 31-37] His theory of education is based on the assumption that an individual attends to and internalizes information when it appears to satisfy a recognized need for him. [Zander, p. 546] This need may be personal, professional or social, but in any case the information at the student's disposal is perceived as being relevant to his situation.

A primary concern of teachers is student motivation. "Attitudes are similar to motives in that both terms refer to the directionality of behavior but not to behavior itself." [Shaw and Wright, p. 5] The differences cited by this same reference are twofold: an attitude refers to the probability that a given motive may be elicited, and attitudes are labelled as object specific where motives are labelled as goal specific. The relationship of motives and attitudes is a crucial one for education.

Baldwin defines needs as a condition of the organism that makes it susceptible to a certain pattern of stimulation. The characteristics that determine motivation are needs. [p. 171] In relating attitudes to needs, Allport states that, ". . . an attitude is retained so long as it satisfies the individual, but it is likely to be modified under the provocation of serious affective disorganization." [p. 814] Sarnoff sees attitudes developed ". . . in the process of making tension-reducing responses to various classes of objects." [Jahoda and Warren, p. 279] It is through this pattern of thinking that one arrives at the concepts of balance and congruity in relation to the structure of an individual's attitude system and behavioral patterns. ". . . the concept of consistency underscores and presumes human rationality. It holds that behavior and attitudes are not only consistent to the objective observer, but that individuals try to appear consistent to themselves." [Zajonc, p. 261] The relationship of incongruity to learning is expressed by Mueller [p. 3], "Whenever the students are happy in their work, satisfied in their homes and nicely free from worry and frustration, they are not learning, and in fact, in many cases it is not even possible to educate them. Without puzzlement, discontent and anxiety there is no progress in learning."

The attending to and internalization of knowledge is behavior. In order to manifest this behavior the student

must be motivated to display this behavior. Thus it appears that an educational setting will have the greatest influence on the student when that student's predisposition allows him to be receptive to the information being communicated and when the student is able to evaluate his present stance, in relation to the object in question, in light of the new information being presented. To summarize, attitudes are a predisposition to act; an individual internalizes and attends to those things that satisfy his needs.

If one is aware of his needs, and if information is available to fulfill those needs, then one may be favorably disposed to react to that information. Some of the Hovland experimental research reported in the Cohen (ed) book, supports this logic. In one instance the design involved varying the order of presentation, i.e. pretest-need arousal-information-posttest, pretest-information-need arousal-posttest, and pretest-information-posttest. Hovland's conclusions support the hypothesis that the information is more readily accepted when it follows need arousal than when information precedes need arousal.

In addition to need awareness, the subject's perception of the communicator is crucial in allowing the subject to be receptive to the message. If the communicator is seen as being a valid authority and/or if the

subject is able to identify positively with the communicator, the subject will be more responsive to the message. [Ash et al., p. 249] This point is discussed in relation to the Hovland experiments, by child developmentalists and by research on small group interaction.

Significance of group influence on attitudes and attitude change.--Much of the research work regarding attitude change involves the use of small groups. This is consistent with the information available on attitude formation wherein the individual develops attitudes which hold the potential of bringing him most nearly to his objectives. From earliest childhood on, behavioral patterns evolve from actions which bring a desired response from significant others. [Allport, p. 332] A person's self concept is formed, in part, through his perceived acceptance by significant others. The norms and the attitudes, of these significant others must be adhered to either through personal internalization of these standards or at least by public display of their acceptance. [Kay, p. 5; Kelman, p. 511; Sherman, p. 40]

Since attitudes are the predisposition to behavior rather than the actual behavior, it is quite possible for a person to behave in a manner not entirely consistent with his internalized attitudes, providing the phenomenon of

public-private attitudes. The public attitudes are considered, by the individual, expedient for obtaining desired ends whereas the private are his "actual" or "true" feelings. [Kelman, pp. 511, 512] These "true" feelings are seen, however, as not being most expedient in a particular situation. Again related to motives, ". . . attitudes point out the direction an activity will take; motives are the starter of the activity." [Allport, p. 817] Resolution of the dissonance between public and private attitudes can take place either through change of beliefs or concepts consistent with public attitudes, or a restructuring of attitudes to be consistent with behavior. [Sherman, p. 40; Zajonc, pp. 267-70]

Those attitudes that are most difficult to change are those that structure self concept - the central attitudes. [Cartwright, p. 703; Kay, p. 49] Also difficult to change are those that are most extremely held, i.e. strongly agree and strongly disagree. It follows that attitudes more easily changed are those that are not strongly held and those which are not an intimate part of one's makeup. From this would follow that when one manifests behavior publicly which is contradictory to his privately held attitudes, these attitudes are less strongly held since the individual is willing, for whatever reason, to violate his private disposition.

It appears also, that within a group setting, if the group holds significance for the individual and if the individual is receptive to the group interaction, an individual will either attempt to cause group acceptance of his beliefs or more likely he will accept the group beliefs. [Campbell, p. 22; Cartwright, p. 702; Zajonc, p. 265] This latter alternative causing a behavioral and attitude change, the former requiring an influential personality. The alternative that seems to elevate the individual most within the significant group is the behavior the individual is most apt to follow. [Cartwright, p. 702; Kelman, pp. 511, 512]

Attitudes and education.--With the myriad independent variables operant, the task of teaching or significantly affecting a student's attitudes in a classroom situation appears quite difficult, particularly when the attitudes being dealt with are central attitudes. But, however difficult the task, it is one of which teachers must be cognizant.

Since attitudes have so much to do in determining human behavior, it seems highly important to make a direct effort to develop 'desirable' attitudes . . . Attitudes are now thought to be as specific as other objectives and like others they must be directly sought by specific efforts if they are to be developed. [Lichtenstein, p. 3]

Given the present difficulty in assessing attitudes this writer is not so sure they can be dealt with via the specific methods put forth by Lichtenstein.

Realistically it appears the class situation can have the greatest influence on attitude formation by providing an atmosphere conducive to evaluation of one's present attitudes, and sufficient and valid information upon which to base that evaluation. A main consideration in providing a conducive atmosphere appears to be the alleviation of a perceived threat to the student's self concept. If the group or communicator is significant to the individual, and if the private attitudes of the individual are directly at odds with expressed attitudes of significant others in the group it is possible that in defending his desired status, the individual does not acknowledge to himself or to others, his private attitudes, thus not allowing himself a rational evaluation of his attitudes in relation to the information being presented. [Sherman, p. 40] Zander terms the protection of one's self concept resistance. [p. 544] This resistance is against the communicator and message, but more totally it is against change. To prevent resistance by the subject, ". . . the changers (must help) the changees to develop their own understanding of the need for the change, an explicit awareness of their feelings about it, and what can be done about those feelings." [Zander, p. 546]

The formidable task in teaching subjective content is to direct it toward the needs of the students causing an awareness of those needs, illustrate how these needs

may be fulfilled in regard to the subject matter of interest, and provide an awareness of the consequences of acting upon these needs and upon the subject matter. To internalize and become involved with the subject matter, the student must see relevance of the content to himself. In other words the changers, in this case teachers, must be able to empathize with the changees, students, in order to allow awareness of the students' needs to come to the fore, rather than challenging the student in such a way that he has to defend himself.

"If in education we have the purpose of developing attitudes, desires and tastes of the entire personality how shall the results of our efforts be measured?" [Katz and Allport, p. v] Gaining information of a groups' attitudes in an empirical fashion, has been through the means of attitude scales primarily.

### Attitude Scale Construction

Considerable interest in investigating the function of attitudes and in developing means by which attitudes could be measured was displayed in the late 1920's and early 30's. The foundations laid at that time by men as Allport, Thurstone, Chave, Bogardus and Likert continues to initiate much discourse in the present as to the structure, function and the measurement of attitudes. Debate as to definition of attitudes continues today. A familiar

approach is to ". . . present a dozen or two definitions of attitudes found in the literature and then, after commenting on their common elements, present one's own with the hope it is a distillation of the essence of these other definitions." [Rokeach, p. 2] A common characteristic often identified among the definitions, ". . . entails a predisposition to respond to social objects. . . ." [Shaw and Wright, p. 2] The function of attitudes appears to center on their comprising the evaluative dimension of a concept. [Rhine, p. 384; Rokeach, pp. 8-9; Fishbein, p. 389; Shaw and Wright, p. 11; Insko, p. 2]

The measurement of attitudes, with which this thesis is primarily concerned, is a very open and experimental field. Methods of scale construction, as reviewed partially by Shaw and Wright, number eleven. Actual scales constructed and administered are innumerable. Each method of construction attempts to be an improvement over the others either in gaining greater control over the confounding variables or in providing greater precision in the statistical analysis. The success of these attempts is questioned by Shaw and Wright:

The survey of the literature upon which this volume is based leads to several inevitable conclusions. First, there seem to have been few major advances or breakthroughs in techniques of scale construction since the Thurstone and Likert methods were developed. Guttman scales represent a different approach and have some advantages but also some serious disadvantages relative to the Thurstone and/or Likert techniques. Techniques such as those proposed by Lazarsfeld, Coombs, and

others show promise but have not been fully developed. Also, little progress has been made toward the measurement of structural characteristics of attitudes and attitudinal systems, despite theoretical formulations directed toward this aspect of attitude. [p. 559]

The Thurstone and Likert techniques are the most frequently used particularly by persons outside of psychology. [Edwards and Kenney, p. 249; Shaw and Wright, p. 560] Since the Likert summated rating technique was used by the writer, this portion of the literature review will focus on the development, use and evaluation of the Likert scale.

Development of the Likert summated rating technique.--There now exist several methods of attitude scale construction. First to offer a major alternate method was Rensis Likert in his descriptive monograph "A Technique for the Measurement of Attitudes," published in 1932. Prior to this, the equal appearing interval technique, developed by Thurstone and Chave in 1929, was being used almost exclusively. The rationale on which the Likert technique was based centers on the desire for a less laborious method of scale construction, which would provide equivalent results.

