

*Appendix B:  
Research Listing*

**Content Related to the *No Child Left Behind Act of 2001* in Secondary  
Family and Consumer Sciences Classrooms**

**General Core Academic Content**

Hotchkiss, L. & Desy, J. (1987). *Assessing the contribution of vocational education to basic education in secondary schools* [microform]. Columbus, OH: National Center for Research in Vocational Education.

Oehler, A. (1990). *Assessment of the relationship between home economics curriculum and the targeted skills objectives for the Texas educational assessment of minimum skills test*. Unpublished master's thesis, Lamar University, Beaumont. *Master's Abstracts International* 29 (01), 16. (AAT No. 1340057). Retrieved on May 27, 2004 from <http://proxy.lib.iastate.edu:2087/dissertations/fullcit/1340057>.\*

*Purpose of the Study:* This study sought to: 1) "examine the current teaching practices of Texas high school home economics teachers regarding the TEAMS skills objectives," and 2) "assess the teachers' need for teaching materials and inservice programs which address the coordination of the TEAMS skills objectives with home economics essential elements."

*Research Methodology:* "A stratified, proportional, randomly selected group of 120 home economics teachers was given a self-report questionnaire."

*Findings:* "Texas high school home economics teachers are teaching the TEAMS skills objectives in conjunction with home economics essential elements. The data also revealed a majority of respondents willing to purchase teaching materials and to attend inservice education programs which address coordination of TEAMS skills objectives with home economics curriculum."

Lai, C. (1991). *Teacher experiences predicting student achievement in Ohio occupational food service programs (Food service programs)*. Unpublished doctoral dissertation, Ohio State University, Columbus. *Dissertation Abstracts International*, 52 (12), 4308. (AAT No. 9211169). Retrieved on May 28, 2004 from <http://proxy.lib.iastate.edu:2087/dissertations/fullcit/9211169>.\*

*Purposes of the Study:* This study was designed to: "(1) determine the relationships between occupational food service teacher experiences and their students' food service, applied science, and applied math achievement; (2) examine the regression of students' achievement on their teachers' experiences; (3) determine the

relationships between these students' laboratory and applied academic experiences and their food service and academic skill achievement; and (4) examine the regression of student achievement on these learning experiences. A secondary purpose was to determine the relationships between teacher experiences and student learning experiences."

*Research Methodology:* "[One hundred and sixty-six] senior students who took the Ohio Food Service Achievement Tests (OFSAT) in both 1990 and 1991 and their 26 teachers comprised the useable sample."

*Findings:* " (1) Ohio food service programs provide experiences and student learning experiences which are effective in increasing students' food service skill proficiency . . . but are ineffective in significantly increasing students' nonlanguage, language, applied science, and applied math skills; (2) only a few food service teacher experience variables are related to food service student achievement; (3) all five domains of food service student achievement can be predicted by using a set of two to six teacher experience variables; (4) the food service laboratory work experiences and applied academics experiences are not significantly related to food service students' achievement; (5) only three food service student achievement domains can be somewhat predicted by using a set of student learning experience variables: nonlanguage . . . , language . . . , and applied math . . . ; and (6) few food service teacher experience variables are related to food service student learning experiences."

Smith, W. (1987). *The effects of increased academic requirements for graduation on secondary vocational education programs*. Unpublished doctoral dissertation, University of Nevada, Las Vegas. *Dissertation Abstracts International* 48(12), 3097. (AAT No. 8801620). Retrieved on May 25, 2004 from <http://proxy.lib.iastate.edu:2087/dissertations/fullcit/8801620>.

*Purpose of the Study:* "This study examined the effects of increased academic requirements for graduation on secondary vocational education programs in Washington since 1983."

*Research Methodology:* Vocational directors were surveyed "to determine: (1) the total number of units required for graduation, (2) the total number of general education units required for graduation, (3) the kind of classes allowed for general and vocational education (dual credit), (4) the number of academic and vocational classes offered experiencing increases, decreases, or no changes in graduation requirements, (5) the enrollment increase, decrease, or no change in the academic or vocational programs and (6) the student demand or interest increase, decrease, or no change in academic and vocational programs."

*Findings:* Not available in the abstract.

Van Buren, J. (1989, Fall). **Documentation of basic skills in consumer and homemaking education curriculum.** *Journal of Vocational Home Economics Education*, 7 (2), 37-45.

*Purpose of the Study:* This study was designed “to document the basic skills, as defined by one state [Missouri], that currently are incorporated into that state’s consumer and homemaking (C&HE) curriculum” (p. 37).

*Research Methodology:* “Each language arts, mathematics, science and social studies basic skill was compared with each [consumer and homemaking] C&HE task statement. When identical or related concepts were noted in both of these statements, the basic skill was documented as being included in the C&HE curriculum. Percentages were calculated for exploratory, Home Economics I [Grades 8 and 9], and specialized courses for seven subject areas” (p. 37).

*Findings:* 1) In Home Economics I, “family living and parenthood had the lowest percentages of tasks related to basic skills. Consumer education had the highest percentages” and “housing, home furnishings, and equipment and food and nutrition were a close second and third” (p. 41). 2) “When comparing C&HE subject areas across the three curriculum levels . . . food and nutrition and clothing and textiles were the courses containing the highest percentages of basic skills” (p. 42). 3) At all curriculum levels language arts ranked high by comparison for food and nutrition, clothing and textiles, and housing” (p. 43). 4) “Math skills tended to correlate most highly in the specialized C&HE courses. 5) “Incorporation of science principles was low across all C&HE subject areas and grade levels” (p. 43). “Exploratory subject areas had the highest percentages of science skills” (p. 43). 6) “Social studies skills appeared to dominate in the exploratory curriculum” (p. 43).

### **Relevant References:**

Card, B. (2004). No child is left behind in the family and consumer sciences classroom. *Journal of Family and Consumer Sciences*, 96 (1) 8-10.

Ladewig, B., Robertson, E., Boschung, M. & Strickland, M. (1987). The effective integration of basic competencies into an applied discipline. *Journal of Vocational Education Research*, 12(1), 11-19.

Miller, S. & Tulloch, C. (1996). Basic skills in family and consumer sciences education. Chapter 25 in S. Redick (Ed.), *Review and synthesis of family and consumer sciences education research 1985-1995*, pp. 259-278. Peoria, IL:

Education and Technology Division American Association of Family and Consumer Sciences.

Newell, B. A. (2004). How FCS integrates the core academics. *Journal of Family and Consumer Sciences*, 96 (1) 13-14.

Stewart, B. L. (2001). Extension of family and consumer sciences through a charter school initiation. *Journal of Family and Consumer Sciences*, 93 (4) 66-70.

### **Reading**

Bell, A. & Lee, C. L. (n.d.). *Using content area reading strategies to improve student understanding in family and consumer sciences*. Retrieved December 13, 2003 from [http://www.natefac.org/Main/News/Lee\\_Bell.htm](http://www.natefac.org/Main/News/Lee_Bell.htm).

*Purpose of the Study:* "The purpose of this study was to implement a particular reading strategy, the anticipation guide, into a foods and nutrition class."

*Research Methodology:* "Subjects were students in two high school foods and nutrition classes which were taught by the same instructor. One class was randomly assigned as the experimental group while the other was the control group. Anticipation guides were utilized in the experimental group. Prior to their textbook reading, the students were given five to eight teacher-prepared questions related to the main ideas of the content to be read. Students were asked to individually respond to the questions and then to discuss answers with another student. After working as teams, students discussed responses with the entire class. The students were then asked to read the text, and after reading, to correct any wrong answers on their anticipation guides. The control group was given a brief overview of the reading by the teacher and then assigned the reading after which they completed study questions. All other instruction for the experimental and control groups was the same. North Carolina standardized vocational pre- and post-tests were administered to each group at the beginning and end of the semester course."

*Findings:* Data were collected from pre- and post tests from 31 students. "Traditional reading strategies were as effective as the anticipation guide reading strategy in terms of test scores" in this study as revealed in the analysis of post-test reading scores.

Ellis, C. (1986). *Oregon home economics teachers' knowledge and use of content and reading strategies*. Unpublished master's thesis, Oregon State University, Corvallis.

Holliday, S. (1990). *Home economics and social studies teachers' use of the reading process*. Paper presented the American Vocational Association Convention (Cincinnati, OH). (ERIC Document Reproduction Service No. ED 329728).

*Purpose of the study:* The purpose of this study was to compare “teachers’ perceptions of their ability and use of the reading process” in social studies and home economics classes.

*Research Methodology:* The sample included 82 home economics teachers attending a workshop on reading in the classroom and a random sample of 100 social studies teachers, of which 81 responses were received. Teachers responded to a questionnaire with Likert-type scale responses for 27 reading principles and practices.

*Findings:* Results reveal that social studies teachers had more instruction in reading and that students spent more in and out of class reading. In three of four areas of reading, there were significant differences between the teachers’ mean scores. Social studies teachers also reported a greater perceived ability to incorporate the reading process in the classroom.

Holliday, S. (1989). *Social studies and home economics teachers' use of the reading process*. Unpublished master’s thesis, University of Nebraska, Lincoln.

Mohrman, J. (1986). *Use of adolescent literature in secondary home economics classrooms*. Unpublished master’s thesis, Ohio State University, Columbus.

Polizzi, N. (1986). *Comparison of teachers' and administrators' attitudes toward teaching reading in the content area of home economics*. Unpublished master’s thesis, University of Nevada, Reno.

Stomieroski, C. (1987). *Development and implementation of content reading strategies in the eighth grade Home Economics Program*. Unpublished master’s thesis, Ashland College, Ashland.

Travers, R. (1995). *A survey and analysis of the reading instructional practices and beliefs of New York state home economics teachers*. Unpublished doctoral dissertation, New York University, New York. *Dissertation Abstracts International*, 56 (11), 4335. (AAT No. 9609417). Retrieved on May 25, 2004 from <http://proxy.lib.iastate.edu:2087/dissertations/fullcit/9609417>.

*Purpose of the Study:* This study surveyed home economics teachers in New York regarding “their reading instructional practices and beliefs about the teaching of reading with home economics” to investigate the possibility that “a relationship

existed between home economics teachers' beliefs about the teaching of reading in their classrooms and their reading instructional practices." Teachers' beliefs related to teachers' responsibility to teach and the importance of teaching reading were also examined.

*Research Methodology:* "A random sample of 267 middle school and 225 high school New York State home economics teachers were surveyed on their reading instructional practices and beliefs about the teaching of reading with home economics."

*Findings:* "A significantly larger proportion of high school teachers than middle school teachers reported more frequent use of one reading strategy in Food and Nutrition, four in Clothing and Textiles and seven in the Human Development content area. . . There was a moderate statistically significant relationship between teachers' beliefs and their reported usage of reading strategies for each of the four content areas."

Trost, B. (1996). *Teachers' evaluation of "The parenting curriculum:" A family and consumer sciences and language arts partnership*. Unpublished master's thesis, Iowa State University, Ames.\*

*Purpose of the Study:* This study was designed to "conduct a summative evaluation of "The Parenting Curriculum" and assess "teachers' perceptions related to the introduction of curriculum materials" (p. 72).

*Research Methodology:* In February of 1996, teachers who "voluntarily attended a two-day graduate-credit workshop in June, 1995 at Iowa State University" were surveyed regarding "The Parenting Curriculum" (pp. 72-73). The instrument included a 7-point Likert scale.

*Findings:* 1) Teachers' responses to unit outcomes were positive. 2) "The overall mean for all eight units was 5.95" indicating, "that all unit outcomes in the curriculum are critical to the future lives of their students" (p. 73). 3) The unit, "Challenges of Teen Parenting," received the strongest agreement . . . with a unit mean of 6.26" (p. 73). 4) Teachers indicated "that they somewhat agreed that the [language arts] activities included in the curriculum were effective in developing the students' skills" (p. 74). "The data indicate that teachers are not sure what constitutes language arts skills and how to develop them" (p. 74). 4) Because the curriculum was designed to integrate language arts and parenting skill development, teachers were surveyed regarding integration. "Only one third (34.3 %) [had] contacted the language arts teachers in their buildings for collaboration on course content and activities [and] less than one-half of the teachers (42.9%) expect[ed] to collaborate with the language arts teacher in the future" (p. 75). 5)

Parenting education was not required in over half of reporting schools. "Yet, almost ninety percent of the teachers teach Family Living and Parenthood courses and Child Development courses to their high school seniors" (p. 76).

Trost, B. C., & Williams, S. K. (1998). **Teachers' evaluation of an integrated parenting language arts and parenting curriculum.** *Journal of Family and Consumer Sciences Education*, 16(1), 55-70.

Wyatt, C. (1989). *Effects of an inservice workshop on reading practices of Nebraska home economics teachers.* Unpublished master's thesis, University of Nebraska, Lincoln.\*

Wyatt, C., Johnson, J., Holcombe, M. & Andrews, L. (1990). **Making connections: An in-service model on the reading process for home economics teachers.** *Journal of Vocational Home Economics Education*, 8(2), 57-72.\*

*Purpose of the Study:* This research developed and subsequently tested the effectiveness of an inservice workshop designed to help home economics teachers integrate the reading process into their curriculum. Specifically, the study examined "the effects of inservice education on home economics teachers' usage and ability to use reading principles and practices in their classrooms (p. 63).

*Research Methodology:* The population for this study was comprised of "76 junior and senior high school home economics teachers who participated in a workshop entitled 'Integrating the Reading Process into the Home Economics Curriculum,' held throughout Nebraska in the fall of 1988" (p. 65). Approximately 79 percent of the sample "reported study beyond a bachelor's or master's degree" (p. 65). Most (52.6 percent) of teachers had taught 11 or more years. Teachers were pretested before the workshop and were mailed a posttest "4 weeks following the workshop" (p. 65). The questionnaire included a 3-point Likert scale. The response rate to the follow-up survey was 92.7 percent.

*Findings:* "The behavior change inservice education model used in this study was effective in producing increases in home economics teachers' perceived usage of, and perceived ability to use principles and practices related to the reading process" (p. 69).

#### **Relevant Reference:**

Hall, H. & Sproles, E. (1998). Basic reading skills education: A new synthesis for home economics education. *Journal of Vocational Home Economics Education*, 6(2), 23-30.