The main contentions of Murphy and Likert regarding the method of summated ratings seem essentially to be: 1) 'it avoids the difficulties encountered when using a judging group to construct the scale' 2) 'the construction of an attitude scale by the sigma method (later replaced by the 1-5 method) is much easier than by using a judging group to place the statements in piles from which the scale values must be calculated' 3) 'it yields reliabilities as high as those obtained by other

techniques with fewer items' 4) it gives results which are comparable to those obtained by the Thurstone technique. More generally, the method of summated ratings 'seems to avoid many of the short comings of existing methods of attitudes measurement, but at the same time retains most of the advantages present in the methods now used.' [Edwards and Kenney, p. 251]

The procedure for constructing a summated rating scale is summarized in five steps:

- 1) The investigator assembles a large number of items considered relevant to the attitude being investigated and either clearly favorable or clearly unfavorable.
- 2) These items are administered to a group of subjects representative of those to whom the final questionnaire is to be administered. The subjects indicate their response to each item by checking one of the categories of agreement-disagreement.
- 3) The responses are scored in such a way that a response indicative of the most favorable attitude is given the highest score.
- 4) Each individual's total score is computed by adding his item scores.
- 5) The responses are analyzed to determine which of the items discriminate most clearly between the high scorers and the low scorers on the total scale. Items that do not show a substantial correlation with the total score or that do not discriminate those who score high from those who score low on the total test are eliminated to ensure that every item is related to the same general attitude. [Selltiz et al., pp. 367-8]

Although the procedure as outlined above will identify discriminating items, initial selection of statements should be such that ". . . persons with different points of view, as far as the particular attitude is concerned, will respond to it differentially. It is essential that

all statements be expression of desired behavior and not statement of fact." [Likert, p. 90] For while integrally involved with beliefs [Rokeach, p. 2] or concepts [Fishbein, p. 394], it is only through eliciting the evaluative, affective response rather than the cognitive response, that enables the investigator to more accurately assess the individual's or group's predisposition to action.

A criterion cited by Likert to minimize individual interpretation of either the statement or the response to the statement requires the use of clear, concise, straightforward statements, using the simplest possible vocabulary. [Likert, p. 91] Two other selective criteria suggest that each item be definitely favorable or unfavorable although they need not be at either extreme and, in order to avoid a response set, some statements should be worded in reverse order so that a subject who is favorable to the attitude is required to mark a negative response approximately half the time. [Likert, p. 91]

Objectivity in the selection and inclusion of statements on the Thurstone scale is achieved through judges independently assessing the degree of favorableness and relevance of each statement. In the Likert technique objectivity is obtained through checking for internal consistency when analyzing the pilot test. A note of caution is given on this point by Likert however:

No matter for what a priori reasons the experimenter may consider a statement to belong in a scale, if the statement, when tried on a group, does not measure what the rest of the statements measure, there is no justification for keeping that statement in the battery. We are interested in measuring the attitudes of the members of the group, not those of the experimenter. [Likert, p. 93]

For determination of content validity and reliability of his scaling technique, Likert suggested use of the internal consistency check and split-half reliability.

The split-half reliability should be found by correlating the sum of the odd statements for each individual against the sum of the even statements for each individual against the sum of the even statements.--In using the criterion of internal consistency the reactions of the group that constitute one extreme in the particular attitude being measured are compared with the reactions of the group that constitute the other extreme. In practice approximately ten percent from each extreme was used. [Likert, p. 91]

Use of item analysis is also suggested, wherein the correlation coefficient of each statement with the battery is computed and analyzed.

Use of the summated rating technique.--If correct procedures for scale construction have been followed, the summated rating scale is adaptable to a variety of attitude areas and can be administered to a wide variety of audiences. The majority of scales concerned with social practices and social issues and problems reviewed by Shaw and Wright [pp. 33-192] used the Likert technique. The length of the scales dealing with social practices ranged from eleven statements to seventy-seven. The average length

was thirty-five statements. Reliability was determined almost solely by the split-half technique with reported reliabilities ranging from .70-.97. Validity evidence rested primarily on internal consistency through item analysis which Shaw and Wright assessed as minimal at best. Several scales used two or three different means to determine validity: known group, item analysis, discrimination index, or the judgment of experts for content validity. Scales employing two or more methods of validation were considered adequately validated by Shaw and Wright. The methods of response provided by the Likert-type scales varied considerably using: + and -, 1-5, a-e, S-D, and +1+2+3-1-2-3. There was no significant discussion regarding the advantages or disadvantages of these methods. In fact, many of the scales were recommended for research use only since they were not considered adequately standardized.

In addition to inadequate standardization, the confounding variable of a response set was noted in several of the scales due to the predominance of positively stated items. [Shaw and Wright, pp. 102, 109, 146]. The use of monotone, opinion statements makes this a particularly vulnerable area of the Likert scale. J. P. Guilford presents a discussion of the kinds, principles of, and control of, both response biases and response sets. [pp. 277-281] His discussion could be quite useful to scale constructors.

A unidimensional scale is considered necessary for a scale score to have an interpretable meaning. [Shaw and Wright, p. 20; Thurstone, p. 218; Schmid, p. 326] Particularly is this true for the summated rating scale since an individual's score is the summed total of his response to each item. As discussed by many writers however, attitudes are held by an individual in clusters rather than as an isolated factor. [e.g. Rokeach, p. 3; Fromme, p. 456] Two approaches may be used to deal with this situation. One may deal with an attitude continuum in which case the attitude scale is assumed to measure several closely related attitudes. This is the method most often used. Speaking to this point, Likert stated, "If . . . two groups of statements are found to involve the same attitude continuum, they can be combined into a single scale." [p. 95] As these scales are actually constructed, administered, analyzed and reported however, they are assumed to be strictly unidimensional. Also, the manner in which two or more attitudes are "found" to be of the same continuum leaves much open to question. It appears that attention to delimiting the attitudes within the cluster being measured should be made more apparent to readers and users of the scales. [Fromme, pp. 332-335] Another method to handle an attitude cluster is through a combined scale as was used in the Melon Foundation Study of Vassar College.

In the interests of economy and continuity, it was decided to develop all the scales out of a single large pool of items sufficiently varied in content that all potentially relevant areas of personality and attitudes would be touched upon. This pool consisted of 677 verbal items, consisting of items from the Minnesota Multiphasic Personality Inventory, the California Psychological Inventory, and the Maslow Scale of Dominance Feeling in Women. [p. 4]

The multidimensional scale can be as useful as a unidimensional scale so long as the individual items are known and separable by the researcher.

#### Evaluation of the summated rating technique.--

Likert developed the summated rating scale in order to have a method comparable to Thurstone and Chave's only less laborious to construct. In a comparison of these two techniques by Edwards and Kenney, it appears Likert's intentions were met. Regarding the amount of time to construct the scales:

After our own experience in constructing both Likert and Thurstone scales, we are inclined to agree with other investigators that scales can be constructed by the method of summated ratings more quickly and with less labor than by the equal appearing interval method. We found, that construction of the Thurstone scales required about twice as much time, exclusive of the time spent by the judging group in sorting the items, as did the Likert scale. [p. 251]

Two other conclusions that bear out the validity of Likert's contentions:

As far as we can determine there is nothing of a practical nature to indicate that a judging group, in the Thurstone sense, is a prerequisite for the construction of an adequate attitude scale. [p. 255]

Scales constructed by the Likert method will yield higher reliability coefficients with fewer items than scales constructed by the Thurstone method. [p. 255]

An additional advantage stated by Selltiz et al [p. 368] is that the, "Likert method permits use of items that are not manifestly related to the attitude being studied. . . . any item found empirically to be consistent with the total score can be included."

The primary disadvantage attributed to the Likert method is the inability to accurately interpret an individual's intensity of attitude by either his mean score or his total score since many patterns of response could produce the same score. [Edwards, p. 11; Selltiz et al, p. 369] This liability is lessened depending upon the use for which the results are intended. Stated concisely by Shaw and Wright [p. 25], ". . . interpretation of Likert scores is based upon the distribution of sample scores, i.e. a score has meaning only in relation to scores earned by others in the sample." Edwards stated that one was justified in using the mean score of the Likert-type scale when the researcher's interest is in comparing the mean change in attitude scores in a pretest - experiment - posttest design.

Another disadvantage of the Likert scale is inherent with the use of opinion statements. Response to these statements is sensitized to their wording; a slight word change producing a response change. Elimination of

this liability depends upon the pilot test and the discriminating checks that follow. This disadvantage, though frequently encountered, may be considered more inherent in the scale constructors rather than in the scaling method. [Katz and Allport, p. 356; Schmid, p. 326]

Two other criticisms that should be considered are not unique to the Likert-type scale but to all attitude scales. One is the criticism of internal consistency, levied by Goode and Hatt. [p. 285] "A scale can only give a crude measure (of internal consistency) for the definition of what it actually measures is always open to question." The great use to which this measure is put in determining scale reliability should caution scale constructors and users to be aware of this limitation.

The other major criticism of attitude scales in general, is the lack of adequate validation procedures. Validity is perhaps the most important criteria for any measurement instrument yet it is sorely slighted in attitude scales. One reason for this is given by Moser, "Validity measures in attitude scales are very difficult to obtain since the measure itself is indirect; i.e. the attitude being measured is inferred from the responses." [p. 242] Shaw and Wright found measures of content validity in the majority of scales they reviewed, but even here, ". . . many authors fail to consider the degree to which the items sample the total range of the attitude dimension." [p. 562]

These authors summarize their review of attitude measurement scales, probably the most comprehensive study to date, with the statement:

The measurement of attitude may be improved in at least four ways: by improving the techniques of scale construction, by careful construction of attitude scales according to the best procedures known, by selecting the best scales available, and/or by modifying or re-evaluating the scales that are selected for use. [p. 570]

### Summary

From this review of the literature, it is evident that the topic of women's roles is being actively debated from several perspectives, and that this discussion takes major account of both social and personal attitudes in one's striving to attain satisfactory solutions. It was also seen that attitudes and attitude change are a major consideration of the education process. Finally, the discussion on characteristics of Likert's scaling technique illustrates that this method is adaptable to a variety of topics and provides information against which to evaluate a scale of this design.