Ingram, M. & Ward, C. (2002). Using sociocultural poetry to build civic engagement: A teaching strategy for consumer and family sciences. *Journal of Family and Consumer Sciences*, 94 (3) 27-32.

### Mathematics

Parkhurst, C. (1986). *Integrating mathematics into the secondary school home economics foods curriculum*. Unpublished master's thesis, Iowa State University, Ames.

*Purpose of the Study:* This research included the development and testing of an instructional unit designed "to integrate mathematics skills into a home economics foods course" (p. 44). "Teachers' attitudes toward the integration of mathematics into a home economics foods course or unit" was also assessed.

*Research Methodology:* A nine-class period unit with an accompanying mathematics booklet was developed and pilot tested. A quasi-experimental design was used to examine the impact of the mathematics-based food module and school size. Two achievement pre and posttests were used with students. Teachers responded to an evaluation and attitude instrument using a 5-point Likert scale. Of the 27 Iowa schools randomly selected for participation in the study, five schools withdrew after receiving the module, four schools did not complete the module and 10 schools provided usable data.

*Findings:* 1) "Statistically significant differences [were found] between the experimental and control groups on the posttest scores for the urban, middle-sized, and small schools" (p. 46). 2) "The module was effective in teaching basic mathematics skills to home economics students" (p. 46).

Moss, D. (1985). *Perceived application of basic mathematics skills and science strategies in secondary vocational home economics*. Unpublished doctoral dissertation, Kansas State University. *Dissertation Abstracts International* 46 (6), 1541. (AAT No. 8515959). Retrieved on May 25, 2004 from <http://proxy.lib.iastate.edu:2087/dissertations/fullcit/8515959>.\*

*Purpose of the Study:* "This study was designed to determine (A) the extent secondary vocational home economics teachers perceive basic mathematics skills and science strategies as an integral part of home economics subject matter, (B) the extent they incorporate those skills and strategies in the home economics curriculum, and (C) the extent they incorporate the skills and strategies in specific home economics areas."

*Research Methodology:* Data were collected "from 500 secondary vocational home economics teachers employed during the 1983-1984 school year in the four



geographic areas of the United States” using an instrument developed by the researcher.

*Findings:* “Results of the study identify that secondary vocational home economics teachers do perceive basic mathematics skills and science strategies as an essential part of home economics subject matter. They incorporate the skills and strategies to a lesser extent in the curriculum and in specific areas they teach than they perceive the skills and strategies should be incorporated.”

Wu, M. (1995). *The effects of a generalizable mathematics skills instructional intervention on the mathematics achievement of learners in secondary vocational programs.* Unpublished doctoral dissertation, Purdue University. *Dissertation Abstracts International*, 57 (06), 2405. (AAT No. 9633447).

*Purpose of the Study:* “The purpose of the study was to develop a generalizable mathematics skills instructional intervention and determine its effects on the mathematics achievement of learners in secondary vocational programs.”

*Research Methodology:* “A pretest-posttest experimental and control group design was used in this quasi-experimental study. One program from each of four vocational program areas at an area career center [Business, Family and Consumer Sciences, Health Occupations, and Industrial] was randomly assigned to the experimental and control groups. “

*Findings:* “The results of this study indicated that the six-week generalizable mathematics skills instructional intervention significantly improved the mathematics achievement of those students receiving instruction as compared to those students receiving traditional mathematics instruction in their vocational programs. However, there were no similar effects on the generalizable mathematics skills student self-ratings.”

### **Relevant Reference:**

Franz, W., MacDonald, N. & Groscott, P. (1985). The importance of mathematical and logical skills to clothing construction. *The Illinois Teacher of Home Economics*, 29 (1), 35-38.

Sanden, J. (1994). Math/FCS class boosts test scores. *Journal of Family and Consumer Sciences*, 94(4), 65-66.

Williams, S. & Parkhurst, C. (1988). Reasoned intellectual choice: Development of basic mathematical skills in home economics. *Journal of Vocational Home Economics Education*, 6 (2), 14-22.

## Science

Jensen, B. (1987). *The acquisition of milk-related science concepts of secondary students in experimental and traditional curricula*. Unpublished master's thesis, Utah State University, Logan.\*

Moss, D. (1985). *Perceived application of basic mathematics skills and science strategies in secondary vocational home economics*. Unpublished doctoral dissertation, Kansas State University. *Dissertation Abstracts International* 46 (6), 1541. (AAT No. 8515959). Retrieved on May 25, 2004 from <http://proxy.lib.iastate.edu:2087/dissertations/fullcit/8515959>.\*

*Purpose of the Study:* "This study was designed to determine (A) the extent secondary vocational home economics teachers perceive basic mathematics skills and science strategies as an integral part of home economics subject matter, (B) the extent they incorporate those skills and strategies in the home economics curriculum, and (C) the extent they incorporate the skills and strategies in specific home economics areas."

*Research Methodology:* Data were collected "from 500 secondary vocational home economics teachers employed during the 1983-1984 school year in the four geographic areas of the United States" using an instrument developed by the researcher.

*Findings:* "Results of the study identify that secondary vocational home economics teachers do perceive basic mathematics skills and science strategies as an essential part of home economics subject matter. They incorporate the skills and strategies to a lesser extent in the curriculum and in specific areas they teach than they perceive the skills and strategies should be incorporated."

Powell, L. & Reagan, S. (1993). *Attitudes of Louisiana home economics teachers toward incorporating scientific principles in home economics courses*. *Journal of Vocational Home Economics Education*, 11 (1), 58-66.

*Purpose of the Study:* This study was designed "to determine the attitudes of Louisiana home economics teachers toward incorporating scientific principles in courses" (p. 60).

*Research Methodology:* The entire population (482) of secondary home economics teachers in public and private schools were surveyed using a mailed questionnaire that included items related to attitudes related to the incorporation of scientific principles in home economics classes and demographics. The response rate was 55% and included 267 respondents.

*Findings:* "Science certification, the degree to which scientific principles were incorporated in college home economics courses, and the number of hours of college science credit appear to be important predictors of the teachers' attitudes toward incorporating scientific principles in home economics courses" (p. 58).

### **Relevant Reference:**

Smith, F. & Hausafus, C. (1988). Science and home economics: new partners in Iowa. *The Vocational Education Journal*, 63(6), 20.

### **Writing**

Johnson, J. (1990). *An examination of the use of the writing process in home economics using qualitative and quantitative methods*. Paper presented the American Vocational Association Convention (Cincinnati, OH). (ERIC Document Reproduction Service No. ED 329729).

*Purpose of the Study:* The purpose of this two-phase study was to determine teachers' use of writing in secondary home economics programs.

*Research Methodology:* Quantitative data were collected through a questionnaire in phase one to compare how writing was incorporated in the classroom. The sample included "(1) 125 home economics teachers who had not participated in university workshops on incorporating writing in the classroom; (2) 129 agriculture teachers who had not participated in the workshops; and (3) 125 home economics teachers who had participated in the workshops." In phase 2, qualitative data were collected through interviews with 12 home economics teachers who participated in writing workshops and classroom observations of three of those teachers.

*Findings:* In phase one, "significant differences were found between the practices of home economics teachers who had participated in the writing workshops and agriculture teachers who had not participated in the workshops." In the second phase, three major themes emerged regarding the integration of the writing process in the classroom: "To use writing as a vehicle for students to learn subject matter and make connections between concepts; to improve a student's self-concept; and to vary the methods of instruction."

Johnson, J., Holcombe, M., Simms, G., & Wilson, D. (1992). *Writing in the classroom: Case studies of three home economics teachers*. *Journal of Vocational Home Economics Research*, 10 (1), 46-58.

*Purpose of the Study:* This study examined teachers' uses of writing in the home economics classroom. The study focused on the reasons why teachers use writing and the methods that they use in teaching writing.

*Research Methodology:* Following a series of three writing workshops, 12 teachers were interviewed using the McCracken long interview method. Three of these teachers were selected for the final segment of the research "based on the amount of writing the teachers reported using in the classroom, the enthusiasm they . . . [had] for writing, and the representation of differing school sizes and the rural/urban setting" (p. 48). During visits to the teachers' schools, researchers interviewed teachers a second time "to explore . . . teachers' perspectives on the activities observed in their classrooms" (p. 48) and to interview administrators and two students.

*Findings:* Thematic analysis of interview transcripts revealed several dominant themes: 1) "Writing [was] used to help students understand themselves and gain confidence in dealing with their problems and concerns" (p. 49); 2) "Writing [was] used as a vehicle for learning subject matter" (p. 51); and 3) "Writing helps to personalize home economics subject matter" (p. 53).

Johnson, J., Holcombe, M., Simms, G., & Blezek, A. (1992/1993). **Use of writing in home economics and agriculture in secondary schools.** *Journal of Vocational Home Economics Education*, 10(1), 46-58.

*Purpose of the Study:* This study was conducted "to provide descriptive data on the practices of secondary home economics and agriculture teachers as they use writing in their classrooms" (p. 46).

*Research Methodology:* "Data were collected . . . using a questionnaire based on the instrument (Applebee, Lehr, & Auten, 1980) used in Applebee's (1981) study of writing in secondary schools. Items were adapted for use with home economics and agriculture teachers" and "a 5-point rating scale was used rather than the original 3-point scale" (p. 47). The questionnaire was distributed to "a random sample of secondary home economics teachers (N=125)" (p. 48). Seventy-seven home economics teachers responded to the survey and 105 agriculture teachers responded.

*Findings:* 1) Fewer home economics than agriculture teachers in this sample had master's degrees. 2) Approximately 42 percent of the home economics teachers had taught for more than 16 years, whereas only 25 percent of the agriculture teachers were in this category. 3) Twenty-three percent of home economics teachers and 43 percent of agriculture teachers reported working with the English department. 4) Sixteen percent of home economics teachers and 11 percent of "agriculture teachers reported having taken workshops on writing offered by colleges or universities" and "some had taken workshops offered by area educational agencies in Nebraska" (22

percent of home economics teachers and 16 percent of agriculture teachers) (p. 48). 5) Writing activities most often reported by both groups of teachers included “note-taking and copying information” (p. 49). 6) “Writing activities reported, which may require analytic or creative thinking, had relatively low mean scores” and “many of these activities were used less than once a week, such as, writing paragraphs for essay questions, writing summaries of class learning, writing reports, analyzing and interpreting data, writing examples/non-examples, journal writing, reaction paper/persuasive writing” (p. 50). 6) Teachers most often indicated that writing was used to increase “learning/understanding the concept and encouraging thinking in students” (p. 51). 7) Writing to “express . . . personal feelings and ideas” was reported more often for home economics teachers than agriculture teachers (p. 51). 8) “Teachers in this study were only sometimes focusing on the writing process through the use of techniques such as prewriting strategies, writing in stages, and requiring more than one draft” (p. 56). 9) “Evaluation techniques used most often by [both groups of teachers] were assigning grades, pointing out errors of fact and marking spelling errors” (p. 56).

Wasike, G. (1995). *Integration of language arts skills into family and consumer sciences content: Factors affecting the practices of secondary school teachers*. Unpublished doctoral dissertation, Iowa State University, Ames. *Dissertation Abstracts International*, 56 (05), 1687. (AAT No. 9531805) Retrieved on May 25, 2004 from <http://proxy.lib.iastate.edu:2087/dissertations/fullcit/9531805>.

*Purposes of the Study:* This research sought to “provide baseline information about the practices and attitudes of family and consumer sciences secondary school teachers regarding the integration of language arts skill development into family and consumer sciences [FCS] curriculum.”

*Research Methodology:* A random sample of 192 secondary FCS teachers was mailed a survey. The response rate was 72 percent. “Data were analyzed using SPSS Version 4.0 and LISREL Version 7.0. Analysis included descriptive statistics, correlational statistics, and path analysis.”

*Findings:* Although teachers revealed positive attitudes toward the integration of language arts into FCS curriculum, “they practiced integration to a limited extent. Language arts skill development was especially limited. Scheduling and lack of planning time were perceived as major barriers to subject integration; the support system was positive and resources were not perceived to be major limitations. Level of education and previous subject integration experience emerged as major background characteristics indirectly affecting language arts skill development practices.”

## Working with Stakeholders

- Aiken, G. (1988). *Attitudes of male students toward home economics programs in Chapel Hill-Carrboro City schools*. Unpublished master's thesis, North Carolina Central University, Durham.
- Baiyee, M. N. (1991). *Attitudes of secondary school students toward home economics according to FHA membership*. Unpublished master's thesis, Ball State University.
- Barrs-Walker, M. (1992). *Factors affecting the selection and nonselection of home economics at Madison County High School*. Unpublished master's thesis, Florida State University.
- Blume, R. (1988). *Parental participation in Ohio middle level home economics programs*. Unpublished master's thesis, Ohio State University, Columbus.
- Bradford, C. (1986). *Influences affecting urban, secondary student enrollment in nonvocational home economics*. Unpublished doctoral dissertation, Oklahoma State University, Stillwater. *Dissertation Abstracts International* 47 (03), 811. (AAT No. 8611509). Retrieved on May 25, 2004 from <http://proxy.lib.iastate.edu:2087/dissertations/fullcit/8611509>.

*Purpose of the Study:* Study examined students' perceptions of factors influencing enrollment in nonvocational high school home economics.

*Research Methodology:* A survey was administered to "3,046 students enrolled in three of the 10 high schools in the Oklahoma City Public School system. Completed questionnaires were received from 84 percent of this sample . . . The analysis sample of 582 enrollees in high school home economics and an equal number of nonenrollees was coded, entered on computer magnetic tape, edited and verified. Vocational home economics students (4.3% of total home economics enrollees) were excluded from subsequent analyses, based on the purpose and objectives of this study."

*Findings:* "The difference between enrollees in high school home economics versus nonenrollees in respect to each factor included in these hypotheses was highly significant, when analyzed by the chi-square test. . . With the exception of significant others . . . the findings suggest that all other factors might serve as key elements in efforts to develop and market home economics more effectively. The home economics curriculum and . . . teachers, at both the middle and high school levels, were perceived as strong influencers of student enrollment in high school home

economics. The perception of future value of the high school home economics curriculum also had a major influence on enrollment in these courses.”