## CHAPTER III

### DESIGN OF THE STUDY

This study attempted to assess the degree of student attitude change resulting from enrollment in the Senior Seminar course. An instrument dealing with attitudinal concepts that comprised the bulk of the course content was developed by the writer to assess the attitude change. This chapter is concerned with the methodology of development and administration of the Scale.

#### Instrument Development

One scale item does not provide the basis for inferring an attitude disposition. Rather it is the collection of items which, taken together, provide a picture of the subject's response. [Moser, p. 234] Items must be written so that each response gives the researcher specific information about the respondent's attitudes. Two factors demand utmost attention in item construction: the content through which the attitude position is to be inferred, and the wording of the item.

Source of items.--Before identifying content for the items, the attitude to be elicited must be clearly and specifically defined in the researchers mind. If a general attitude area is sought, a general response will be obtained leaving the researcher in the undesirable and tenuous role of interpreter. The attitude areas for this study were categorized as follows: professions, women as professionals, student self-concept as a professional, home economics as a profession and college education for women. With these categories in mind literature in the areas of women working, professional women and roles of women was reviewed. Professional literature and discussions with fellow home economics graduate students provided content for the items on home economics and professionalism. A third source of content was provided by one section of the winter term 1967 Senior Seminar students. The students were asked to write in a sentence their reactions to each of the five general categories.

These three content sources were used in an attempt to obtain timely concerns as well as phraseology used to express these concerns. From notes accumulated on these general dimensions, concerns to which the items should be written seemed evident. It was decided to have approximately 15-20 items per subscale on the assumption that after the pilot administration of the instrument, the less discriminating items would be discarded.

Most scale items were developed to present a strong position, either favorable or unfavorable, in an attempt to allow the respondent to position himself in relation to the given position. In all attempts to write mildly positioned statements, the researcher was confronted with the problem of interpretation. Strongly positioned statements seemed less ambiguous, thus more reliable.

Pilot study.--The questionnaire for the pilot study included 114 items to be responded to in the Likert style of strongly agree, mildly agree, mildly disagree and strongly disagree. No neutral position was provided in the belief that an awareness of the attitudes in question would be held by all respondents.

A pilot questionnaire was administered to faculty members of the College of Home Economics who were on either three-quarter or full time appointment. Thirty-six of a total faculty of ninety-five participated. A frequency distribution of the responses was tallied but neither statistical tests nor discrimination tests were carried out on these results.

Scale alterations.--Several changes were made in the final questionnaire as a result of evaluating the pilot study tabulations. First, only eight items were deleted from the pilot scale. Several items which may not have

direct inference for a particular subscale concept were thought to provide information of value to the Senior Seminar staff. These items were analyzed separately in the correlation study of the final scale. The second change involved wording of the items. Several items proved difficult to interpret either by the respondents in marking or the researcher in decoding a response. Changes for the most part were toward more strongly worded statements omitting conditional words such as "could," "might," or "may." The more strongly worded statement required the respondent to insert his own conditioners by virtue of his degree of acceptance or rejection of an item.

The third change involved revising the method of scale responses. The writer experienced difficulty assessing how "mildly" might have been interpreted by various respondents. It was decided to use a numerical scale system since the concept of absolute magnitude associated with numerals leaves less interpretation for the respondent and researcher. However, it was believed that a scale of increasing magnitude might confound the response due to a greater value commonly being attributed to larger numbers. In an attempt to make both agreeing and disagreeing with a statement equal in value, a numerical scale of 100 80 60 - 60 80 100 was used with the left half designated agree and the right half labeled disagree. (Appendix F) This scale was then converted to a 1 - 6 basis for key punching.

Inclusion of the 60 - 60 response category allowed those who would be likely to select the neutral position, if one were provided, to demonstrate their leanings.

The final form of the attitude questionnaire included 106 items, a data sheet to obtain information of the independent variables, and instructions for marking the responses. (Appendix F)

Limitations of the study.--Although this study may identify the degree to which professional women do in fact hold the attitudes to which Senior Seminar attends, a limitation of this study is that no method for determining the formation of these attitudes in the professional sector is provided. Does the fact of working develop attitudes favorable to a situation or are the women working those who held pre-existing favorable attitudes? Several studies indicate that women work primarily for financial gain. Whether or not a favorable attitude predisposition is a necessary though insufficient cause for a woman to be professionally employed, or whether the financial impetus is a sufficient, but not necessary, condition remains a question.

To assess the behavioral component of the attitudes in this instrument, a follow up study should be conducted on the present seminar students several years hence. Until such data are available, one may only surmise that favorable

attitudes toward professionalism, women working and home economics will be followed by gainful employment of these students in their professional major areas.

#### Administration of Attitude Scale

The developed attitude scale was administered separately to three independent groups, Senior Seminar students, Social Psychology students and Professional Home Economists. Two administrations of the scale to the Senior Seminar students were made to determine the amount of change in attitude as per scale results, between the first class meeting and the last class meeting of fall term, 1967.

Senior Seminar.--The treatment group was composed of enrollees in the 1967 fall term Senior Seminar. The only prerequisite for taking Senior Seminar is senior status in the College of Home Economics. Each senior may select which term she will take the course as it is offered all three terms of the regular school year. There is no reason known to the experimenter, to believe that the 1967 fall students differed significantly from other senior home economics students at Michigan State University. A breakdown of enrollment by majors showed a proportional representation to the total senior class.

The staff associated with Senior Seminar included a faculty member as coordinator, a faculty member as

discussion leader, and the writer as grader and discussion leader. At the first class meeting of fall term, the coordinator introduced the writer as a Ph.D. candidate in home economics education, who desired the cooperation of the students in a research project. The candidate then introduced the questionnaire prior to the pretest administration. (Appendix B) Note that no mention of the Senior Seminar course, nor the experimenter's association with the course was made known to the students. The students were asked to keep the attitude instrument on their desks until all students were finished scoring. After all students had completed the questionnaire, they were asked to place their student identification numbers on the back page for purposes of future data analysis. All students marked their forms, the questionnaires were collected, and the regular class session was begun.

No further mention of the attitude scale was made to the students either in or outside of class until the last half hour of the final class meeting. At that time the course coordinator concluded the course instruction, gave information regarding the final examination, then dismissed herself from the classroom and the experimenter took over.

The introduction to the posttest (Appendix C) emphasized that there would be no analysis of the questionnaires until winter term, after these students had received

their credit for the course, and that the questionnaire responses would in no way influence their grades. Near the end of the second administration, they were asked to place their student numbers on the back page again under reassurance that no one would be working with these questionnaires until winter term.

Social Psychology.--One administration of the attitude scale was given to a junior level course in social psychology (psy 351) during a regularly scheduled class meeting of fall term, 1967. There were two reasons for only one administration of the questionnaire rather than a pre-post test design. First, there was to be no treatment which could be expected to influence an attitude change. Throughout the term there were no unusual incidents to call attention to the field of, or College of Home Economics. Second, although a posttest administration of the instrument to this student group would have provided an excellent reliability check on the scale, the experimenter did not feel justified in asking the social psychology professor to forfeit two of his class periods. It was thus decided to use the split half technique as a reliability check and give the scale once only to the Social Psychology class.

The same introduction to the questionnaire was given these students as was given to Senior Seminar students

with the exception of a change in reasons for group selection. (Appendix D) No identification numbers were required of these students.

Social Psychology 351 was chosen as one of the comparison groups because it was believed that students enrolled in a course of this nature would have an interest in and sensitivity to the role concepts presented in the Scale. This group also provided the equivalent in grade level and class size to Senior Seminar. It was desired that this group have a lack of known association with the College of Home Economics so that the "outside" attitude might be compared to home economics students. Responses of those Social Psychology students indicating on the data sheet a major in any of the home economics areas were discarded. A breakdown of enrollment by majors showed sixty students from the social sciences, twelve each from education and University College and four from the natural sciences. Distribution by sex was thirty-three male and fifty-five female students. In analyzing the data from this group, total mean including male and female was used.

Professional Home Economists.--The third group to respond to the questionnaire was composed of professional home economists, presently or recently employed. Names of seventy-six persons were selected alphabetically from the master membership list of the American Home Economics

Association for Michigan. The first thirteen names in each of seven subject matter divisions were used. There was no discrimination as to age, years of work experience or place of college education for these women. Membership in their professional organization was the sole requirement.

Administration of the questionnaire was done by mail. Enclosed in a 9 x 12 mailing folder were the questionnaire, a cover letter (Appendix E) and a return mailing folder, stamped and preaddressed. No method was employed to personally identify these questionnaires as they were returned. Fifty-five of the seventy-six contacted, responded.

Again one administration was given as there was no reason to expect an attitude change on the part of these women within a nine week period. The cost of mailing two sets of questionnaires to this group also proved to be a restraining factor.

This group was chosen initially as a known group validity check, since it was assumed these subjects hold attitudes favorable to each of the subscale dimensions if these dimensions have been correctly identified. A statement encountered in the review of the literature also made it seem worthwhile to obtain results from a sampling of professional home economists. Eddy [p. 114] stated, "Much of what we like to think college accomplishes is really due to natural maturation." Thus, we are allowing

ourselves to compare the mature with those in the midst of college education.

### The Hypotheses

The hypotheses established for this study are of two kinds: those seeking comparisons between the three groups of subjects and those comparing pre and post test results of the Senior Seminar students.

- 1) Attitude scores of the Social Psychology students will have the greatest within group variance, as compared to the variance within the professional group and the variance within each of the scale administrations to the seminar students.
- 2) The Social Psychology students will show a lesser acceptance of the attitude statements than do the Professional Home Economists and seminar students.
- 3) The responses of the Professional group will show more acceptance of the statements than the pretest responses of the Senior Seminar students.
- 4) The expressed attitudes of the Senior Seminar students will show greater acceptance of the attitude concepts on the posttest as compared to their position on the pretest.
- 5) The seminar posttest results will show the greatest degree of acceptance on the attitude concepts as compared to the Social Psychology students and the Professional Home Economists.
- 6) Seminar students who indicate their mothers were professionally employed will have more favorable responses to the attitudes in question than those students whose mothers had never been employed.