Brun, J. K., & Ndon, T. U. (1995). *Family and Consumer Sciences Teachers' attitudes and practices concerning parent involvement in the educational process*. Paper posted at American Association of Family and Consumer Sciences Annual Meeting, New Orleans.

Burnett, M., Harrison, B., & Miller, P. (1986). *Attitudes of local school administrators toward vocational home economics programs*. *Journal of Vocational Home Economics Education*, 4(1), 71-80.

*Purpose of the Study:* “The purpose of this component of [a larger] study [in Louisiana] was to determine and compare the attitudes of public school superintendents, public secondary school supervisors for vocational education, and public secondary school [principals] toward vocational home economics programs” (p. 72).

*Research Methodology:* This research incorporated “a closed-form opinionnaire [sic] with a [5-point] Likert-type scale” which was mailed to participants (p. 72). The sample included “66 public school superintendents. . . the supervisor for vocational education of each of the 66 public school systems in Louisiana and [a stratified sample]186 of the 353 identified public secondary school principals in Louisiana” (p. 73). The final response rate was 91.2 percent.

*Findings:* “All three categories of administrators in this study expressed a positive attitude toward vocational home economics programs. They believed that the cost of vocational facilities justifiable” (p. 79). They also believed “that vocational training is usually beneficial regardless of one’s occupation after graduation” (p. 79). They considered teachers “professional and generally well prepared to perform their jobs” (p. 79). The rankings for all three groups of professionals on the 24 items included in the instrument “was generally the same” (p. 79). Items consistently ranked low by respondents included: “Students eventually enter the occupation for which they are being trained” and “High academic achievers have a tendency to enroll in this area” (p. 79).

Buttram, J., Kershner, K., Rioux, S., & Dusewicz, R. (1987). *An evaluation of competency-based vocational education in Pennsylvania: Five years later*. *Journal of Vocational Education Research*, 12(4), 35-55.\*

*Purpose of the Study:* To evaluate “competency-based vocational education (CBVE) in Pennsylvania” (p. 35).

*Research Methodology:* "Data were gathered via interviews with 19 key state education officials and representatives from 75 educational agencies, including area vocational technical schools, community colleges, and high schools. . . 348 randomly-selected teachers from 28 schools completed surveys regarding level of CBVE implementation" (p. 35).

*Findings:* 1) Widespread support for CBVE existed in Pennsylvania when this research was done. 2) "Knowledge and support for the state's specific CBVE initiative varies depending on the type of school" (p. 52). 3) "A moderately high level of implementation" of the model has been achieved "at the area vocational technical schools . . . due in large part to the PDE funding of curriculum coordinator positions and the provision of training, technical assistance, and other resources" (p. 52). 4) As funding was withdrawn, "area vocational technical schools [did] not kept pace with the changing job market trends and resulting curriculum and facility modifications and additions" (p. 53). 5) In contrast with area vocational education centers, only one high school received funding. 6) Community colleges and high schools did not receive support from the state comparable to that given to area vocational education centers. 7) Administrative support was considered important to the implementation of CBVE. 8) No "substantial data set [existed] to support the positive effectiveness of CBVE on students" although teachers and administrators believed CBVE affected students positively (p. 54).

Caputo, C. & Trenbeath, L. (1991). *Parents, students, and teachers evaluate an eighth-grade comprehensive home economics curriculum*. *Research Abstracts, Home Economics Division, American Vocational Association, 1991 Annual Meeting* (p. 32). Los Angeles, CA.\*

Carey-Shefchik, B. (2003). *Parental involvement in their child's alcohol prevention education unit*. Unpublished master's thesis, University of Wisconsin, Stout. Retrieved April 12, 2004, from <http://www.uwstout.edu/lib/thesis/2003/2003careyshefchikb.pdf>.

*Purpose of the Study:* This study was "designed to . . .determine parent satisfaction with involvement in the child's alcohol prevention unit" (p.2). Parent and student gender, parental satisfaction and involvement and parental monitoring were factors assessed in the study

*Research Methodology:* Parents of students in five 7<sup>th</sup> Grade Teen Living Skills classes received surveys designed "to collect data about the parent's demographic information, satisfaction with involvement in their child's alcohol prevention education, and interactions with their 7<sup>th</sup> grade child" (p. 3). Descriptive statistics and t-tests were used to analyze the data.



*Findings:* “The results indicated high parent satisfaction with involvement in 7th grade child’s alcohol prevention unit and with the parent-child discussion sheet. There were some differences found between how mothers and fathers interact with 7th grade children and how parents interact differently with male and female 7th grade children. A parent’s involvement in their child’s alcohol prevention education showed no correlation to parent interactions or parent satisfaction” (p.3). Correlations were also found related to “parental satisfaction with involvement in child’s alcohol” and “parental monitoring with parental encouragement” (p. 3).

Cobia, F. J. (1993). *The perceptions of administrators and teachers of home economics regarding the effectiveness of Alabama home economics teachers and programs.* Unpublished doctoral dissertation, University of Alabama, Tuscaloosa. *Dissertation Abstracts International*, 54 (04), 1263. (AAT No. 9325188). Retrieved on June 3, 2004 from <http://proxy.lib.iastate.edu:2087/dissertations/fullcit/9325188>. \*

*Purpose of the Study:* This study examined the perceptions of secondary home economics teachers and principals with regard to the effectiveness of home economics programs in the state of Alabama.

*Research Methodology:* The abstract did not provide information regarding sample size. A researcher-developed questionnaire was administered, and data were analyzed to test three major hypotheses.

*Findings:* Significant differences were revealed between teachers’ and principals’ perceptions of the effectiveness of the curriculum and effectiveness of the teaching methodology. Eighteen additional hypotheses were analyzed but revealed no significance.

Crouse, M. & Underwood, R. (1990). *Perception of vocational curriculum by secondary school counselors in Texas and Nebraska.* In C. Peck (Ed.). 1990 *Abstracts of Research Presentations, American Home Economics Association* (p. 71). Bloomington, IL: Meridian Education Corp.

Cunningham, L. (1990). *A study of the relationship between gender stereotypes of secondary students and their perceptions of home economics.* Unpublished master’s thesis, Mansfield University, Mansfield.

Erwin, G. (1995). *High school guidance counselor's perceptions of secondary home economics programs : Directions for the future.* Unpublished master’s thesis, University of Tennessee Knoxville, Knoxville.

Erwin, W. T., Moran, J. D., & McInnis, J. (1996). **Role definition and perceptions of home economics secondary programs.** *Journal of Family and Consumer Sciences*, 88 (4) 17-24.

*Purpose of the Study:* This study was designed to explore guidance counselors' perceptions regarding successful consumer and homemaking programs.

*Research Methodology:* The study employed qualitative methodology using open-ended interviews. The sample included eighteen schools from diverse geographical areas in Tennessee.

*Findings:* The guidance counselors supported teaching essential life skills but they did not seem to have a clear image of what content was actually being taught. Programs seemed to rely heavily on the teacher's ability to market the program. Findings also indicate "the need for more specific visibility for both teacher and curriculum in their involvement in the community and the school" (p. 17). Findings "revealed a significant relationship between a low image consumer and homemaking program and the existence of an occupational home economics program" (p. 17).

Felstehausen, G. & Couch, S. (1991). **Home economics education: Reflecting on the past, projecting for the future.** *Journal of Vocational Home Economics Education* 9(1), 1-11.\*

*Purpose of the Study:* This study was conducted "to assess the perceptions of selected home economics education leaders regarding (1) accomplishments of home economics education at the secondary level during the decade of the 80s, and (b) program emphases which should be addressed in the 90s" (p. 3).

*Research Methodology:* "State supervisors/directors of home economics education and home economics teacher representatives from each state (most were state presidents of home economics teacher organizations) were surveyed using a researcher-designed instrument which reflected Simpson's [1981] program emphases. . . . The actual items on the questionnaire were taken directly from Simpson's work" (p. 3). Respondents indicated how effectively home economics emphases identified in Simpson's work had been addressed using a 4-point Likert scale. "[Thirty-six] state supervisors/directors and 24 teachers (N=60) responded to the survey" (p. 4). All respondents were female. Twelve supervisors were interviewed at the 1989 American Vocational Association Annual Meeting.

*Findings:* "The respondents indicated that the following home economics program emphases had been addressed most effectively: principles of growth and development of children, meeting nutritional needs of families, and consumer rights

and responsibilities" (p. 4). "All topics included on the survey were considered important for continued emphasis" (p. 4). Major challenges leaders perceived for the profession in the future included "meeting the needs of high risk students and obtaining better support for their programs," and "the shortage of qualified teachers." Additional areas of emphases included "care of the elderly, nuclear waste, technology, redesign of the welfare system, alcoholism, stress management, and family communication" (p. 9).

Ferry, S. (1985). *The relative importance of consumer education topics: Perceptions of Louisiana consumers and home economics teachers*. Unpublished master's thesis, Louisiana Tech University, Ruston.

*Purpose of the Study:* The purpose of the study was to compare the perceptions of Louisiana high school home economics teachers and consumers on the importance of certain topics taught in the secondary consumer education curriculum.

*Research Methodology:* Questionnaires were mailed to all home economics teachers (N=516) and to a panel of consumers (N=1105). Of the teachers, 262 questionnaires were returned (50.8%), and of the consumer panel, 790 were returned (71.5%).

*Findings:* Results revealed a high correlation ( $r=0.81$ ) between perceptions of the teachers and the consumers. Results also indicated higher mean raw scores for the teachers on all of the selected topics within the consumer education curriculum. Scores were also correlated with various demographic characteristics, such as age, presence of children, and marital status.

Harlan, M. S. (1987). *Attitudes of guidance counselors in Arkansas toward home economics in secondary schools*. Unpublished doctoral dissertation, University of Arkansas Fayetteville. *Dissertation Abstracts International* 48(05), 1132. (AAT No. 8718817). Retrieved on May 31, 2004 from <http://proxy.lib.iastate.edu:2087/dissertations/fullcit/8718817>.

*Purpose of the Study:* This study examined the "relationship between guidance counselors' attitudes in Arkansas toward home economics in secondary schools." Factors included in the study's design included: 1) school size; 2) student enrollment in home economics course(s) at the secondary and post-secondary levels; 3) guidance counselor's tenure as a counselor and vocational educator; and 4) the number of available vocational courses.

*Research Methodology:* Ninety percent of questionnaires mailed to one-half of the population of guidance counselors employed in the secondary public schools of Arkansas during the 1985-86 academic year were returned (90 percent response rate).

*Findings:* "The only significant relationship was found to be those counselors that had been enrolled in home economics courses while a college student. The major findings of this study indicated that guidance counselors in public schools of Arkansas are generally favorable toward home economics as it was conceptualized in this study. The attitude section of the questionnaire contained 28 items scored by a Likert type scale. The statement receiving the highest mean average was: I am thoroughly sold on offering home economics in high school. A total of 95.8 percent of the respondents agreed with that statement, 41 percent of those strongly agreed"

Harrien, F. (1996). *A prospectus of young men's expectations of home economics courses*. Unpublished master's thesis, Ohio State University, Columbus.

Helmle, A. (1985). *Parental perceptions of the importance of objectives and goals of the sixth grade home economics curriculum in Racine, Wisconsin*. Unpublished master's thesis, University of Wisconsin, Stout.

Inana, M. (1985). **Perceptions of guidance counselors regarding career opportunities in home economics**. *Journal of Vocational Home Economics Education*, 3(3), 72-83.

Johnson, F. (1987). **Factors influencing enrollment in a vocationally oriented course: Perceptions of students and teachers**. *Home Economics Research Journal* 16, (1) 46-56.

**Purpose of the Study:** The purpose of this study was to compare the perceptions of teachers and students regarding the influence of various factors on students' decisions to enroll in a vocational course.

**Research Methodology:** Food-service teachers (N=109) in California were asked to complete a questionnaire. Of those teachers, 69% (N=75) returned a completed questionnaire and then administered questionnaires to their students (N=1,097).

**Findings:** Results indicated students' general satisfaction with school and their decision to enroll in the course. Students' interests and individuals close to the students were the most influential factors on their decision. Students and teachers shared similar perceptions on the ranking order of the factors. Teachers perceived school related factors as an influence on the enrollment decision. Differences were also found for gender and race.

Johnson, J. (1990). **Assessing the needs of economically disadvantaged students**. *Journal of Vocational Home Economics Education*, 8 (2), 28-37.\*

*Purpose of the Study:* This study was designed to assess the value of “(specific and selected) concepts” in secondary home economics courses to economically disadvantaged parents, parents who are not economically disadvantaged “and community representatives who work with the economically disadvantaged” (p. 30).

*Research Methodology:* The aforementioned groups of parents and community representatives in 24 “economically depressed counties in Nebraska” were surveyed using a questionnaire that included 136 concepts developed for this research (p. 29). “Persons who qualified for Free and Reduced School Lunch Meals were identified as the economically disadvantaged parents” in this research (p. 30). The total sample was comprised of 240 economically disadvantaged parents and 240 parents who were not economically disadvantaged. The response rate was 84.2 percent and included 470 questionnaires. Most (88 percent) of respondents were female.

*Findings:* 1) “Both groups of parents and the agency representatives ranked the subject matter areas in approximately the same order: Employability Skills, Child Development and Parenting, Management and Other Processes, Consumer Education, Family Relationships, Food and Nutrition, Clothing and Textiles, and Housing and Home Furnishings” (pp. 32-33). 2) “Mean scores for economically disadvantaged parents were significantly higher than the agency representatives for four of the eight subject matter areas – Consumer Education, Food and Nutrition, Clothing and Textiles, and Housing” (p. 35). These parents also differed from non-economically disadvantaged parents in the area of Family Relationships, although they agreed with agency-based respondents. This group “had the highest mean scores for almost half (48.5 %) the concepts” (p. 35).

Kelley, J. (1985). *Factors affecting male student enrollment in the consumer and homemaking program at Williamsport (Md.) High School*. Unpublished master’s thesis, Hood College, Frederick.

Klein, G. (1990). *Student perceptions of home economics: Image, skill needs, and enrollment influences*. Unpublished master’s thesis, Iowa State University, Ames.

*Purpose of the Study:* The purpose of the study was to assess perceptions of consumer and homemaking (CH) programs held by college students and General Educational Development (GED) students who were either home economics program participants or nonparticipants as middle or secondary students.

*Research Methodology:* Not indicated in the abstract for the thesis beyond the above mentioned focus groups.

*Findings:* Both focus groups had positive perceptions of CH programs, although college students were more favorable than GED students. "College students and home economics program participants perceived a greater need for [CH] programs than GED students." The seven areas where the greatest CH-related needs were identified were financial planning for retirement, stress management, home safety, family crises, child health care, food purchasing within a budget, clothing selection and coordination. "Greatest influencers on home economics program enrollment were" desire to take home economics, ability to learn useful skills and information, and friends. The value and the need to take home economics was generally highly recognized, but the need to take [CH] courses was not strongly felt."

Markussen, P. (1988). *Attitudes and perceptions of Nebraska high school board members toward home economics curriculum*. Unpublished master's thesis, Kearney State College, Kearney, NE.

Mentzer, B. (1987). *Middle school students, their parents and their school administrators: Perceptions of the usefulness of the middle school home economics curriculum*. Unpublished master's thesis, Hood College, Frederick.

Mims, M. (1986). *Gifted student beliefs regarding selected personal characteristics and home economics*. Unpublished doctoral dissertation, Florida State University, Tallahassee. *Dissertation Abstracts International* 47(05), 1631. (AAT No. 8616896). Retrieved on May 25, 2004  
<http://proxy.lib.iastate.edu:2087/dissertations/fullcit/8616896>.

*Purpose of the Study:* This study focused on gifted students' characteristics, the relationship between these students' beliefs regarding how home economics courses can enhance these characteristics.

*Research Methodology:* Data from a questionnaire received from 127 "gifted high school students who participated in the 1985 Mississippi Governor's School" were analyzed."

*Findings:* "(1) All of the 37 characteristics under study were judged to be personally important to the gifted students . . . (2) Gifted males and gifted females did not differ with regard to the importance attached to selected personal characteristics. (3) Students believed the characteristics were enhanced only slightly, if at all, through home economics. (4) Gifted males and gifted females did not differ with regard to their beliefs that home economics can enhance the characteristics under study. (5) Enrollment in home economics and/or participation in 4-H Club made no difference in regard to beliefs of students about the enhancement of characteristics through home economics. (6) Wide discrepancies existed between characteristics rated as highly important and the beliefs regarding their enhancement through home

economics. (7) No significant relationship existed between the perceived importance of selected personal characteristics and the corresponding beliefs that home economics can enhance these characteristics."

Morgan, A. (1987). *High school students' attitudes concerning compulsory life management skills classes in the Leon County school curriculum*. Unpublished master's thesis, Florida State University.\*

Morrison, T. D. (1986). *Attitudes of school board members toward home economics based on image projected*. Unpublished master's thesis, Murray State University, Murray.

Morse, B. & DeBenedetti, J. (1989). *A study of counselors' perception of home economics education. Final report*. (ERIC Document Reproduction Service No. ED315599).

*Purpose of the Study:* "A study examined California secondary public school counselors' perceptions of the value of secondary home economics courses; the degree to which the counselors provided students with information on home economics courses and careers; and the counselors' views as to what extent home economics courses reinforce basic academic skills, prepare students for the world of work, and provide students with life management skills."

*Research Methodology:* "Questionnaires were mailed to 1,862 schools, and 937 counselors provided usable data."

*Findings:* "The following are among the findings reported: (1) female counselors perceived the need for home economics at a statistically higher level than did male counselors; (2) counselors who majored in home economics perceived the need for home economics at a statistically higher level than did other counselors; (3) counselors who had majored in home economics rated home economics' ability to reinforce academic skills, provide work skills, and provide life management skills significantly higher than did counselors who had other majors; and (4) although most students in the schools surveyed had opportunity to take home economics courses, only 68 percent of the counselors encourage them to do so because college-bound students have time for only a limited number of electives."

Morse, B. & DeBenedetti, J. (1990). *A study of counselors' perception of home economics education*. In C. Peck (Ed.), *1990 Abstracts of Research Presentations, American Home Economics Association* (p. 65). Bloomington, IL: Meridian Education Corp.

Morse, B. & Morse, J. (1992). *Teachers' perception compared to counselors' perception of home economics education in California*. In S. Hemlick (Ed.),

*Abstracts of Research Presentations, 1992 Annual Meeting, American Home Economics Association* (p. 17). Bloomington, IL: Meridian Education Corp.

Ndon, T. (1994). *Family and consumer sciences teachers' attitudes and practices concerning parent involvement in the educational process*. Unpublished doctoral dissertation, Iowa State University, Ames. *Dissertation Abstracts International* 56(2), 478. (AAT No. 9518419). Retrieved on May 25, 2004 from <http://proxy.lib.iastate.edu:2087dissertations/fullcit/9518419>.

*Purpose of the Study:* This study “assess[ed] junior and senior high school family and consumer sciences [FCS] teachers' attitudes and practices concerning parent involvement in the educational process. Several specific objectives and variables of interest, including attitudes, practices, efficacy, and perceived level of support from colleagues for parent involvement were assessed.”

*Research Methodology:* A questionnaire was mailed to a random sample of 168 FCS teachers. Descriptive and inferential statistics were used to analyze the data.

*Findings:* All parent-involvement practices included in the questionnaire were considered “somewhat or more than somewhat important with practices involving communicating with parents judged as very important, while those that called for parents to be involved in the decision-making process were judged to be of little importance. . . [T]eachers displayed a somewhat weak sense of personal teaching efficacy. This condition seemed to be due to perceived lack of support for their work from their principals and other teachers in their schools and perceived inadequate teacher training education . . . Better parent-involvement practices by the teachers was predicted by adequate training in parent involvement, positive attitudes about parent involvement through in-service education, stronger sense of personal teaching efficacy, and the belief that others in their schools have a higher level of support for parent involvement.” Teachers “with master’s degrees expressed significantly more positive attitudes about parent involvement. The teachers indicated parent/teacher conferences as the most successful parent-involvement practice.” Responding teachers identified in-service needs such as “seminars, workshops, college courses, and communication skills training to help them implement better parent-involvement practices.” “Working parents and teachers' lack of time as the two most important reasons they could not have stronger links between themselves and the parents of their students.”

New York State Home Economics Teachers Association. (1988). *Home and career skills survey*, Unpublished report. (Available from Edythe Conway, 425 Lansing Station Road, Lansing, NY 14882).



O'Rourke, K. (1995). *Measuring knowledge of developmentally appropriate practice while comparing and exploring disciplines of study, learning styles, degree of flexibility, and values of students enrolled in a home economics child development laboratory.* Unpublished master's thesis, Eastern Illinois University, Charleston.

Pauley, E. (1996). *Family and consumer sciences curricula: What do students, parents, faculty, and community want?* *Journal of Family and Consumer Sciences*, 88(2), 11-14.

*Purpose of the Study:* The purpose of the study was to seek input from students, faculty, parents, FCS professionals, and community leaders regarding a middle school FCS curriculum.

*Research Methodology:* A researcher-developed questionnaire listed topics previously taught, currently taught, and those that might be taught and was given to sixth, seventh, and eighth grade students and their parents, school faculty, FCS teachers attending a university workshop, and individuals within the community. The questionnaire was completed by 317 students (51%), 237 parents (34%), 29 faculty members (46%), 18 community members, and 39 FCS teachers (41%).

*Findings:* Student preferences were opposite of the adult preferences. Students preferred banking, machine sewing, and child care. Adults preferred family, communicating, and parenting. Based on the data, the current FCS curriculum did not include those priority topics; thus a review of the curriculum is needed.

Obenour, L. (1989). *Perceived influences on Ohio high school students' choice to enroll in selective home economics courses.* Unpublished master's thesis, Ohio State University, Columbus.

Rackley, B. (1987). *Perceptions of home economics content in secondary programs by school board presidents, high school principals, and high school counselors.* Unpublished doctoral dissertation, Oklahoma State University, Stillwater. *Dissertation Abstracts International* 49(5), 1077. (AAT No. 8811630). Retrieved on May 25, 2004 from <http://proxy.lib.iastate.edu:2087/dissertations/fullcit/8811630>.

*Purpose of the Study:* This study examined "the extent to which school board presidents, high school principals, and high school counselors perceive the breadth of subject content taught in the consumer and homemaking education program and to determine their perception of the emphasis that should be placed on subject content areas."

*Research Methodology:* A stratified random sample of schools in the State of Oklahoma consisting of “the school board president, the high school principal, and the high school counselor” were mailed a survey. Response rate was 25.7 percent.

*Findings:* Significant differences were identified for “principals' perceived importance of content in the clothing and textiles area and in the housing/home furnishings/equipment area for the gender variable; for counselors' perceived importance of content in the child development/parenting area and the family relationships area for those taking adult classes; and for perceived importance of content among school board presidents, principals, and counselors for child development/parenting, family relationships, and food and nutrition content areas.”

Robinson, J. P. (1987). *A study of the perceived image of home economics*. Unpublished doctoral dissertation, University of Alabama. *Dissertation Abstracts International* 48(06), 1407. (AAT No. 8720705). Retrieved on May 31, 2004 from <http://proxy.lib.iastate.edu:2087/dissertations/fullcit/8720705>.

*Purpose of the Study:* The image of home economics held by students, parents/surrogate parents and professional school personnel was examined in this study.

*Research Methodology:* A 56-item instrument was developed using the Thurstone technique. “One hundred and fifty-six revised questionnaires were administered, proportionally, to the three selected groups.”

*Findings:* “Demographic variables appeared to have little influence upon perceptions of home economics. Home economics was viewed as a woman's field that equipped one with the skills affiliated with cooking, sewing, and housekeeping. Parents . . . indicated a more positive perception of home economics; this group associated the teaching of management with home economics. The ranking of the 56 items based upon the mean revealed a need for a public relations program to interpret home economics at all levels to appropriate individuals. There also appeared to be a difference between the way individuals who were within the high school on a daily basis perceived home economics.”

Rockett, T. (1987). *Male enrollment in secondary home economics programs in Louisiana public schools*. Unpublished master's thesis, University of Southwestern Louisiana, Lafayette.

Rowley, C. (1988). *Attitude of administrators as related to the size and subject diversity of home economics programs in selected schools – New Jersey*. Unpublished master's thesis, Montclair State College, Upper Montclair.

Schrader, J. (1989). *Student satisfaction in four Fox Valley high schools*. Unpublished master's thesis, Northern Illinois University, DeKalb.

Schultz, J. (1989). *AHEA's survey of American teens*. *Journal of Home Economics*, 81(2), 27-38.

*Purpose of the Study:* The purpose of this national study was to “answer questions about how teenagers view themselves and the world around them” (p. 27).

*Research Methodology:* The research was conducted in two phases. Phase one consisted on qualitative data collected through focus groups with high school students in grades 11 and 12 in Minnesota and Georgia. Phase two consisted of quantitative data collected through personal interviews with 510 students in 15 diverse geographic areas. Of the interviews, 300 were done randomly with established quotas. The additional 210 interviews supplemented the data to provide base sizes for comparisons among ethnic groups.

*Findings:* Results revealed teenagers' top concerns, with paying for college and contracting AIDS as the top issues. The survey results indicated how teenagers view concerns related to health, drugs and alcohol, and societal issues. Although positive outlooks were indicated, “these positive outlooks are tempered by some negative perspectives on social problems, financial strains, and a future that holds harsh realities” (p. 31). Teenagers rated various life skill areas that should be included in schools. These areas are relevant as they are encompassed in home economics programs.

Schultz, L. (1989). *The attitudes of principals and superintendents toward the Nebraska base curriculum for family focused secondary home economics programs*. Unpublished master's thesis, Kearney State College.

Shurtleff, M. (1987). *An analysis of summer consumer and home economics programs in Utah*. Unpublished master's thesis, Brigham Young University, Provo.

*Purpose of the Study:* The study compared the status of summer consumer and home economics programs in Utah, as perceived by (a) Utah State Board for Vocational Education members, (b) district vocational directors, and (c) summer consumer and home economics teachers.

*Research Methodology:* This study was designed to examine questions regarding policies and standards governing the summer consumer and home economics programs, objectives of the summer programs, activities or classes appropriate to the summer programs, and whether the expense incurred conducting the program was

justifiable. All members of the Utah State Vocational Board, all district vocational directors, and all identifiable summer consumer and home economics teachers, who were currently teaching summer home economics and the regular school program, were sent mailed and hand delivered questionnaires. The results were analyzed using descriptive statistics.

*Findings:* Programs conducted throughout the state varied greatly in each of the policy areas examined. The findings were not inconsistent, however, with the federal standards that allowed for variation in local policies. Overall, vocational directors and teachers agree on policy questions and program, as well as objectives. State Board for Vocational Education members, however, were less likely to agree, in all areas examined, with the vocational directors and teachers.

Smith, B. P., Hall, H. C., Jones K. H., Cory J. A. & Ethridge T. L. (1998). **Students: Consumers of family and consumer sciences education.** *Journal of Family and Consumer Sciences*, 90\_(4) 15-17.

*Purpose of the Study:* The purpose of this study was to determine high school “students’ views of the family and consumer sciences education program” (p. 15).

*Research Methodology:* Thirty-seven certified FCS teachers were contacted to survey 100 of their students using a questionnaire. Of those teachers, 17 returned questionnaires for a total of 1,508 questionnaires from students in grades 9-12.

*Findings:* Sixty-eight percent of the students thought the FCS education program was very interesting. “78% of the students in this study thought they could do well in FCS education” (p. 16). Eighty-two percent of the students felt that the FCS content would help their family life. “Thirty-four percent thought they should not be required and 38% thought they should be required for graduation” (p. 16). Results revealed topics that were identified as important to learn: “healthy eating (92%), use of money (95%), getting along with family members (93%), being a good parent (96%), decision making about home and family (94%) and job skills (94%)” (p. 16).