- 7) Students with mothers employed eleven or more years will be more favorable to the attitude concepts than students whose mothers were never employed.
- 8) Students whose mothers were employed full time will be more favorable to the attitude concepts than students whose mothers were never employed.
- 9) The interior design and retailing majors will express more favorable attitudes to all subscales than the child development and home economic education majors.

### Objectives

- 1) To develop an instrument which will be reliable and valid in assessing the change in expressed student attitudes relative to Senior Seminar.
- 2) To analyze the change indicated by use of the developed instrument in relation to specific course content and objectives of Senior Seminar.
- 3) To identify certain variables of the students background which correlate with a particular attitudinal stance.

### Operational Definitions

Attitude: The response indicated by the students' mean score on each subscale within the questionnaire.

Attitude evaluation instrument: A summated rating scale composed of thirteen subscales based upon five attitude concepts under consideration in this study.

Senior Seminar (H.E. 401): A course required of all College of Home Economics students in their senior year at Michigan State University.

### Statistical Analysis

The statistic used in this study was the analysis of variance with the F ratio. Assumptions of equal error variance, normal distribution of errors, and independence among errors, for use of this test are of importance particularly when one attempts to infer to a wider population. The entire population of interest was used in this study with no intent to generalize results. On this basis any assumption violations are not considered as critical by the writer.

Means were computed for each group both on the basis of individual subscales and total scale score. Both of these means were compared for differences.

## CHAPTER IV

### ANALYSIS OF THE RESULTS

The purpose of this study was to determine if, after taking the Senior Seminar course, students responded more favorably to attitudinal concepts relative to the course content than they had responded prior to the course. Comparisons were made among students enrolled in Social Psychology 351, Professional Home Economists, and a pre and post test administration to Senior Seminar students. Analysis was carried out on five independent variables within the seminar group to determine if these variables had a significant correlation with scale scores. Both total scale score and individual subscale scores were used as a basis for comparisons.

The instrument administered to all subjects consisted of thirteen Subscales each identified by a particular concept:

- I Home economics as a field has professional status
- II The subject matter areas of home economics have significant commonalities
- III The status of home economics is low
- IV There is a general value and necessity for home economics in society
- V Increased in-depth education increases professionalism

- VI Professionally trained persons have a social responsibility to participate in community volunteer functions
- VII Professionalism increases as participation in work increases
- VIII A woman professional is as capable and responsible as a male professional
- IX Regardless of professional ambitions, the home making function of a woman is primary
- X Harm will come to children when the mother works
- XI Harm will come to the marriage when the wife is employed
- XII Husband and wife should share role responsibilities when the wife works
- XIII College education should emphasize specialized education over liberal education

In most instances analysis of the data was conducted on each of the subscales rather than on the total scale score only. Results are presented for each of the stated hypotheses in turn.

### Hypothesis I

Hypothesis I predicts: Attitude scores of the Social Psychology students will have the greatest within group variance, as compared to the variance within the professional group and the variance within each of the scale administrations to the seminar students. This hypothesis originated on the assumption that persons in home economics would be a more homogeneous group due to greater similarity of interests and experiences than the Social Psychology students. However, the most significant result from this data, as shown in Table 4.1, is the comparison of pretest and posttest variance of Senior Seminar students

indicating that a homegenizing effect did take place during the ten week experience of Senior Seminar. The greatest variance was found within the pretest seminar group rather than within the Social Psychology group. The hypothesis as stated was rejected.

TABLE 4.1--Comparison of within group variances

| Group                 | Standard<br>Deviation | Variance |
|-----------------------|-----------------------|----------|
| Professional          | 2.527                 | 6.3857   |
| Social Psychology 351 | 2.664                 | 7.0969   |
| Seminar Pretest       | 2.728                 | 7.4420   |
| Seminar Posttest      | 2.028                 | 4.1128   |

### Hypothesis II

Hypothesis II predicts: The Social Psychology students will show a lesser acceptance of the attitude statements than do the Professional Home Economists and seminar students. An analysis of variance was computed on means from each of the four groups on each of the thirteen subscales. Although a significant F ratio (.05 level) was obtained on all but subscale XII, "husband and wife should share role responsibilities when the wife works," the Social Psychology students scored lowest on only five of the

remaining twelve scales. (Table 4.2) Since agreement with the hypothesis occurred on only five of the possible twelve scales, this hypothesis is not strongly supported. In tabular analysis however, the psychology group scored lowest on the greatest number of subscales, while the professional group scored lowest on four scales, the seminar posttest group scored lowest on three scales and the seminar pretest group scored lowest on one. Thus the hypothesis as stated is supported on the basis that Social Psychology students showed lesser acceptance of the statements than the other groups.

Several items of interest deserve attention in Table 4.2. Scale IV regarding value and necessity of home economics in society secured the lowest score from the Professional Home Economists, those who are presently occupied in society. The professional group also reacted lowest to the concept of in-depth education increasing professionalism and highest to the concept that work experience increases professionalism, subscale VII.

No significant difference is apparent among the groups on subscale XII which states husband and wife should share role responsibilities when the wife works. Scores here all clustered close to four, mildly agree.

Also of particular interest in Table 4.2 is subscale III in which the group attributing the lowest status to home economics is the seminar posttest whereas their pretest score was the highest on this scale.

TABLE 4.2--F ratio on thirteen subscale mean scores by group

| Sub-scale | 1                  | Group Mean <sup>a</sup> |       |       | F <sup>b</sup> | Level of Significance |
|-----------|--------------------|-------------------------|-------|-------|----------------|-----------------------|
|           |                    | 2                       | 3     | 4     |                |                       |
| I         | 5.253 <sup>c</sup> | 4.810                   | 5.229 | 5.041 | 8.249          | .0005                 |
| II        | 3.839              | 3.450                   | 3.514 | 3.510 | 10.526         | .0005                 |
| III       | 3.569              | 3.565                   | 3.676 | 3.450 | 3.492          | .016                  |
| IV        | 2.955              | 3.213                   | 3.225 | 2.992 | 2.851          | .037                  |
| V         | 2.898              | 3.245                   | 3.190 | 3.103 | 4.229          | .006                  |
| VI        | 3.157              | 3.463                   | 3.262 | 2.887 | 8.777          | .0005                 |
| VII       | 3.952              | 3.540                   | 3.638 | 3.631 | 16.469         | .0005                 |
| VIII      | 3.649              | 3.604                   | 3.533 | 3.383 | 6.896          | .0005                 |
| IX        | 3.484              | 3.747                   | 3.820 | 3.883 | 5.196          | .002                  |
| X         | 2.566              | 3.472                   | 2.997 | 3.087 | 23.540         | .0005                 |
| XI        | 4.752              | 4.121                   | 4.620 | 4.508 | 9.995          | .0005                 |
| XII       | 3.879              | 3.938                   | 4.006 | 3.926 | 0.969          | .409                  |
| XIII      | 4.123              | 3.802                   | 3.891 | 3.862 | 3.266          | .022                  |

a        Group 1 = professional home economists; Group 2 = social psychology; Group 3 = Senior Seminar pretest; Group 4 = Senior Seminar posttest

b        In each case the degrees of freedom are 3 and 298 for between the within groups respectively

c        6 indicates greatest agreement with concept as stated; 1 indicates least agreement

It should be noted that most subscale mean scores for all four groups cluster at the three range indicating mild disagreement. On only the first subscale, dealing with the professional status of home economics, did a score of five indicating solid agreement appear. All scores of two, solid disagreement, range near 2.8 bringing the response close to mild disagreement rather than solid disagreement.

### Hypothesis III

Hypothesis III predicts: The responses of the professional group will show more acceptance of the statements than the pretest responses of the Senior Seminar students. Evidence reported in Table 4.2 appears mildly supportive of this hypothesis. Discounting the scale of no significant difference, the professional group scored highest on seven scales and the seminar pretest group was highest on five. However, the analysis of variance computed on the total scale score between professional and pretest groups resulted in a non significant F ratio of .264. This hypothesis as stated is rejected.

### Hypothesis IV

Hypothesis IV predicts: The expressed attitudes of Senior Seminar students will show a greater acceptance of the attitude concepts on the posttest as compared to

their position on the pretest. Again referring to Table 4.2, a comparison of pre-post test results from Senior Seminar shows the pretest results higher on all but subscales IX and X which are stated negatively. That is to say that in acceptance of concepts being discussed in the course, H.E. 401, the pretest results are higher on all subscales. The analysis of variance computed on the total scale scores has a significant F ratio, however, the results are reversed from the hypothesized results. Thus the hypothesis is rejected.

#### Hypothesis V

Hypothesis V predicts: The seminar posttest results will show the greatest degree of acceptance on the attitude concepts as compared to the Social Psychology students and the Professional Home Economists. A final analysis of Table 4.2 causes us to reject this hypothesis. The Professional Home Economists showed greatest acceptance of the subscales (highest on six scales) while the posttest results of Senior Seminar were highest on none of the subscales. Again the F ratio was significant,  $F = .041$ , however as with hypothesis IV, the results are reversed with the professional group scoring the higher mean. A separate analysis of variance was computed between the Social Psychology students and the seminar posttest providing a result of no significance. ( $F = .056$ )

The remaining hypotheses deal only with the pre - post tests results of Senior Seminar students. Three hypotheses concerning patterns of the students' mothers' employment, originated from the possibility of identifying predictor variables for use with future students. Only tables illustrating a significant difference will be presented.

#### Hypothesis VI

Hypothesis VI predicts: Seminar students who indicate their mothers were professionally employed will have more favorable responses to the attitudes in question than those students whose mothers had never been employed.

Scores from subscale I, home economics as a field has professional status, were the only ones indicating a difference in attitude among the students and that difference (Table 4.3) is the reverse of the stated hypothesis. Students whose mothers were never employed responded more favorably as to the professional status of home economics. Thus, the hypothesis as stated is rejected.

#### Hypothesis VII

Hypothesis VII predicts: Students with mothers employed eleven or more years will be more favorable to the attitude concepts than students whose mothers were never employed. Table 4.4 illustrates that although there

is a significant difference indicated, the results are the reverse of those hypothesized. This hypothesis as stated is rejected.