Smith, B. P., Hall, H. C., & Jones, K. H. (2001). **National standards for family and consumer sciences education: Perceptions of parents, professionals, and vocational administrators.** *Journal of Family and Consumer Sciences*, 93 (4) 49-57.\*

*Purpose of the Study:* “The purpose of this study was to determine the perceptions of parents, professionals, and vocational administrators regarding the National Standards for Family and Consumer Sciences (FCS) curriculum” (p. 49).

*Research Methodology:* The sample included FCS students' parents, vocational administrators for FCS programs, and GAFCS members. Data from surveys were collected from "71 of the parents or 10%; 147, or 73% of the members of GAFCS professionals in the field; and 199, or 88% of the vocational administrators for FCS programs" (p. 51).

*Findings:* Although the groups of parents, members, and administrators supported the premise that FCS standards should be taught, the parents' responses were lower than the responses of vocational administrators or professionals. "The percentage of participants who responded in the affirmative that the seven curricular areas were being taught in the curriculum was lower for all three groups: 57 - 81% for vocational administrators, 34 - 55% for professionals, and 42-59% for parents. A large number of both parents and professionals were uncertain or did not respond when asked if the standards were being taught in the FCS curriculum with which they were familiar" (p. 49).

Smith, N. L. (1989). *Secondary guidance counselors' attitudes toward home economics*. Unpublished master's thesis, University of Delaware, Newark.

Streicher, Mary. (1990). *Perceptions of home economics education held by secondary school students*. Unpublished master's thesis, Northern Illinois University, DeKalb.

Stonely, H. . & Klein, S. (2004). *Teen and parent perceptions of a secondary school family course*. *Journal of Family and Consumer Sciences*, 96(1), 56-61.

*Purpose of the Study:* The purpose of the study was to assess adolescents' and parents' perceived needs for a high school family relations course.

*Research Methodology:* Qualitative methodology was used with focus group discussions. A total of 65 parents and teenagers participated in seven focus groups in "a large midwestern city and a mid-size western town" (p. 57). Snowball sampling and telephone contacts were used to seek participation. Five high schools were represented.

*Results:* Teens indicated that it was very important to have a strong family and that ways to strengthen families were taught in FCS and health courses. Child development courses were only taught in one of the five high schools. From the list of 21 topics, both teens and parents identified 10 as useful/interesting. When asked about enrollment in a FCS course, "females were more likely to take the class than males; western males more likely to take the class than Midwestern females" (p. 58). Students offered various for enrolling or not enrolling in FCS courses.

Stout, B. (1990). *Perceptions of occupational home economics classes held by Texas high school graduates: An exploratory study*. *Texas Home Economists*, Texas Home Economics Association Refereed Research Issue, 56(3), 3-4.

Thompson, N. & Laster, J. (2000). *Factors influencing the development of family-school partnerships: A qualitative case study*. Paper presented at the Annual Meeting and Exposition of the American Association of Family and Consumer Sciences, June 24-27, 2000, Chicago, IL. (Comments are taken from the abstract edited by L. Fritchie and K. Johnson, p. 44).

*Purpose of the Study:* This investigation sought to increase understanding of the factors influencing the development of family-school partnerships.

*Research Methodology:* "Relationships with families of 17 secondary school students enrolled in a semester Family and Consumer Sciences course were studied through action research using quantitative and qualitative research methodologies." "Family-school partnerships were initiated with a letter . . . and continued with a conflict resolution survey" similar to a survey, the Parental Awareness of Work and Life Education Survey or PAWFLE, students had taken in class "to determine the level of school information students brought home to the family." Families were also contacted by telephone at the end of the semester. Student characteristics were determined "through school observations and student interviews." "Family characteristics were assessed using Barle & Sabatelli's Behavioral and Emotional Reactivity Index."

*Findings:* Seventy-one percent of families completed the PAWFLE survey. Parents from nine families were interviewed, two refused to be interviewed and two families' parents did not respond to telephone contact. "Families willing to be interviewed had moderately high to high family differentiation levels while the other families had moderately low levels. Each . . . [interviewed family] identified the need for a family-school partnership and recognized the existing barriers to the creation of such partnerships. . . Families with strong school partnerships possess unique communication rules which regulate the amount and content of information which flows across the family boundaries: the amount of time spent in parent-adolescent communication and the priority placed on that communication, the content of the communication that is permitted or encouraged, and the rules governing who introduces new information into the family system."

Torres, D. (1989). *High school home economics students' perceptions of subject matter needs in home economics curriculum*. Unpublished master's thesis, University of Nebraska-Lincoln, Lincoln, NE.

- Vance, K. & Johnson, J. (1988). *Home economics teachers' perceptions of what is taught compared with parents' perceptions of what should be taught*. In J. Gritzmacher & R. Lovingood (Eds.), *1988 Annual Meeting Research Abstracts, American Home Economics Association* (p. 70). Bloomington, IL: Meridian Education Corp.
- Warr, M. B. (1994). *Attitudes toward family members of secondary school students enrolled and not enrolled in home economics classes*. Unpublished master's thesis, Florida State University.
- Webber, S. (1998). *Gatekeepers of secondary family and consumer sciences/home economics programs*. Unpublished doctoral dissertation, Texas Tech University, Lubbock. *Dissertation Abstracts International* 59 (03), 758. (AAT No. 9826499). Retrieved on May 25, 2004 from <http://proxy.lib.iastate.edu:2087/dissertations/fullcit/9826499>.

*Purpose of the Study:* This “study was conducted with these purposes: (1) to segment [information] gatekeepers [important to family and consumer sciences [FCS] programs] into clusters based on a self-reporting questionnaire; (2) to describe the cluster membership segments in: leadership attributes, attitude towards and knowledge of secondary [FCS] home economics (HE) programs, political activity, and influence tactics; (3) to profile the cluster membership of groups of gatekeepers; and (4) to determine the demographic characteristics of each gatekeeper segment in terms of age, career experience, education, ethnicity, gender, job experience, and position title.”

*Research Methodology:* “A random sample of 920 gatekeepers (U.S. legislators, state supervisors, Texas school counselors, and Texas secondary home economics teachers) received 114-item questionnaires. The response rate was 48%.”

*Findings:* Gatekeepers were segmented into the following clusters: 1) High achiever gatekeepers or those with “the highest knowledge of secondary FCS programs score, and the highest use of influence tactics. This cluster was composed of state supervisors at the state/federal level who were the oldest white females with the most years of career experience.” 2) “Low performer gatekeepers were those with the lowest scores on political activity, influence tactics, and leadership attributes. The cluster was composed of legislators and counselors at the local level who were the youngest males with the fewest years of career experience.” 3) Active political cluster was composed legislators at the state/federal level, respondents with the “highest scores on political activity with the least positive attitude toward secondary FCS/HE programs.” 4) “Strong Leader gatekeepers exhibited the highest leadership attributes, but had the lowest knowledge of secondary FCS/HE

programs score. This cluster was composed of local teachers with more than expected minority members.”

Wendland, J. & Torrie, M. (1993). *Perceptions of home economics program content as viewed by students, parents, and guidance counselors*. *Journal of Vocational Home Economics Education*, 11(2), 30-44.

*Purpose of the Study:* This study was designed “to assess [then-] current perceptions of the image of home economics held by high school students, their parents, and guidance counselors. Differences among the perceptions of students, parents, and guidance counselors were examined. The influences of gender of the student, school size, and [then-] current enrollment in home economics on student perceptions also were investigated” (p. 33).

*Research Methodology:* A stratified sample of “high school juniors and seniors, their parents, and the guidance counselors from the students’ schools” in Iowa were surveyed with an instrument containing 17 word pairs “selected to represent the five major conceptual areas believed by the researcher to impact enrollment” as a part of this research (p. 33). One hundred and seventy-nine students comprised the final sample: “[46] of the respondents were male and 133 were female. Eighty-two were juniors, 94 were seniors, and three did not indicate their grade level” (p. 34). Approximately one half of students were from smaller schools, and one half of the responding students were from larger schools. The majority of responding parents (83 of 87) were female. Eighteen guidance counselors from the 20 schools that participated in the study responded to the survey.

*Findings:* 1) The six content areas included in the research (child development, clothing and textiles, consumer education, clothing and textiles, family relations, food and nutrition, and housing/home furnishings) “were viewed positively” with food and nutrition considered “the most valuable, followed closely by family relations” (p. 36). 2) “In terms of future use, food and nutrition was believed . . . the most efficient . . . and child development the most realistic” (p. 37). 3) Clothing and textiles was considered the most feminine area, whereas food and nutrition was considered the most scientific and consumer education the most academic and child development “the most motivating” (p. 37). 4) No significant differences were found between the scores of the three groups of respondents. 5) Schedule conflicts were “the most likely reason for not enrolling in home economics” (p. 39). 6) Differences were found in students’ data related to “enrollment status and gender” (p. 41).

West, M. (1990). *Family, personality characteristics, and career interests of male high school students choosing to attend a home economics education career day*. Unpublished master’s thesis, Ohio State University, Columbus.



Worley, V. (1990). *Interests, needs and concerns of Oklahoma eighth grade students with implications for home economics curriculum development*. In C. Peck (Ed.), *1990 Abstracts of Research Presentations, American Home Economics Association* (p. 76). Bloomington, IL: Meridian Education Corp.

### **Relevant References:**

Ley, C. J. (1998). Influencing policy makers about secondary family and consumer sciences programs. *Journal of Family and Consumer Sciences*, 90 (4) 21-25.

Riley, V. (1994). What it takes to support FCS in a cost-cutting era. *Journal of Family and Consumer Sciences*, 94(4), 35-36.

Shetler, S. (1993). *Information usage by parents of junior high-middle school students: implications for family life educators*. Unpublished master's thesis, Northern Illinois University, DeKalb.

### **Special Needs and Disadvantaged Populations**

Adamaszek, C. (1985). *Assessment of a model for teaching clothing construction to hearing-impaired students by learning styles*. Unpublished master's thesis, The Ohio State University, Columbus.

Carpenter, E., & Lee, C. L. (1996). *Secondary family and consumer sciences teachers attitudes toward inclusion*. Paper posted at American Association of Family and Consumer Sciences Annual Meeting, Alexandria, VA.

Clark, A. (1988). *Adolescent pregnancy as addressed by consumer and homemaking education*. Unpublished doctoral dissertation, University of Georgia, Athens. *Dissertation Abstracts International*, 49 (10), 2950. (AAT No. 8902438). Retrieved June 3, 2004 from <http://proxy.lib.iastate.edu:2087/dissertations/fullcit/8902438>. \*

*Purpose of the Study:* This study was designed “to determine which concepts are taught, the types of techniques used, and the amount of time spent on adolescent pregnancy by home economics teachers in consumer and homemaking courses in public school grades 9-12 nationally.”

*Research Methodology:* “A questionnaire was developed in order to obtain pertinent information. The data were analyzed using descriptive techniques utilizing percentages, frequencies, and Chi-square.”

*Findings:* “The findings and the data reflect the 258 responses received from 44 states and the District of Columbia. Thirteen of the 31 concepts addressing adolescent pregnancy were taught by more than 90% of the secondary consumer and homemaking teachers. Child development ranked first as a concept presented in addressing adolescent pregnancy. Seven of the 21 techniques were used by more than 85% of the respondents. . . The time devoted to the teaching of concepts varied with each concept taught. The primary reason given for not presenting concepts was local board policy. . . Position, the number of years teaching home economics, the number of years teaching, the number of home economics teachers in the school, and locale explained significant variance in several techniques.”

Deaton, D. (1990). *An assessment of personal living skills of middle school special education students in Dougherty County, Georgia*. Unpublished master’s thesis, Florida State University.

Feather, B. L., Love, C. C., & Dillard, B. G. (1987). **Teachers' self-perceived competence to teach clothing construction to mainstreamed students**. *Home Economics Research Journal* 16, (2) 127-135.\*

*Purpose of the Study:* The purpose of this study was two-fold: “(a) to identify the educational and personal experiences that give home economics teachers feelings of self-perceived competence in teaching clothing construction to physically handicapped students and (b) to develop an instrument to measure high school home economics teachers’ self-perceived competence to teach clothing construction to mainstreamed physically handicapped students” (p. 129).

*Research Methodology:* The sample included 495 Missouri high school home economics teachers. Results were based on 303 (60%) returned questionnaires. The questionnaire was developed with four independent variables: education level, years of teaching experience, practical experience, and completion of specialized construction courses. The instrument was designed to measure adaptive processes, alteration skills, and design problem-solving.

*Findings:* Number of years of teaching experience, having taken specialized construction courses, and having personal experience with clothing construction were “significantly related to teachers’ perceived competency to teach clothing construction to handicapped students” (p. 127).

Ferguson, J. (1987, May). *GRADS--A Program That Works for Pregnant Teens and Adolescent Parents*. Paper presented at the Annual National Symposium on Building Family Strengths, Lincoln, NE. (ERIC Document Reproduction Service No. ED287124).

*Purpose of the Report:* To describe the impact of “GRADS (Graduation, Reality, and Dual Role Skills), . . . a vocational home economics in-school, secondary program for pregnant students and/or young parents. Curriculum for the program, designed to keep students in school until graduation, includes positive prenatal and postnatal care; child development and parenting education; and goal setting toward combining roles of parent, employee, and student. The GRADS instructional program provides individualized instruction, counseling, and networking for each student. This report describes the GRADS program; gives a portrait of an adolescent parent; discusses medical implications of pregnancy for adolescents; and examines economic, social, and emotional implications of being pregnant and of becoming a parent.”

*Findings:* “As a result of the GRADS program in Lawrence County, Ohio, there has been a reduction in the school dropout rate for pregnant girls and young fathers. The dropout rate of 12% for the 1,281 students enrolled in the 1984-85 GRADS program is compared to a national dropout rate of 80% for adolescent parents.”

Ferguson, J. (1990, June). *GRADS Program in Ohio Empowers Parenting Students To GRADUATE*. Paper presented at the Conference, *Education and Training: The Route to Self-Sufficiency for Single Parents*, Lexington, KY. (ERIC Document Reproduction Service No. ED326742).

*Purpose of the Study:* Research project conducted between 1986 and 1988 examined the impact of the Graduation, Reality, and Dual-Role Skills (GRADS) Program, a vocational home economics program for pregnant teens in Grades 7 through 12.