TABLE 4.3--Comparison of results on subscale I between professionally employed mothers and mothers never employed

| Source                         | Mean  | F      | Significance Level |
|--------------------------------|-------|--------|--------------------|
| Mother professionally employed | 4.964 | 19.764 | .0005              |
| Mother never employed          | 5.405 |        |                    |

TABLE 4.4--Comparison of results on subscale I between mothers employed eleven or more years and mothers never employed

| Source                                | Mean  | F      | Significance Level |
|---------------------------------------|-------|--------|--------------------|
| Mothers employed eleven or more years | 5.011 | 17.975 | .0005              |
| Mothers never employed                | 5.408 |        |                    |

### Hypothesis VIII

Hypothesis VIII predicts: Students whose mothers were employed full time will be more favorable to the attitude concepts than students whose mothers were never employed. This variable provided two scales with a

significant difference. Subscale I again gives a reversal of expected results, with students whose mothers were never employed indicating greater favorableness toward the concept of home economics as a profession. Response to subscale VI finds students of non-employed mothers agreeing more than students of employed mothers that professional persons have a social responsibility for volunteer activities. This hypothesis as stated is rejected.

TABLE 4.5--Comparison of results on two subscales between mothers employed full time and mothers never employed

| Source                       | Mean   | F      | Significance Level |
|------------------------------|--------|--------|--------------------|
| Subscale I                   |        |        |                    |
| Mother employed<br>full time | 5.022  | 22.952 | .0005              |
| Mother never<br>employed     | 5.408  |        |                    |
| Subscale VI                  |        |        |                    |
| Mother employed<br>full time | 2.9318 | 4.253  | .041               |
| Mother never<br>employed     | 3.1875 |        |                    |

### Hypothesis IX

Hypothesis IX predicts: The interior design and retailing majors express more favorable attitudes to all subscales than the child development and home economic education majors. Four subscales showed a significant difference: two were in agreement with the hypothesis and two were reversals. A very curious result is in regard to subscale VII stating professionalism increases with work. The majors in interior design - retailing, both occupations which do place great emphasis on work experience, were in less agreement than the more generalist majors child development - education. Another unexpected result occurs comparing subscales III and IV. The interior design - retailing majors attribute lower status but greater value and necessity to the field of home economics while the child development-education students reverse this response. Since only two subscales of thirteen were in agreement with the hypothesis this hypothesis as stated must be rejected.

### Summary

For the most part, results from this study were not in predicted directions. Only hypothesis II was supported. Although an analysis of variance table was computed on each subscale, only tables illustrating a significant difference were given. Two important observations are to be noted: the Social Psychology group does not

differ greatly from the Senior Seminar group relative to expressed attitudes toward the concepts of interest, and the seminar posttest scores are less favorable to the concepts presented than pretest scores from this group.

TABLE 4.6--Comparison of results on four subscales between interior design-retailing majors and child development-education majors

| Source       | Mean  | F      | Significance Level |
|--------------|-------|--------|--------------------|
| Subscale III |       |        |                    |
| ID-Ret       | 3.680 | 5.684  | .019               |
| CD-Educ      | 3.485 |        |                    |
| Subscale IV  |       |        |                    |
| ID-Ret       | 3.292 | 7.389  | .008               |
| CD-Educ      | 2.948 |        |                    |
| Subscale VII |       |        |                    |
| ID-Ret       | 3.530 | 11.827 | .001               |
| CD-Educ      | 3.731 |        |                    |
| Subscale XII |       |        |                    |
| ID-Ret       | 4.050 | 5.168  | .025               |
| CD-Educ      | 3.880 |        |                    |

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

This study attempted to assess the degree of attitude change, as indicated by a developed instrument, which resulted from a student being a member of the course, Senior Seminar. The instrument dwelt on attitudinal concepts that comprised the bulk of the course content. A pretest - posttest administration was given to the Senior Seminar group. Single administrations of the same instrument were given to a group of fifty-five Professional Home Economists and eighty-eight Social Psychology students for comparison. The results were not in the predicted directions; in most cases the F ratio indicated no statistical difference. On individual subscales, reversals occurred which placed the seminar posttest scores lower than the pretest. No predictor variables were identified.

Conclusions.--Conclusions of this study of attitude change have been grossly different from expected results. Since all but one of the hypotheses were rejected and since several findings were reversals of the expected, a considerable amount of evaluation seems necessary. Explanation

of this phenomenon was not built into the instrument, thus speculation must suffice until further, more explicit data are gathered.

One must first question the instrument. Reliability and validity checks on this scale are admittedly inadequate. Further work in this area is planned to take place in the near future and such results, regarding the strength of the instrument, will be submitted to this report as a supplementary chapter.

In addition to the major question of the instrument, several other explanations seem plausible: 1) one is forced to examine the assumptions upon which this study is based; 2) in view of the type of objectives being sought one must examine the class structure; 3) various reports on attitude studies have identified a generalized effect, visible only after a period of time has lapsed, which could be operant here; 4) one may provide a psychologically based explanation which views the individual in the face of a challenge, strengthening a tenacious hold on time honored beliefs. Each of these reasons is being offered as a possible partial rationale for the results obtained.

An examination of this study's assumptions calls into consideration the validity of the objectives upon which the course was operating this particular term. That the course content included topics of a controversial and attitudinal nature is substantiated by the review of

literature. Whether this content was communicated as being controversial and attitudinal rests in large measure upon students' perception of the communication. The fact that there was no significant difference statistically between the seminar posttest and the Social Psychology group while there was a statistical difference between these groups and the professional group, posits the question as to whether what is considered controversial for one maturity, and age level, is also a questioned controversy with the up and coming maturity and age level. It was stated in this report [p. 5], ". . . Senior Seminar is primarily concerned with creating or reinforcing attitudes favorable to aspects of professionalism and home economics." It may be that Senior Seminar was not dealing with attitudes but primarily with transference of information.

The second explanation offered above, citing invalidity of objectives due to class structure, seems to this writer a most viable one. The initial administration of the instrument was taken in a relatively neutral atmosphere. The Scale could, and no doubt did, act as a sensitizing agent for the concepts to be discussed. During the term the greatest quantity of information was disseminated in the main lecture often by a resource person. This established the contact ratio of approximately 100 to 1. The small discussion groups of ten met four times during the term for blocks of time ranging from one-half hour to

one and one-half hours. In these groups an effort was made by the discussion leaders to play a secondary role for reasons cited earlier in this report [p. 3] In view of the results obtained in this study greater emphasis may need to be placed on the importance of an authority figure or at least a figure with whom students may identify and who emits a particular positional stance. It may be that in the staff's attempt to remain objective in content presentation, students were not involved past the level of cognitive awareness and/or intellectualizing objectively on the discussion topics. The small discussion groups, in which it was assumed personal involvement would occur, were established somewhat arbitrarily (alphabetically) inhibiting the degree of significance held by each individual for this group. It is quite possible and probable that personal acquaintances among group members were minimal.

The factor of a time lapse attitude effect also seems quite relevant here. The ideas being discussed will be increasingly viable for these students during the next five years as they are on their first job, beginning their families, or attempting to establish both. The literature contains studies illustrating that generalized attitudes become more effective over time when the source and specifics of these attitudes are forgotten. It seems quite likely that as students are in the midst of situations alluded to during the Senior Seminar course, information and feelings discussed may then be recalled.

Much of the role conflict involved in selecting career, and/or family stems from extrinsic social pressures. A reaction that has become increasingly evident from students' class discussion over the past six terms is the statement, "It depends on the individual." While on one hand this may be considered the easiest way to avoid a personal confrontation, it may also illustrate greater acceptance of individual differences. Coupled with the time lapse attitude effect it may not be too much to assume that these students will not experience the degree of social pressure felt by their older sisters in living with whatever decisions of life style they make.

The final explanation, psychological reaction to a value threatening situation, is based on the following line of thought. During the initial questionnaire administration, students tended to mark a more intellectualized, rational response. During the term if these attitudes, the central attitudes as called in the review of literature, were challenged, the most predictable immediate reaction from the student would be to defensively strengthen originally held values. This reaction is more apt to occur also when the meeting is not a personal setting. While it seems plausible that this reaction would occur in several cases it is questioned by the writer as to whether this reaction is pervasive enough to alter all subscale means.

Rather than any one of these speculations being given more weight than another, they are more likely all operant in varying degrees with different individuals.

Failure to identify any specific predictor variables of the mothers employment practices is perhaps due to the fact that each variable was compared in isolation. A new hypothesis should consider the individuals who indicate presence of all three variables, mothers employed full time, in a professional capacity and employed over eleven years. It is suggested that one variable is not sufficient to indicate a difference.

Recommendations.--Any recommendations must be dependent upon results as to the strength of the developed instrument. Assuming the instrument is substantiated, two recommendations are submitted. To maintain the present Senior Seminar expectations, the structure of the course should undergo consideration as to how greater sincere, personal involvement of the students can be achieved. This might be through more frequent meetings and several smaller sections, allowing greater rapport to be established between students and instructor and among students. If this is not desired then a reassessment of objectives and discussion tactics should be made with emphasis perhaps on the transference of information.

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## **APPENDIX**

## APPENDIX A

H.E. 401

SENIOR SEMINAR

Fall 1967

### Rationale and Objectives:

The College of Home Economics is one of several colleges at Michigan State University which has as its chief purpose the education of young people for a professional role. A great need exists for persons prepared to assume this role in modern American society. Professionals in various areas of home economics have been and continue to be in great demand to serve society in various ways.

Specific objectives of this course are: 1) to examine contemporary life styles of educated persons in terms of career and family roles, 2) to understand the attributes which characterize a profession and to examine professions, for which preparation is offered in this College, in respect to these attributes, 3) to help students view themselves as potential professional persons, 4) to recognize the importance of a commitment with respect to professional activities, 5) to strengthen attitudes and to recognize abilities important to continued growth and competence as a professional person in a changing society, 6) to examine the interrelatedness of the various subject matter areas in this College, 7) to see the relationship of professional areas in this College to the overall objectives of home economics.