*Research Methodology:* The two-year study surveyed students when they entered GRADS and 1 year after the birth of their babies to assess the impact of the program.

*Findings:* “Positive gains in self-esteem were found. The GRADS program in Ohio and Lawrence County has a dropout rate of 5 to 16 percent, compared with a national dropout rate for teen parents of 80 to 85 percent. During the 1988-89 school year, 119 programs operated in 211 school districts in Ohio.”

Harding, K. A., & Darling, C. A. (2000). *A qualitative study of the knowledge, attitudes, and behaviors of FCS teachers involved in inclusion*. Paper posted at American Association of Family and Consumer Sciences Annual Meeting, Chicago, Illinois.

Harding, K. & Darling, C. (2003). *Understanding inclusion: The perspectives of family and consumers sciences teachers*. *Journal of Family and Consumer Sciences*, 95 (1) 38-46.

*Purpose of the Study:* The purpose of this qualitative study was to examine “FCS teachers’ knowledge, attitudes, and behaviors toward inclusion” (p. 38).

*Research Methodology:* Qualitative methods employed in this study were “in-depth interviews, written questionnaires, observations, and document review” (p. 38). The participants included four certified FCS teachers who taught at least one special education student.

*Findings:* Results indicated that none of the four teachers “had received education to prepare them for inclusion or had classroom aides to assist them” (p. 38). Teachers demonstrated positive attitudes and behaviors toward special education students.

Healy, S. (1994). *Promoting understanding of physical and developmental disabilities in the educational setting*. Unpublished master’s thesis, Iowa State University, Ames.

Holsey, L. G. (1994). *Teaching Special Population: Critical Teaching Incidents for Preservice Home Economics Education Programs*. Paper posted at American Vocational Association Annual Meeting, Dallas, Texas.

Jensen, B. (1986). *The impact of programs on school personnel’s attitudes toward pregnant adolescents and school-age parents*. Unpublished doctoral dissertation, Ohio State University, Columbus. *Dissertation Abstracts International* 48(01), p.66. (AAT No. 8703565). Retrieved on May 25, 2004 from <http://proxy.lib.iastate.edu:2087/dissertations/fullcit/8703565>.

*Purpose of the Study:* To assess Ohio school personnel as to their open-mindedness, knowledge of adolescent parenthood, and attitudes toward pregnant adolescents and school-age parents; determine the relationship between these attributes and the presence of a [Graduation, Reality and Dual-role Skills] GRADS program; determine characteristics believed to influence attitudes; and identify characteristics perceived to enhance chances of pregnant adolescents continuing in school.

*Research Methodology:* Three hundred school personnel were randomly selected for this study. Participants “completed a data set consisting of: a questionnaire, Rokeach Dogmatism Scale, St. Pierre’s (1980) Adolescent Parent Attitude Scale and Adolescent Parenthood Knowledge Inventory. Twenty-six participants and nine school-age parents were interviewed.”

*Findings:* “Mean scores reflect[ed] moderately high degrees of positiveness in attitudes and 70% knowledge level. . . Presences of a GRADS program [did] not significantly affect attitudes, however, whether individuals assume[d] administrative, counseling or teaching responsibilities [appeared to impact these].

Position of responsibility and level of education contribute[d] significantly to variation in knowledge level; age in degree of open-mindedness. GRADS students attribute[d] the positiveness of the teacher's reactions to changes in their own attitudes and behavior. Home economics teachers and GRADS coordinators possess more positive attitudes toward pregnant adolescents and school-age parents and are more knowledgeable of problems associated with adolescent pregnancy than their colleagues.”

Johnson, J. (1986). *Nebraska home economics needs assessment*. (ERIC Document Reproduction Service No. ED 282033).

*Purpose:* “An assessment of the needs of the economically disadvantaged measured the importance of specific home economics content for high school students.”

*Research Methodology:* “Mailed questionnaires were returned by 470 parents of economically and non [-] economically disadvantaged students and representatives of the Nebraska Department of Social Services. “

*Findings:* “It appeared that both groups of parents and the agency representatives ranked the content areas in approximately the same order: employability skills, child development/parenting, management and other processes, consumer education, family relationships, food and nutrition, clothing and textiles, and housing and home furnishings. These areas roughly corresponded with state and federal priorities. Generally speaking, economically disadvantaged parents saw home economics concepts as more important than the other two groups. “

Johnson, J. (1990). *Assessing the needs of economically disadvantaged students*. *Journal of Vocational Home Economics Education*, 8 (2), 28-37.\*

*Purpose of the Study:* This study was designed to assess the value of “(specific and selected) concepts” in secondary home economics courses to economically disadvantaged parents, parents who are not economically disadvantaged “and community representatives who work with the economically disadvantaged” (p. 30).

*Research Methodology:* The aforementioned groups of parents and community representatives in 24 “economically depressed counties in Nebraska” were surveyed using a questionnaire that included 136 concepts developed for this research (p. 29). “Persons who qualified for Free and Reduced School Lunch Meals were identified as the economically disadvantaged parents” in this research (p. 30). The total sample was comprised of 240 economically disadvantaged parents and 240 parents who were not economically disadvantaged. The response rate was 84.2 percent and included 470 questionnaires. Most (88 percent) of respondents were female.

*Findings:* 1) “Both groups of parents and the agency representatives ranked the subject matter areas in approximately the same order: Employability Skills, Child Development and Parenting, Management and Other Processes, Consumer Education, Family Relationships, Food and Nutrition, Clothing and Textiles, and Housing and Home Furnishings” (pp. 32-33). 2) “Mean scores for economically disadvantaged parents were significantly higher than the agency representatives for four of the eight subject matter areas – Consumer Education, Food and Nutrition, Clothing and Textiles, and Housing” (p. 35). These parents also differed from non-economically disadvantaged parents in the area of Family Relationships, although they agreed with agency-based respondents. This group “had the highest mean scores for almost half (48.5 %) the concepts” (p. 35).

Kerr, D. (1992). *An HIV education needs assessment of selected teacher members of the American School Health Association and the American Home Economics Association*. Unpublished doctoral dissertation, Ohio State University, Columbus. *Dissertation Abstracts International* 53(6), 1808. (AAT No. 9227300). Retrieved on May 25, 2004 from <http://proxy.lib.iastate.edu:2087/dissertations/fullcit/9227300>.

*Purpose of the Study:* This study examined “the HIV education needs and obstacles reported by secondary school home economics (N = 789) and health (N = 76) teachers.”

*Research Methodology:* Not provided in the abstract.

*Findings:* “[Fifty-seven percent of home economics teachers] reported teaching about HIV. Most used pamphlets, videotapes, and locally-developed curricula. Over half had instruction to help them provide HIV education, most through in-service programs and local workshops. Overall, the group had high levels of comfort in teaching HIV topics. Over half needed knowledge updates on IV drug use, homo/bisexuality, STDs, death and dying, and risk behaviors for HIV. Over 70% of the sample was permitted to teach all of the HIV topics with the exception of safer sex (70%) and homo/bisexuality (56%). In significant comparisons of the groups, health teachers were more likely to teach about HIV and to use state curricula and videos than home economics teachers. Fewer home economics teachers had instruction for providing HIV education and were lacking in state and national workshop/conference training. The home economics group needed information for planning programs and was less likely to be permitted to teach about nearly all of the HIV topics.”

Klein, S. (1990). *Social change and curriculum change: A case study of home economics*. Unpublished doctoral dissertation, University of Utah, Salt Lake City. *Dissertation Abstracts International* 51 (01), 69. (AAT No. 9016753). Retrieved

on May 28, 2004 from  
<http://proxy.lib.iastate.edu:2087/dissertations/fullcit/9016753>.

*Purpose of the Study:* This study “examine[d] the relationship between the changing homemaker role and secondary home economics curriculum.” Specifically, the study “analy[zed] how social change is resisted and accommodated at four levels of curriculum decision making: societal, institutional, instructional, and personal.”

*Research Methodology:* “A combination of historical and case study methods is used to review two periods: one around the turn of the century when advancing technology changed homemaking; the other around 1950 and later when women's workforce participation again changed patterns of homemaking. . . . A case study of home economics at a high school examines institutional, instructional, and personal levels of curriculum decision making through documents and interviews with administrators, teachers, and students.”

*Findings:* “Marginal change is the central theme of school level change. Decision makers acknowledge social changes in the homemaker role yet they maintain traditional values about homemaking and homemaking education. . . [Decision-makers] accommodate changes related to minor, marginal curriculum issues and resist more substantial changes that challenge traditional notions about how home economics should educate for the homemaker role. . . This study has shown that regardless of social realities, organizational aspects of schooling result in multiple levels of decision makers who are unorganized to effect change. In the absence of any structure for effecting change, ambiguous beliefs lead to marginal adjustments in response to social change.”

McArthur, A. (1990). *Home economics teachers' perceptions of preparation to teach domestic violence concepts*. Unpublished doctoral dissertation, Texas Tech University, Lubbock.

*Purpose of the Study:* This study sought to determine 1) “home economics teachers' perceptions of their preparation to teach domestic violence concepts,” 2) “the importance placed on the concepts and the frequency with which teachers taught the concepts,” and 3) “the importance placed on the concepts by domestic violence professionals.”

*Research Methodology:* A survey, The Domestic Violence Education Questionnaire (DVEQ) consisting of 52 concepts associated with domestic violence “was mailed to a random sample of 450 Texas home economics teachers.” Response rate was 42 percent (188 home economics teachers). “The sample was all female and ranged in age from 20 to over 60.” “Respondents indicated on a 4-point Likert-type scale their perceptions of preparation to teach the concepts, the importance of each concept for

inclusion in home economics courses, and how frequently they taught each concept. A slightly different version of the DVEQ was mailed to a sample of 60 domestic violence professionals. The 30 (50%) respondents indicated on a 4-point scale the importance they placed on each concept for inclusion in home economics courses."

*Findings:* "Teachers felt most adequately prepared to teach those concepts traditionally associated with home economics content. They also viewed them as more important and taught them more frequently. . . The professionals saw the concepts directly related to domestic violence as most important. They placed most emphasis on concepts dealing with the immediate welfare of the victims of abuse. In general, teachers perceived the concepts to be more important for inclusion in home economics courses than did the professionals."

MacDonald, N., Manning, M., & Souther, M. (1985). **Teaching sewing machine tension concepts to blind and sighted students.** *Home Economics Research Journal*, 14(1), 74-79.\*

*Purpose of the Study:* The purpose of the study was to "develop a lesson plan on sewing machine tension" (p. 75) for sighted and blind students to "determine if tactile aids and verbal directions enabled students to identify and regulate tension independently" (p. 75).

*Research Methodology:* The sample included 42 students (12 blind and 30 sighted) who were divided into seven treatment groups. The researchers developed a lesson plan with tactile aids and directions. This lesson was taught to the experimental groups. Students were assessed based on their performance on three tasks on a five-point rating scale.

*Findings:* Blind and sighted students who received the experimental lesson received higher mean ratings than those students who received the traditional lesson. When compared to the traditional lesson, blind students receiving the experimental lesson had a significantly higher mean rating. Sighted students showed no significant increase in performance; yet, they did receive the highest mean rating when the entire verbal/tactile lesson was presented.

McGrath-Harding, K. (1999). *A qualitative study of the knowledge or practical understanding, attitudes, and behaviors of family and consumer sciences teachers involved in inclusion.* Unpublished doctoral dissertation, Florida State University, Tallahassee. *Dissertation Abstracts International*, 60 (07), 2412. (AAT No. 9939294). Retrieved May 27, 2004 from <http://proxy.lib.iastate.edu:2087/dissertations/fullcit/9939294>.



*Purpose of the Study:* This study examined “the knowledge or practical understanding, attitudes, and behaviors of FCS teachers toward inclusion of students with disabilities (ESE) in their classrooms.”

*Research Methodology:* “Two middle school FCS teachers in a rural county and two high school FCS teachers in a large county indicated through returned questionnaires that they were interested in participating, each teacher provided information from various backgrounds and perspectives [in interviews, written questionnaires and document reviews]. Data were interpreted using qualitative methods of coding and analysis.”

*Findings:* “None of the teachers had any in-service training or workshops to prepare them for inclusion. Therefore they had no knowledge or practical understanding of ESE students and educational accommodations that should be considered. All of the teachers expressed positive attitudes and exhibited positive behaviors toward ESE students taking FCS classes. At times, teacher[s] did express negative beliefs concerning students' abilities and their own expectations. They also demonstrated passive demeanor in allowing ESE students to engage in inappropriate behaviors. Unique to the four teachers' belief systems was that each of them expressed feelings that they treated all students in their classrooms the same, contradicting some of their behaviors and attitudes.”

O'Shields, B. J. (1989). *Benefits received by special needs students and regular students when mainstreamed into vocational education classes*. Unpublished master's thesis, North Carolina Central University, Durham.

Parker-Owens, D. (1990). *Preparing vocational teachers to effectively serve special needs students: an inservice education model*. Unpublished doctoral dissertation, University of North Carolina, Greensboro. *Dissertation Abstracts International* 51(09), 3002. (AAT No. 9105937) Retrieved on May 25, 2004 from <http://proxy.lib.iastate.edu:2087/dissertations/fullcit/9105937>.\*

*Purpose of the Study:* “To develop, implement and evaluate an inservice education model for home economics teachers in the areas of diagnoses, causes, intervention and remediation, instructional, and behavior management techniques for learning disabled [LD], mentally handicapped [MH], and behaviorally emotionally handicapped [BEH] learners.”

*Research Methodology:* “The model included (a) assessment interviews which were conducted with each [of 14 middle and secondary level home economics teachers] to identify teacher perceived needs, problems, and concerns; (b) a pre- and post-assessment of the teachers' knowledge of handicapping conditions, instructional strategies, behavior management techniques, and attitudes toward mildly

handicapped learners; (c) two full days of inservice training; and (d) follow up observations in the classrooms.”

*Findings:* “A significant increase between the pre and post-assessment of teachers' knowledge of LD, EMH, and BEH students in regard to (a) characteristics of learners, (b) instructional strategies sections, and (c) behavior management. The teachers consistently scored significantly higher on the characteristics and instructional strategies than on the section pertaining to behavior management. There was a significant increase in the teachers' perceived ability to teach mildly handicapped LD, EMH, and BEH students after the training. The teachers possessed a positive attitude toward the handicapped learner and mainstreaming before and after inservice training. Consumer and homemaking courses were more frequently identified than occupational home economics courses as areas in which greatest assistance was needed. Foods and Nutrition, Clothing and Textiles, and Interpersonal Relationships were the three most frequently identified courses.”

Parks, M., McKinney, F., & Mahlman, R. (1987). *Characteristics of effective secondary vocational education programs for special populations*. National Center for Research in Vocational Education, Ohio State University, Columbus. (ERIC Document Reproduction Service No. 289050).

Petch, B. (1985). *Performance of handicapped graduates in secondary vocational agriculture and vocational home economics programs as perceived by employers*. Unpublished doctoral dissertation, Texas A & M University, College Station. *Dissertation Abstracts International* 46(10), 3013. (AAT No. 8528364). Retrieved on May 25, 2004 from <http://proxy.lib.iastate.edu:2087/dissertations/fullcit/8528364>.

*Purpose of the Study:* This study sought to: 1) “determine employers' satisfactoriness with handicapped employees who have completed secondary Vocational Agriculture and Vocational Home Economics programs in preparation for employment,” and 2) “estimate the degree to which these secondary programs are providing handicapped students with appropriate job and social skills.”

*Research Methodology:* Each of the teachers in vocational home economics programs involved in this research were asked to provide the names of employers with whom they had placed handicapped students in three program areas. “The named employers were asked to respond to a mailed questionnaire which consisted of the Minnesota Satisfactoriness Scale and an Employer Survey. A stratified random sample was conducted of those employers who did not respond, and those identified were contacted by phone.”

*Findings:* “Employers of handicapped graduates/completers of secondary Vocational Agriculture and Vocational Home Economics programs expressed less satisfactoriness with these employees when compared to employees in general. Although having been identified as an employer of handicapped employees, many employers responded that they did not hire handicapped persons.” Employers’ responses were more positive on the Employers Survey that focused on “employers’ satisfactoriness of handicapped employees, than the highly structured Minnesota Satisfactoriness Scale.” Employers were also more positive in phone communication versus their responses to mailed questionnaires. “Employers expressed vocational programs somewhat prepared students for entry level positions, but felt on-the-job training would be beneficial. Most program graduates/completers were employed in food service, maintenance, and retail store related occupations.”

Reed, T. (1991, August). *Pregnancy, Education, and Parenting: Evaluation Findings, 1990-91*. Austin Independent School District, Austin, TX. (ERIC Document Reproduction Service No. ED338933).

*Purpose of the Report:* To describe the impact of the Pregnancy, Education and Parenting (PEP) program that provides child care as well as other support services which help parenting students complete their education in the Austin Independent School District during 1990-1991.

*Research Methodology:* Specifics related to research methodology were not provided in the report. However, the demographic and program description that follows was provided. “Students in grades 8 through 12 who have a child under 3 years of age are eligible for PEP; 38 students participated in the 1990-91 program and all 38 were placed in a vocational home economics course (related to parenting and job preparation) plus five academic courses.”

*Findings:* “The program objectives were met by the end of the 1990-91 school year with the exception of one: the child care was not yet licensed. Students took more initiative toward the end of the program in asking the staff questions about their babies' well-being, and about their own future plans. The staff also indicated that students were more confident about their abilities both as parents and as students.”

Smith, B., Hall, H. & Jones, K. (1998). *Family and consumer sciences teachers preparation for teaching pregnant and parenting teens*. Paper presented at the Annual Meeting and Exposition of the American Association of Family and Consumer Sciences, June 27-30, 1998, Atlanta, GA.

*Purpose of the Study:* “This study explored the attitudes of family and consumer sciences [FCS] teachers toward their preparation for teaching parenting and employability.”

*Research Methodology:* The population of Georgia's FCS teachers (760 teachers) were surveyed with a mailed questionnaire. The survey instrument contained 40 items with a Likert type scale with six response levels. The response rate was 45 percent (309 questionnaires).

*Findings:* Teachers reported being positive regarding their preparation to teach parenting. They also indicated confidence in teaching the following concepts: "child growth and development, parent skills, nutrition, management skills for the homemaker/wage-earner, and balancing work and family commitments." Teachers "were also confident with their ability in job search . . . and work maturity."

South Carolina State Council on Vocational and Technical Education. (1986). *Vocational education and the low achieving students: A study of vocational education*. Columbia, SC.

Spencer-Dobson, C. (1985). *Utilization and effectiveness of multidisciplinary teams in educating special needs students*. Unpublished doctoral dissertation, Iowa State University, Ames. *Dissertation Abstracts International* 46(05), 1212. (AAT No. 8514442). Retrieved on May 25, 2004 from <http://proxy.lib.iastate.edu:2087/dissertations/fullcit/8514442>.

*Purpose of the Study:* "Two studies were conducted to assess the utilization and effectiveness of multidisciplinary teams (MDTs). The first assessed the use of MDTs in providing services to mentally handicapped (MH) and learning disabled (LD) students; the second examined factors that contributed to MDT effectiveness. Also investigated were team composition, courses into which MH and LD students were mainstreamed and selected demographic variables."

*Research Methodology:* "A random sample of 300 school districts in three midwestern states was used. The first study had 222 responses, and the second had 218 responses."

*Findings:* "Most (93.2%) of the districts were using teams to provide services to MH and LD students and were also meeting (95.0%) at least once a year. MH and LD students were mainstreamed into all subject matter areas with the most frequent placements being home economics and industrial education. . . Vocational educators placed significantly greater importance on Administrative Support in the form of inservice and preparation time" than other MDT members.

Wagner, M. (1991). *The benefits of secondary vocational education for young people with disabilities: Findings from the national longitudinal transition study of special*

*education students*. Menlo Park, CA : SRI International. (ERIC Document Reproduction Service No. ED 334739).

Weber, J. (1988). *Dropout rates for students in different high school curricula – another look*. *Journal of Vocational Education Research*, 13(1), 35-50.

*Purpose of the Study:* This reanalysis of High School and Beyond (HS & B) Data “was to resolve the . . . contradiction between the dropout estimates presented in the Federal reports and the research results cited earlier” (p. 37).

*Research Methodology:* “The approach used involved the reanalysis of several critical items from the base-year and initial follow-up surveys for the sophomore cohort of HS & B. The data were collected from 29,000 students.

*Findings:* “The relationship between curriculum membership and high school dropouts rates appears different from that presented in several [then-] recent Federal reports: *School Dropouts – The Extent and Nature of the Problem* (General Accounting Office, 1986) and the *Condition of Education – 1985 Edition* (National Center for Education Statistics, 1985)” (p. 42). The data used in this reanalysis were “shown to be significantly more highly correlated with the students’ actual experiences in vocational education than the curriculum membership data employed in the Federal reports” (p. 43). “The dropout rate for students in the general curriculum is significantly greater than the dropout rate for students in the vocational curriculum and significantly greater than the dropout rate for students in the college preparatory curriculum” (p. 44). “The vocational curriculum is serving students who[se] family SES, academic achievement as of the 10<sup>th</sup> grade, and parents’ education levels are all significantly lower than those of students in other curricula” (p. 44). A significantly greater proportion of minority students was found in vocational curricula than in “either the general or college preparatory curricula” (p. 44)

Webb, J. (1985). *Home economics teachers’ knowledge and attitudes toward the integration of special needs students in the classroom (secondary, handicapped)*. Unpublished doctoral dissertation, University of North Carolina, Greensboro. *Dissertation Abstracts International* 46(07), 1854. (AAT No. 8520616). Retrieved on May 25, 2004 from <http://proxy.lib.iastate.edu:2087/dissertations/fullcit/8520616>.

*Purpose of the Study:* This research assessed the knowledge and attitudes of secondary home economics teachers in North Carolina who attended the 1984 Vocational Summer Workshop toward the integration of special needs students in home economics programs.

*Research Methodology:* Two hundred and seventy-nine teachers responded to a survey at the 1984 Vocational Summer Workshop.

*Findings:* Racial differences were found with respect to teachers' knowledge and attitudes. Although Caucasian teachers were found to be the most knowledgeable, African American teachers "had a more positive attitude toward special needs students than did teachers of other races." A "significant relationship between teachers' knowledge of special needs students and their attitudes toward the integration of special needs students" was found. Teachers who were more knowledgeable appeared to have more positive attitudes toward the learning capabilities of special needs students. A "significant relationship between teachers' educational level and their attitudes toward the concepts of mainstreaming" was also identified. Teachers with higher educational levels appeared to have more positive attitudes toward the concepts of mainstreaming than those with lower educational levels." Additionally, "a significant relationship existed between the tolerance of teachers and teachers' attitudes toward the concepts of mainstreaming. Teachers who appeared to be the most tolerant had the most positive attitudes toward the concepts of mainstreaming."

Wilson, R. (1994). **What keeps Hispanic and Anglo adolescent mothers in school? Students and dropouts talk.** *Journal of Vocational Home Economics Education*, 3(1), 26-38.

*Purpose of the Study:* This study compared "Hispanic and Anglo adolescent mothers as to which support services they felt were the most beneficial in keeping them in school and their perceptions of the strengths of a Teen Parent Program" (p. 26).

*Research Methodology:* "The population for the study was composed of [62] students currently enrolled in the Teen Parent Program and the dropouts of the . . . Program in a school district with an enrollment of 7,500 students in grades seven through twelve" (p. 27). This ethnographic study involved an examination of the "interaction of students and teachers, behavior and attitudes, and the adolescent mother in the school environment" (p. 28). "Field jottings, a field diary, and interviews were used" to triangulate the data. Data were analyzed using *The Ethnograph*.

*Findings:* Over half (37) of students in the program were Hispanic, although the school population was only 8 percent Hispanic. Teen mothers involved in the study indicated that they dropped out of school because they felt that they did not belong, they "lack[ed] child-care, and lack[ed] support" (p. 29). These mothers believed that "child-care, family involvement, caring teachers, and a support person" would encourage those mothers who had dropped out of the program to return to school (p. 29). These mothers indicated "they wanted classes where they

could prepare for an occupation while going to school" (p. 34). "The adolescent mothers said they needed emotional support and assistance in both the home and school," especially financial assistance (p. 35). "Support from peers in the Teen Parent Program was . . .one of the most beneficial aspects of the program and was a major factor in keeping the adolescent mothers in school" (p. 35). These mothers were concerned about "not being a family with father, mother and baby" (p. 35).

### **Relevant References:**

- Allison, B. N. (2003). Multicultural classrooms: Implications for family and consumer sciences teachers. *Journal of Family and Consumer Sciences*, 95 (2) 38-43.
- Jordon, L. (1986). Special needs students in home economics classrooms. *Illinois Teacher*, XXIX (3), 97-101.
- Love, C. & Mallette, D. (1996). Learners at risk. Chapter 27 in S. Redick (Ed.), *Review and synthesis of family and consumer sciences education research 1985-1995*, pp. 291. Peoria, IL: Education and Technology Division American Association of Family and Consumer Sciences.
- Rolling, P. & Burnett, M. (1997). The influence of open-mindedness and knowledge on attitudes toward teen pregnancy among Family and Consumer Sciences teachers. *Family and Consumer Sciences Research Journal*, 26(2), 141+.
- Wentling, R. (1985). Identification, assessment, and placement procedures used for limited English proficiency (LEP) students in vocational education programs. *Journal of Vocational Education Research*, 10(1), 41-58.

### **Teacher Quality**

#### **General Documents**

- Block, M. & Griggs, M. (1988, Fall/Winter). **Beginning home economics teachers: The nature of their work.** *Journal of Vocational Home Economics Education* 6(2), 44-52.

*Purpose of the Study:* "This study was designed to examine the nature of the experiences of beginning home economics teachers" by focusing on "(a) experiences teachers encountered, (b) the social and/or emotional environments experienced by the teacher, (c) the personal relationships the teachers experienced, (d) the sources of help the teachers used, and (e) the perceived needs each teacher identified" (p. 44).

*Research Methodology:* Eight junior/ middle school home economics teachers who had no previous experience teaching participated in the study. Data were collected using teacher self reports, interviews with teachers and classroom observations.

*Findings:* 1) Teachers had a heavy workload, “too little time to get things done” (p. 50); 2) “Classroom management and control of student behavior was a problem” (p. 51); 3) Teachers reported using a variety of teaching techniques yet expressed “some difficulty deciding what to teach and in what sequence” (p. 51); 4) Several, but not all, teachers “reported feeling isolated and lacking professional support, encouragement, and assistance” (p. 51). Authors note that these findings are similar to those for beginning teachers in other content areas.

Butts, S. (1993). *Home economics teachers' perceived and actual knowledge and pedagogy related to personal development*. Unpublished master's thesis, Ohio State University, Columbus.

Hamilton, K. T. (1991). *Teacher licensure standards in home economics : Classroom use and teacher competence*. Unpublished master's thesis, University of Tennessee Knoxville, Knoxville.

Harriman, L. (1986, October). **Teaching traditional vs. emerging concepts in family life education**. *Family Relations*, 35(4), 581-586.

*Purpose of the Study:* The purpose of the study was to determine how teachers rate the importance of new and traditional concepts taught in secondary family life courses and whether they feel qualified to teach that content.

*Research Methodology:* A random sample of 680 teachers, holding membership in the secondary education and child development and family relations sections of AHEA, were mailed a questionnaire that identified 50 emerging concepts and 40 traditional concepts. Data were based on 436 usable questionnaires.

*Findings:* “Overall, traditional concepts were reported to be significantly more important to teach than were emerging concepts ( $p < .001$ )” (p. 582). The most important traditional concepts taught were interpersonal relationship skills, personal and social values, and decision-making skills. The most important emerging concepts were parenting skills, child abuse and neglect, the effects of divorce on family members, and the father's parenting role. Age and teaching experience were related to the teachers' “perceived qualifications to teach emerging concepts” (p. 584). Teachers reported their qualifications as “particularly low for concepts dealing with special family situations and crises and were relatively low for topics related to human sexuality” (p. 585). Thus, recommendations included additional resources, inservices, or training on these topics.