H.E. 401  
Senior Seminar  
Dr. Schlater

### CLASS PROCEDURE

#### Discussions:

The class will be divided into three discussion groups and further divided into subgroups. These discussion groups are intended to offer you an opportunity to verbally express your ideas, opinions and attitudes - positive and negative - concerning the topic under discussion. You will be expected to participate. Thoughtful, advance consideration of the questions provided will be necessary for effective and stimulating discussions. You are expected to have read the assignment before class. A discussion grade will be obtained by peer evaluation.

#### Papers:

Papers should show evidence of personal reflection and thought and should not merely be a copy of readings. Document all quotations when used either directly or when paraphrased. All papers are to be typed and double spaced. Exceptions to this rule may be discussed in advance with Dr. Schlater. Instruction guides will be provided for each paper. Follow them carefully; check to make sure you have answered the questions as stated. Please identify all papers with name, date, and the number of the paper in the upper right hand corner. Please omit cover pages and bindings on papers.

#### Components and Weighting of Final Grade

|                   |     |
|-------------------|-----|
| Discussion        | 25% |
| Papers I - IV     | 50% |
| Final Examination | 25% |

| <u>H.E. 401 Staff</u> | <u>Telephone</u> | <u>Office</u> |
|-----------------------|------------------|---------------|
| Miss Cowell           | 355-3519         | Room 406      |
| Mrs. Page             | 355-7690         | Room 7        |
| Dr. Schlater          | 355-7681         | Room 401      |

H.E. 401  
Senior Seminar  
Dr. Schlater

| <u>Discussion Groups</u> | <u>Room</u> | <u>Leader</u> |
|--------------------------|-------------|---------------|
| Group I                  | 101         | Dr. Schlater  |
| Group II                 | 301         | Mrs. Page     |
| Group III                | 102         | Miss Cowell   |

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TX -Hunt, Caroline. The Life of Ellen H. Richards.  
140 (not on reserve)  
.R6  
H8  
Baldwin, Keturah. The A.H.E.A. Saga. (in the Home Economics Reading Room 315)

Library references will be found in the Undergraduate Assigned Reading Room unless otherwise indicated.

#### TENTATIVE TOPICAL OUTLINE

Sept. 26 Organizational Meeting

General Announcements  
Overview of the Course

October 3 The Woman in America

Paper I due  
Group Discussion

References:

Friedan - The Feminine Mystique Chapters 1, 2, 3, 14.

Read one of the following:

Brenton - The American Male Chapters 1, 2.  
McGinley - Sixpence in Her Shoe Chapters 2, 3, 22.

Merriam - After Nora Slammed the Door Part 1  
Sanders - "The New American Female: Demi-Feminism Takes Over." Harpers, July 1965.  
Ibsen - A Doll's House

H.E. 401  
Senior Seminar  
Dr. Schlater

October 10 History of Home Economics

Resource Person: Dr. Rosalind Mentzer  
Group Discussion

References:

A.H.E.A. - New Directions  
Budewig - "Home Economics in Historical Perspective" (mimeo)

Optional Reading:

A.H.E.A. - Lake Placid Conference Reports  
Baldwin - The A.H.E.A. Saga  
Ferrar - The History of Home Economics Education in America  
Home Economics in Land-Grant Colleges and Universities 1959  
Hunt - The Life of Ellen H. Richards

October 17 The Professions

Paper II due  
Resource Person: Dr. Sigmund Nosow  
Group Discussion (held in main lecture with Dr. Nosow)

References:

Nosow - "The Nature of the Professions" (mimeo)  
Porter (ed.) Administrators' Workshop on Home Economics in Higher Education. Paul, pp. 1-7 (note Flexner and McGrath references) and Carlson, pp. 9-15 (note McGrath ref.)

October 24 Responsibility of the Home Economist

Resource Person: Dr. Dena Cederquist

Reference:

Daedalus- Rossi, "Equality Between the Sexes: An Immodest Proposal" Daedalus (in preparation for Nov. 14)

H.E. 401  
Senior Seminar  
Dr. Schlater

October 31 Developing an Academic Program in Home Economics

Paper III due  
Resource Person: Dean Jeanette Lee

Reference:

Lee - "The Quest for Units" (mimeo)  
Home Economics Seminar, French Lick, Indiana

November 7 Graduate Study in Home Economics

Resource Person: Dr. Pearl Aldrich (Research Panel)

Reference:

Ginzberg- Life Styles of Educated Women,  
Chapters 1, 3, 4, 5 (in preparation  
for Nov. 21)

November 14 Role of Professional Women in America

Paper IV due

Group Discussion

References:

Daedalus- Bailyn, "Notes on the Role of  
Choice in the Psychology of Pro-  
fessional Women"  
Rostow, "Conflict and Accommoda-  
tion"

Optional Reading:

The National Observer "The American Woman:  
Her Search for Meaning in a Changing  
Society"

November 21 Life Styles of Educated Women

Group Discussion

Reference:

Ginzberg- Life Styles of Educated Women.  
Chapters 6, 9, 10, 11

H.E. 401  
Senior Seminar  
Dr. Schlater

November 28 Panel of Professional Persons

December 8 Final Examination Friday 3:00-5:00 p.m. Room 101

## APPENDIX B

### INTRODUCTION TO THE ATTITUDE QUESTIONNAIRE: H.E. 401 PRETEST

A study is being conducted in the College of Education for which we have been asked to collect data. You are one of three groups which has been selected to participate.

The data for this study are to be obtained through the use of an attitude scale. Each of the three groups participating in this study possess certain characteristics considered relevant to the attitudes in question. You people possess two pertinent characteristics: you are upper level, predominately seniors, and your majors are within the College of Home Economics. It was felt that in this present setting we could reach the greatest number of you.

---

Administrator shall read through the data sheet with the respondents, illustrating on the board the method of marking the responses.

At the end of the questionnaire administration, the students are instructed:

On the back of the questionnaire would you please place your student number in the upper left hand corner.

## APPENDIX C

### INTRODUCTION TO THE ATTITUDE QUESTIONNAIRE: H.E. 401 POSTTEST

You may remember that at our first meeting you all responded to an attitude scale as part of a study being conducted from the College of Education. You are being asked to take this questionnaire again.

Let me assure you and impress upon you that your response to this questionnaire in no way affects your standing in Senior Seminar. Results from the questionnaire will not be dealt with until winter term, long after you have each received your grade and credit for this particular course.

The manner of marking this questionnaire is explained on the data, cover sheet. Be sure to complete all information of the data sheet. It is important that you respond to these statements as you presently feel.

---

Students were asked to put their student number on the back page with the assurance that it was only for handling and analysis purposes and not for specific individual identification.

## APPENDIX D

### INTRODUCTION TO THE ATTITUDE QUESTIONNAIRE: Social Psychology 351

A study is being conducted in the College of Education for which I have been asked to collect data. You are one of three groups which has been selected to participate.

The data for this study are to be obtained through the use of an attitude scale. Each of the three groups participating in this study possess certain characteristics considered relevant to the attitudes in question. You people possess two pertinent characteristics: you are predominately juniors, and your interests lie within the College of Social Science. It was felt that in this present setting we could reach the greatest number of you.

---

Administrator shall read through the data sheet with the respondents, illustrating the scoring method on the board.

Respondents are asked to indicate on the data sheet their sex (on the line with age), and their class level (on the line with major).

COLLEGE OF EDUCATION • ERICKSON HALL

APPENDIX E

January 22, 1968

A study is being conducted jointly through the College of Education and the College of Home Economics regarding attitudes toward home economics and professionalism. Three different groups have been selected to participate on this study, selection being made according to certain characteristics possessed by each. You have been selected because you are a member of AHEA and are presently or have been recently professionally employed.

This questionnaire takes approximately 30 minutes to complete. Upon completion of the questionnaire, please return it in the enclosed addressed folder. We are asking that you please return the questionnaire by February 12, 1968. Your cooperation will be greatly appreciated.

Sincerely,

Sally Cowell  
Sally Cowell, Graduate Assistant

Dr. Tryla Shear  
Dr. Tryla Shear, Associate Professor

Dr. Jean Schlater  
Dr. Jean Schlater, Associate Professor

SC:mg

Enclosure

## APPENDIX F

### DATA SHEET

Please complete the following information to aid in the analysis of the questionnaire responses.

AGE \_\_\_\_\_

MAJOR \_\_\_\_\_

MARITAL STATUS: Single; Married; Divorced; Widowed  
If married, how long? \_\_\_\_\_

Mother Employed: 1-5 years; 6-10 years; 11 or more years

Mother Employed: Full time; Part time; Occasionally

Mother Employed: Professional work; Clerical; Skilled; Unskilled

Each number on the response scale represents a degree of commitment to the stated position. Draw a line through the number (e.g. ~~80~~) which most accurately indicates YOUR feeling toward the statement.

|                                                                      | <u>AGREE</u> |                               | <u>DISAGREE</u> |
|----------------------------------------------------------------------|--------------|-------------------------------|-----------------|
| Example: The United States should stop the bombing in North Vietnam. | 100%         | <del>80</del> 60 - 60 80 100% |                 |

No neutral position is given. Since these are opinion statements, you are asked to indicate the degree to which you either disagree or agree with each statement as given.

It is to be emphasized that your response is to indicate your own opinions, as they pertain to yourself. You are to react as you actually feel toward the statements, not as you think others might expect you to feel. There are no right or wrong answers nor will there be personal identification of the questionnaires.

Some of the statements may seem similar but it is necessary for this study that you answer all the items.

|                                                                                                                                                                      | <u>AGREE</u> |    |    | <u>DISAGREE</u> |    |     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|----|----|-----------------|----|-----|
| 1. The professions of retailing, interior design, dietetics, child development and home economics teaching all have significant concepts in common.                  | 100          | 80 | 60 | 60              | 80 | 100 |
| 2. Professional people should provide the public with what the profession knows to be best, rather than with what the public thinks they themselves want.            | 100          | A  | 80 | 60              | D  | 80  |
| 3. The emotional make-up of women limits their effectiveness in authority positions.                                                                                 | 100          | A  | 80 | 60              | D  | 80  |
| 4. There should be more public acceptance of women who take on the dual responsibility of family and work.                                                           | 100          | A  | 80 | 60              | D  | 80  |
| 5. A student should take only the required courses in his major area and should take all his electives outside his major area.                                       | 100          | A  | 80 | 60              | D  | 80  |
| 6. A graduate of the College of Home Economics is a home economist while at home but is considered a retailer, teacher, dietitian etc. when professionally employed. | 100          | A  | 80 | 60              | D  | 80  |
| 7. A specialist is a more professional person than a generalist in any professional area.                                                                            | 100          | A  | 80 | 60              | D  | 80  |
| 8. Women are capable of the same philosophic and perceptive thinking as men of comparable intellectual level.                                                        | 100          | A  | 80 | 60              | D  | 80  |
| 9. Married women should engage more in part time employment rather than full time employment.                                                                        | 100          | A  | 80 | 60              | D  | 80  |
| 10. The purpose of college education should be professional preparation.                                                                                             | 100          | A  | 80 | 60              | D  | 80  |
| 11. Food, clothing and shelter are the basic, fundamental areas which relate the various departments within the College of Home Economics.                           | 100          | A  | 80 | 60              | D  | 80  |
| 12. One does not have to be employed to be considered a professional person.                                                                                         | 100          | A  | 80 | 60              | D  | 80  |
| 13. Equal rights for women and men should correspond to equal levels of responsibilities in the world of work.                                                       | 100          | A  | 80 | 60              | D  | 80  |
| 14. A woman should work only if her children are of school age.                                                                                                      | 100          | A  | 80 | 60              | D  | 80  |

|                                                                                                                                                                                                               | <u>AGREE</u> |    |    | <u>DISAGREE</u> |    |     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|----|----|-----------------|----|-----|
| 15. Undergraduate courses should be more practical than theoretical, whereas the graduate courses should emphasize the theoretical perspective.                                                               | 100          | 80 | 60 | 60              | 80 | 100 |
|                                                                                                                                                                                                               | A            |    |    | D               |    |     |
| 16. "Home Economics" is a general title which includes several distinct professional areas.                                                                                                                   | 100          | 80 | 60 | 60              | 80 | 100 |
| 17. To be a professional, one does not need a college degree; professionalism is more of an attitude towards one's work.                                                                                      | 100          | 80 | 60 | 60              | 80 | 100 |
| 18. A man commands more respect in a position of authority than a woman would command in that same position.                                                                                                  | 100          | 80 | 60 | 60              | 80 | 100 |
| 19. If both husband and wife are actively engaged in their own careers, their children are going to suffer.                                                                                                   | 100          | 80 | 60 | 60              | 80 | 100 |
| 20. College courses should prepare students more realistically for actual employment rather than expecting the student to sift out knowledge that is relevant after he is employed.                           | 100          | 80 | 60 | 60              | 80 | 100 |
| 21. A person who is graduated from the College of Home Economics with a bachelors degree is accurately entitled a home economist.                                                                             | 100          | 80 | 60 | 60              | 80 | 100 |
| 22. In time of a family emergency, the father's first duty is to his family rather than the job.                                                                                                              | 100          | 80 | 60 | 60              | 80 | 100 |
| 23. Women who work full time are more ambitious than women who are full time housewives.                                                                                                                      | 100          | 80 | 60 | 60              | 80 | 100 |
| 24. Just as the wife is expected to follow when her husband gets a better job in another location, the husband should be willing to make the same move if the wife is offered a better job in another locale. | 100          | 80 | 60 | 60              | 80 | 100 |
| 25. General or liberal education is of little value to many students since it gives them no clear direction of how to use this knowledge.                                                                     | 100          | 80 | 60 | 60              | 80 | 100 |
| 26. The College of Home Economics would find its status increased if it had as many men as women enrolled in its subject matter areas.                                                                        | 100          | 80 | 60 | 60              | 80 | 100 |
| 27. The professional person is usually the most effective person in organizing and operating community service functions.                                                                                     | 100          | 80 | 60 | 60              | 80 | 100 |

|                                                                                                                                                                             | <u>AGREE</u> |         |    | <u>DISAGREE</u> |    |     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|---------|----|-----------------|----|-----|
| 28. Aggressiveness is a desirable quality in a professional woman.                                                                                                          | 100          | 80      | 60 | 60              | 80 | 100 |
| 29. If more nursery schools or adequate child care facilities were available, more women would be working than are presently.                                               | 100          | A<br>80 | 60 | D<br>60         | 80 | 100 |
| 30. If a man and a woman are competing for the same graduate assistantship, the man should be given priority.                                                               | 100          | A<br>80 | 60 | D<br>60         | 80 | 100 |
| 31. A graduate in the area of home economics secondary teaching, extension teaching or general home economics is the only person who should be considered a home economist. | 100          | A<br>80 | 60 | D<br>60         | 80 | 100 |
| 32. Professional people in general receive too much money for the work they do, compared to non-professional people.                                                        | 100          | A<br>80 | 60 | D<br>60         | 80 | 100 |
| 33. Being unmarried is less desirable to a woman than to a man of comparable age.                                                                                           | 100          | A<br>80 | 60 | D<br>60         | 80 | 100 |
| 34. A full time homemaker with a bachelors degree is a more sophisticated thinker than a woman without a bachelors degree.                                                  | 100          | A<br>80 | 60 | D<br>60         | 80 | 100 |
| 35. Married women with children living at home should work only if it is necessary to supplement the family income.                                                         | 100          | A<br>80 | 60 | D<br>60         | 80 | 100 |
| 36. The College of Home Economics is as respected as other colleges on this campus.                                                                                         | 100          | A<br>80 | 60 | D<br>60         | 80 | 100 |
| 37. A person with a graduate degree is more professional than a person with a bachelors degree                                                                              | 100          | A<br>80 | 60 | D<br>60         | 80 | 100 |
| 38. A woman's need for achievement is different from the achievement need of men due to her biological role in society.                                                     | 100          | A<br>80 | 60 | D<br>60         | 80 | 100 |
| 39. College should attempt to challenge the students to reflect on their values.                                                                                            | 100          | A<br>80 | 60 | D<br>60         | 80 | 100 |
| 40. A wife who is successful in a professional career is a potential threat to the husband.                                                                                 | 100          | A<br>80 | 60 | D<br>60         | 80 | 100 |
| 41. The physical manipulative skills in home economics should be taught in a vocational-technical setting rather than in a university setting.                              | 100          | A<br>80 | 60 | D<br>60         | 80 | 100 |
| 42. A college graduate is not a professional person until he has work experience in his area.                                                                               | 100          | A<br>80 | 60 | D<br>60         | 80 | 100 |



|                                                                                                                                            | <u>AGREE</u> |         |    | <u>DISAGREE</u> |         |     |
|--------------------------------------------------------------------------------------------------------------------------------------------|--------------|---------|----|-----------------|---------|-----|
| 43. The husband should appear to be intellectually superior to his wife.                                                                   | 100          | 80      | 60 | 60              | 80      | 100 |
| 44. Most college educated people are more mature than non-college educated people of the same age and social class.                        | 100          | A<br>80 | 60 | 60              | D<br>80 | 100 |
| 45. Marriage and family should be the primary interest of women.                                                                           | 100          | A<br>80 | 60 | 60              | D<br>80 | 100 |
| 46. Family relations, management and aesthetics perform the integrating functions of the home economic subject matter areas.               | 100          | A<br>80 | 60 | 60              | D<br>80 | 100 |
| 47. If her child is ill (enough to be out of school) the working mother should be home.                                                    | 100          | A<br>80 | 60 | 60              | D<br>80 | 100 |
| 48. A woman should be willing to lower her housekeeping standards if she attempts to perform the dual role of professional and homemaker.  | 100          | A<br>80 | 60 | 60              | D<br>80 | 100 |
| 49. Courses which are not directly related to one's professional ambitions are a waste of the student's time and energy.                   | 100          | A<br>80 | 60 | 60              | D<br>80 | 100 |
| 50. If both husband and wife hold high professional ambitions for themselves, the marriage is going to suffer.                             | 100          | A<br>80 | 60 | 60              | D<br>80 | 100 |
| 51. The public image of home economics limits its appeal as an area of study to many capable individuals.                                  | 100          | A<br>80 | 60 | 60              | D<br>80 | 100 |
| 52. Professionally trained individuals have a valuable contribution to make to community service activities.                               | 100          | A<br>80 | 60 | 60              | D<br>80 | 100 |
| 53. Secondary schools should guide girls toward wage earning occupations as diligently as it guides the boys.                              | 100          | A<br>80 | 60 | 60              | D<br>80 | 100 |
| 54. A college educated wife is more apt to be understanding of her husband's professional obligations than is a non-college educated wife. | 100          | A<br>80 | 60 | 60              | D<br>80 | 100 |
| 55. A woman should be at home when her children are under school age regardless of her career ambitions.                                   | 100          | A<br>80 | 60 | 60              | D<br>80 | 100 |
| 56. The general major in home economics is not a professional major, only the specializations provide professional training.               | 100          | A<br>80 | 60 | 60              | D<br>80 | 100 |

|                                                                                                                                                                                                    | <u>AGREE</u> |    |    | <u>DISAGREE</u> |    |     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|----|----|-----------------|----|-----|
| 57. To be considered a professional person, full time rather than part time work is a requirement.                                                                                                 | 100          | 80 | 60 | 60              | 80 | 100 |
|                                                                                                                                                                                                    | A            |    |    | D               |    |     |
| 58. Women have as much motivation to succeed in their chosen careers as men.                                                                                                                       | 100          | 80 | 60 | 60              | 80 | 100 |
|                                                                                                                                                                                                    | A            |    |    | D               |    |     |
| 59. Education provides individuals with a rational basis upon which to make value judgments.                                                                                                       | 100          | 80 | 60 | 60              | 80 | 100 |
|                                                                                                                                                                                                    | A            |    |    | D               |    |     |
| 60. A man respects a successful housewife more than he respects a successful professional woman.                                                                                                   | 100          | 80 | 60 | 60              | 80 | 100 |
|                                                                                                                                                                                                    | A            |    |    | D               |    |     |
| 61. Home economics as an academic area is a wise choice of major for college women.                                                                                                                | 100          | 80 | 60 | 60              | 80 | 100 |
|                                                                                                                                                                                                    | A            |    |    | D               |    |     |
| 62. In time of a family emergency, the working mother's first duty is to the family rather than the job.                                                                                           | 100          | 80 | 60 | 60              | 80 | 100 |
|                                                                                                                                                                                                    | A            |    |    | D               |    |     |
| 63. A woman who never marries is not as much a woman as one who does.                                                                                                                              | 100          | 80 | 60 | 60              | 80 | 100 |
|                                                                                                                                                                                                    | A            |    |    | D               |    |     |
| 64. College educated housewives are a discontented group.                                                                                                                                          | 100          | 80 | 60 | 60              | 80 | 100 |
|                                                                                                                                                                                                    | A            |    |    | D               |    |     |
| 65. Knowledge for knowledge sake (liberal education) is a sufficient reason to attend college.                                                                                                     | 100          | 80 | 60 | 60              | 80 | 100 |
|                                                                                                                                                                                                    | A            |    |    | D               |    |     |
| 66. The professions of dietetics, child development, retailing, home economics teaching and interior design do not have enough relatedness to place them all within the College of Home Economics. | 100          | 80 | 60 | 60              | 80 | 100 |
|                                                                                                                                                                                                    | A            |    |    | D               |    |     |
| 67. People who are professionally employed have as much responsibility to serve in the volunteer activities of a community as do those who are not professionally employed.                        | 100          | 80 | 60 | 60              | 80 | 100 |
|                                                                                                                                                                                                    | A            |    |    | D               |    |     |
| 68. If the wife is working because she wants to rather than of economic necessity, the husband should be ready and willing to assist with the housekeeping tasks.                                  | 100          | 80 | 60 | 60              | 80 | 100 |
|                                                                                                                                                                                                    | A            |    |    | D               |    |     |
| 69. In general, the husband's job should have a higher status position than the wife's.                                                                                                            | 100          | 80 | 60 | 60              | 80 | 100 |
|                                                                                                                                                                                                    | A            |    |    | D               |    |     |
| 70. It is quite possible for a woman to keep her intellectual curiosity active when she is a full time housewife and mother.                                                                       | 100          | 80 | 60 | 60              | 80 | 100 |
|                                                                                                                                                                                                    | A            |    |    | D               |    |     |
| 71. Students in the College of Home Economics should be predominantly women.                                                                                                                       | 100          | 80 | 60 | 60              | 80 | 100 |

|                                                                                                                                                                                   | <u>AGREE</u> |    |    | <u>DISAGREE</u> |    |     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|----|----|-----------------|----|-----|
| 72. To be a professional person is the only way to obtain real status in today's society.                                                                                         | 100          | 80 | 60 | 60              | 80 | 100 |
|                                                                                                                                                                                   | A            |    |    | D               |    |     |
| 73. A full time housewife is a better marriage partner than a professionally active housewife.                                                                                    | 100          | 80 | 60 | 60              | 80 | 100 |
|                                                                                                                                                                                   | A            |    |    | D               |    |     |
| 74. Women profit most from a liberal education at the bachelors level followed by professional specialization preceding entry into the labor force.                               | 100          | 80 | 60 | 60              | 80 | 100 |
|                                                                                                                                                                                   | A            |    |    | D               |    |     |
| 75. Women who work full time are more aggressive than women who are housewives.                                                                                                   | 100          | 80 | 60 | 60              | 80 | 100 |
|                                                                                                                                                                                   | A            |    |    | D               |    |     |
| 76. The majority of the subject matter areas in the College of Home Economics are intellectually stimulating.                                                                     | 100          | 80 | 60 | 60              | 80 | 100 |
|                                                                                                                                                                                   | A            |    |    | D               |    |     |
| 77. When not employed, the professionally trained woman has a greater responsibility to participate in community service activities than the non-professionally trained woman.    | 100          | 80 | 60 | 60              | 80 | 100 |
|                                                                                                                                                                                   | A            |    |    | D               |    |     |
| 78. Marriage and motherhood must have priority in the life of a woman.                                                                                                            | 100          | 80 | 60 | 60              | 80 | 100 |
|                                                                                                                                                                                   | A            |    |    | D               |    |     |
| 79. Women should attempt to achieve career goals just as high as men.                                                                                                             | 100          | 80 | 60 | 60              | 80 | 100 |
|                                                                                                                                                                                   | A            |    |    | D               |    |     |
| 80. A college education does not cause very fundamental changes in students.                                                                                                      | 100          | 80 | 60 | 60              | 80 | 100 |
|                                                                                                                                                                                   | A            |    |    | D               |    |     |
| 81. The best place for a home economist is in the home.                                                                                                                           | 100          | 80 | 60 | 60              | 80 | 100 |
|                                                                                                                                                                                   | A            |    |    | D               |    |     |
| 82. A professional man should be more active in community service activities than the professional woman since the man does not have the home responsibilities as does the woman. | 100          | 80 | 60 | 60              | 80 | 100 |
|                                                                                                                                                                                   | A            |    |    | D               |    |     |
| 83. In the public's eye, a single woman of any age is viewed the same as a single man of comparable age.                                                                          | 100          | 80 | 60 | 60              | 80 | 100 |
|                                                                                                                                                                                   | A            |    |    | D               |    |     |
| 84. Homes and families can function smoothly even though the woman works.                                                                                                         | 100          | 80 | 60 | 60              | 80 | 100 |
|                                                                                                                                                                                   | A            |    |    | D               |    |     |
| 85. Being a full time housewife and mother gives a woman time and opportunity to experiment with new interests she gained while in college.                                       | 100          | 80 | 60 | 60              | 80 | 100 |
|                                                                                                                                                                                   | A            |    |    | D               |    |     |
| 86. The various specialists in home economics have not been as active as they should be in guiding and strengthening American family life.                                        | 100          | 80 | 60 | 60              | 80 | 100 |
|                                                                                                                                                                                   | A            |    |    | D               |    |     |

|                                                                                                                                                                 | <u>AGREE</u> |         |    | <u>DISAGREE</u> |         |     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|---------|----|-----------------|---------|-----|
| 87. The students in the College of Home Economics are as capable intellectually as students in other colleges on campus.                                        | 100          | 80      | 60 | 60              | 80      | 100 |
| 88. A professionally trained individual is shirking his social responsibility if he does not involve himself in community service activities.                   | 100          | A<br>80 | 60 | 60              | D<br>80 | 100 |
| 89. Women who hold a college degree have a social obligation to use their education in gainful employment.                                                      | 100          | A<br>80 | 60 | 60              | D<br>80 | 100 |
| 90. The major contributions of women to professions should come mainly from single women since married women cannot devote as much of themselves to their jobs. | 100          | A<br>80 | 60 | 60              | D<br>80 | 100 |
| 91. A college educated woman tends to be a better mother than a non-college educated woman.                                                                     | 100          | A<br>80 | 60 | 60              | D<br>80 | 100 |
| 92. Home Economists have been innovative in developing goods and services for the home.                                                                         | 100          | A<br>80 | 60 | 60              | D<br>80 | 100 |
| 93. Many of the courses offered in the College of Home Economics are trivial and/or busy work as compared to courses in other colleges in this University.      | 10           | A<br>80 | 60 | 60              | D<br>80 | 100 |
| 94. Marriage is more satisfying for the woman who does not work than for the woman who is employed.                                                             | 100          | A<br>80 | 60 | 60              | D<br>80 | 100 |
| 95. There must be something wrong with the woman who feels "unfulfilled" in her roles as wife and mother.                                                       | 100          | A<br>80 | 60 | 60              | D<br>80 | 100 |
| 96. Universities should facilitate the education of 30-40 year old women who desire higher education after child rearing.                                       | 100          | A<br>80 | 60 | 60              | D<br>80 | 100 |
| 97. Home economists have a major role to perform in promoting the home and family as significant values in our culture.                                         | 100          | A<br>80 | 60 | 60              | D<br>80 | 100 |
| 98. A College of Home Economics graduate should be a better wife and mother than a graduate from any of the other colleges in the University.                   | 100          | A<br>80 | 60 | 60              | D<br>80 | 100 |
| 99. Home economics cannot contribute as much to the future society as it has to the past.                                                                       | 100          | A<br>80 | 60 | 60              | D<br>80 | 100 |
| 100. Today the notion that a woman's place is in the home is a traditional myth rather than a contemporary belief.                                              | 100          | A<br>80 | 60 | 60              | D<br>80 | 100 |

|                                                                                                                                                                      | <u>AGREE</u> |         |    | <u>DISAGREE</u> |         |     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|---------|----|-----------------|---------|-----|
| 101. Some of the courses in home economics should be required of all university students, (e.g. child development, decision making, family relations).               | 100          | 80      | 60 | 60              | 80      | 100 |
| 102. Because most people in the areas of home economics are women you can't expect this field to be as active nor as innovative as others.                           | 100          | A<br>80 | 60 | 60              | D<br>80 | 100 |
| 103. The father has as much responsibility to be involved in PTA, Cub Scouts, and other child related activities as his working wife.                                | 100          | A<br>80 | 60 | 60              | D<br>80 | 100 |
| 104. Some of the subject matter areas in the College of Home Economics are not as intellectually stimulating as they could be.                                       | 100          | A<br>80 | 60 | 60              | D<br>80 | 100 |
| 105. Marriage is more satisfying for the woman who works than the woman who does not work.                                                                           | 100          | A<br>80 | 60 | 60              | D<br>80 | 100 |
| 106. A working mother has just as much responsibility to be involved in room mother, PTA, Cub Scouts and othersuch child related activities as a non-working mother. | 100          | A<br>80 | 60 | 60              | D<br>80 | 100 |



Sally A. Cowell  
Degree of M.A.

1968

## OVER NIGHT BOOK

This book must be returned to the  
first class on the following school day.

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