Joanos, B. (1985). *An identification of the major home economics teacher competencies needed to provide quality life management skills courses*. Unpublished doctoral dissertation, Florida State University, Tallahassee. *Dissertation Abstracts International*, 47 (01), 106. (AAT No. 8605772). Retrieved on May 25, 2004 from <http://proxy.lib.iastate.edu:2087/dissertations/fullcit/8605772>.

*Purpose of the Study:* "The purpose of this research was to identify the major home economics teacher competencies needed to provide quality Life Management Skills courses" and "determine if the competencies differed with teachers of varying backgrounds."

*Research Methodology:* A survey that "included questions on teachers' backgrounds and it addressed teachers' attitudes toward the 53 identified teacher competencies for Home Economics Life Management Skills courses" was mailed to a simple random sample of 200 teachers representing the 370 Florida home economics teachers teaching Life Management Skills in the school year 1984-85. Descriptive statistics were used in analyzing the data." "A one-way analysis of variance was used to test the significance of the effect of each of the six independent variables [rural-nonrural community, district with-without a home economics supervisor, amount of inservice training received, age of the teacher, years of teaching experience and highest education degree achieved] on the ratings of the 53 competencies."

*Findings:* "Home economics Life Management Skills teachers perceived 11 teacher competencies as major in providing quality Life Management Skills courses. Descriptive statistics showed that the teachers mean scores of competencies differed negligibly."

Klarenbeek, S. (1991). *A study of health/family life education in South Dakota: Preparation and practice*. Unpublished master's thesis, South Dakota State University, Brookings.

Montgomery, B. (1994). *Riddled with discontinuities: Curriculum change experiences of Wisconsin family and consumer education teachers*. Unpublished doctoral dissertation, University of Wisconsin, Madison. *Dissertation Abstracts International*, 56 (01), 61. (AAT No. 9508917). Retrieved on May 28, 2004 from <http://proxy.lib.iastate.edu:2087/dissertations/fullcit/9508917>.

*Purpose of the Study:* "The purpose of the study was to gain an understanding of the nature of curriculum change as experienced by family and consumer education teachers" as they moved toward the implementation of a critical science approach.

*Research Methodology:* Phenomenology was employed to examine the experiences of 10 family and consumer education teachers as they moved through the change process.

*Findings:* “Teachers experience curriculum change as a process of encountering discontinuous ways of knowing. Discontinuities exist between, for example, official and operational curricula, concept-based and practical problem-based frameworks, intellectual and emotional dimensions, solitary and group processes, tasks of curriculum development and implementation, confidence and tentativeness in knowledge, sporadic and continuous attention to curriculum, and informing and educating others about curriculum content.”

Norman-Nunnery, J. & Way, W. (1987). **Secondary occupational home economics: Relationships among teacher certification requirements, teachers’ perceived professional preparedness, and student outcomes.** *Journal of Vocational Education Research*, 12 (1), 35-52.

*Purpose of the Study:* “The purpose of this study was to examine the relationships among [the] amount of occupational experience required for vocational teacher certification, perceptions of professional preparedness among secondary occupational home economics (SOHE) teachers, and the education-related attainments of SOHE students” (p. 37).

*Research Methodology:* “A stratified random sample of five states was drawn from the total population of 46 states that required either 0, 1000, 2000, 3000 or 4000 clock hours of occupational experience for teacher certification. One state was drawn from each of the five clock hour categories” (p. 38). Twenty teachers were randomly selected from lists provided by home economics supervisors in selected states. All 12<sup>th</sup> grade students whom the teacher projected would complete his/her program that year were asked to complete a questionnaire. “A systematic sample of one half of the cooperative employers [, individuals that provided on-the-job training for students currently enrolled in occupational home economics programs,] was selected “by asking teachers to selected every other employer from current lists of those participating in their programs” (p. 39). Data were collected from mailed questionnaires.

*Findings:* “Significant differences existed in enrollees’ knowledge (and attitudes) based on the amounts of occupational experience their teachers were required to have” (p. 42). However, the requirement of 4000 hours was not significant. “Significant differences existed in enrollees’ knowledge according to the selected student characteristics or age, gender, race, and parents’ socioeconomic status” (p. 42). “This study of secondary occupational home economics does offer support for Prosser’s seventh theorem [that] teacher occupational experience requirements were

found to be positively and significantly correlated with SOHE enrollees' knowledge, attitudes, and on-the-job behaviors" (p. 46).

Shaffer-White, L. (1995). *Validation of Washington State Middle School Family and Consumer Sciences beginning teacher competencies by middle school personnel*. Unpublished master's thesis, Central Washington University, Ellensburg.

Sockwell, C. (1996). *High school teachers' conceptual knowledge of family living environments and society*. Unpublished doctoral dissertation, The University of Alabama, Tuscaloosa. *Dissertation Abstracts International* 57 (12), 5083. (AAT No. 9714287). Retrieved on May 28, 2004 from <http://proxy.lib.iastate.edu:2087/dissertations/fullcit/9714287>.\*

*Purpose of the Study:* This study analyzed the "conceptual knowledge and content standards in housing and interior design to implicate the need for a structured professional development program for secondary home economics teachers in Alabama"

*Research Methodology:* "Initiated in 1991, this investigation culminates in a two-part investigation involving both quantitative and qualitative components. Perceptions were obtained from Alabama high school home economics teachers of their abilities to teach concepts in the Family Living and Environments Society module in the Alabama Course of Study: Home Economics (1990). Mean and mode scores were tabulated for 30 questions on a survey completed and returned by 216 teachers. Chi-square analysis tested the relationship between preparation to teach each of the content standards and age, highest degree held, number of years teaching experience, year of graduation, and the teacher education program. A case study involving interviews, observations, and analyses of lesson plans provided additional support for the need for professional development."

*Findings:* 1) "A document analysis of Homes: Today and Tomorrow (Sherwood, 1990) revealed that it was a viable resource for teaching the content standards in the Family Living Environments and Society module." 2) "Teachers in the secondary home economics classroom perceive themselves to be unprepared to teach some content standards in housing and interior design. 3) "Although age had no significant relationship, the teacher's degree, years of teaching experience, year of graduation from a teacher education program, and the teacher education program from which the teacher graduated had a significant relationship on some of the content standards." 4) "The Course of Study may not be adequate for teachers and the content standards may not be relevant to the secondary home economics classroom."

Teeter, J. (1989). *Perceived competencies of vocational home economics teachers in Tennessee secondary schools*. Unpublished doctoral dissertation, University of Tennessee, Knoxville. *Dissertation Abstracts International*, 51 (03), 765. (AAT No. 9021060). Retrieved on June 4, 2004 from <http://proxy.lib.iastate.edu:2087/dissertations/fullcit/9021060>.

*Purpose of the Study:* The research sought “to determine how vocational home economics teachers in Tennessee perceive their ability to teach the concepts outlined by subject matter areas in the Home Economics Curriculum Framework: Scope and Sequence provided by the state of Tennessee to secondary schools.”

*Research Methodology:* “The population for the study consisted of 607 public secondary vocational home economics teachers in Tennessee. One hundred and sixty-two teachers participated in the study. The data were analyzed using the analysis of variance test to determine whether there was a significant difference between perceived competency of subject matter areas and the independent variables of years of teaching experience, highest degree, grade level taught, and weeks taught in each area.”

*Findings:* “As a group the teachers rated themselves adequate or above on every concept. Individually, some teachers rated themselves as Very Poor in some areas. The highest percentage of Very Poor responses being found in the Consumer Education and Resource Management area. The highest percentage of Very Good responses was in the Nutrition and Food area. Demographic factors such as advanced degree and number of weeks taught in each area affected perceived competence in some areas.”

Udy, J. L. (1987). *An evaluation of the preparation of home economics education graduates to teach clothing construction in the public schools*. Unpublished master’s thesis, Washington State University, Pullman.

White, S. (1993). *Goal setting and control orientation of pregnant parenting female adolescents in the New Mexico grads program and non-pregnant/parenting students*. Unpublished master’s thesis, New Mexico State University, Las Cruces.

Yahnke, S. (1994). *Critical teaching competencies: Perceptions of home economics teachers and teacher educators*. Unpublished doctoral dissertation, Colorado State University, Ft. Collins. *Dissertations Abstracts International* 56(03), p. 847. (AAT No. 9524087). Retrieved on April 12, 2004 from <http://proxy.lib.iastate.edu:2087/dissertations/fullcit/9524087>.

*Purpose of the Study:* This study “was designed to identify the competencies needed by beginning home economics teachers.”

*Research Methodology:* A survey instrument that “included eleven different competency areas and 232 associated teaching tasks” was mailed to 800 home economics teachers and 420 teacher educators in the United States.

*Findings:* 1) Both groups surveyed (teachers and teacher educators) indicated that “creating a positive learning environment” as the most important competency. 2) These groups’ “perceptions differed in competency areas that related to assessment, life long learning, professional relationships, critical thinking, and being a reflective learner.” 3) Teachers with the most teaching experience focused on “competencies associated with assessment, diversity, communication, and being a reflective learner.” 4) Teachers in larger schools “identified competencies associated with planning and being a reflective learner.” 5) Teacher educators with “more years of public school teaching experience identified competencies associated with lesson planning, subject matter knowledge, professional relationships and management.”

#### **Relevant Reference:**

Kreutzer, J. & Weis, S. (1988). The validation of teaching competencies for secondary occupational home economics. *Journal of Vocational Home Economics Education*, 3(3) 18-34.

Martin, R. & Chaudhary, R. (1989). Teachers’ perceptions of instructional planning skills: Development of a scale. *Home Economics Research Journal*, 17(4), 351-358.

#### **Professional Development and In-service:**

Bacon, B. (1995). *Utah State Board of Vocational Education Study of inservice needs of home economics teachers*. Unpublished master's thesis, Brigham Young University, Provo.

*Purpose of the Study:* This study sought information about instruction, curricula and teacher wants and needs in the State of Utah. It was a needs assessment solicited and supported by the Utah State Vocational Board of Education, the Utah Home Economics Advisory Board and the State Supervisor for Home Economics and Health Occupations in the State of Utah.

*Research Methodology:* The instrument was a mailed questionnaire. The entire population was surveyed. All full or part-time home economics teachers of middle, junior high, or high school programs, along with all district home economics

supervisors and university home economics teacher educators in Utah were sent mailed questionnaires. All supervisors and teacher educators in the state responded. The final, overall response rate of teachers was 62 percent. Descriptive statistics were used for data analyses.

*Findings:* 1) There was total acceptance of the 13 subject matter areas identified "as cutting edge" by the State Home Economics Advisory Council and needing inservice. These were delineated as: managing individual and family resources; making consumer choices; balancing work and family; improving responses to individual and family crises; strengthening parenting skills; preventing teenage pregnancy; assisting the aged and other individuals who have handicaps; identifying members of at-risk populations; improving nutrition for children; overall family wellness; converting limited resources through management of clothing and others; understanding the impact of new technology on life and work; applying consumer and homemaking skills to jobs and careers. 2) Money and time of year inservices were to be held were more important to the teachers than any one specialty topic, since most were generalists teaching more than one specialty area. 3) Teacher preference for inservice was to have presentations done by key peer teachers. The second and third choices, respectively, were university professors and state supervisors. 4) There was preference for district and regional inservice meetings (less travel, closer to home). 5) There was willingness to travel to a state meeting to receive state curriculum guides, packets and other resources. 6) Teachers preferred the state meeting be held during summer vacation. 7) Electronic copies of presentations for future reference, were requested, especially by department chair persons and by new teachers. 8) Overall attitudes toward past inservice was positive.

Beavers, I. & Charlson, N. (1986). *Inservice needs assessment of home economics educators*. *Journal of Home Economics Education*, 4 (1), 53-60.

Behm, E., Felstehausen, G., Gill, S., Jax, J. A., & Mileham, C. (1996). *Alternative ways to meet professional development needs of Family and Consumer Sciences Educators*. Paper posted at American Vocational Association Annual Meeting, Cincinnati, Ohio.

Brose, Z. (1988). *Effects of in-service training and completion of a field test assignment on teachers' perceptions of applicability and importance of student competencies in home economics*. Unpublished doctoral dissertation, University of Maryland, College Park. *Dissertation Abstracts International*, 49 (09), 2559. (AAT No. 8818364). Retrieved on May 28, 2004 from <http://proxy.lib.iastate.edu:2087/dissertations/fullcit/8818364>.

*Purpose of the Study:* This study was designed "to determine the effects of a one-day in-service training workshop in competency-based instruction and the completion of

a field test assignment on teachers' perceptions of the applicability and importance of selected competency statement sheet packets in the revised curriculum guide."

*Research Methodology:* Fifty-six middle/junior high school teachers responded to a questionnaire developed for this research. Teachers were divided into the following subcategories: 1) those who attended the one-day in-service workshop and completed the field test assignment; 2) those who attended the workshop but did not complete the field test assignment; and 3) a no-treatment group of "teachers who were not involved in the field test training or assignment and who were not teaching in the middle schools involved with the revision of the curriculum guide."

*Findings:* "The results rejected the research hypothesis and supported the null hypotheses which stated that there would be no significant group differences in teachers' perceptions (ratings) of applicability and/or importance of selected student competencies in home economics. Competencies which all groups considered to be most applicable and most important were in the areas of Nutrition, Foods, Child Care and Clothing Construction. Competencies considered to be the least applicable and important were in the area of interior design."

Chatrathorn, S. (1989). *Learning efforts and professional teaching practices of vocational home economics educators*. Unpublished master's thesis, Ohio State University, Columbus.

Chen, J. (2002). *Factors that impact FACS teachers' early adoption of 1998 family and consumer sciences national standards and their classroom assessment practices*. Unpublished master's thesis, Iowa State University, Ames.\*

*Purpose of the Study:* This study was designed "to explore the contribution of the 1998 [Family and Consumer Sciences] FACS National Standards to assessment practices of FACS teachers, and to investigate the differences between FACS teachers who are adopters and those who are non-adopters of the FACS National Standards" (p. vii).

*Research Methodology:* FACS teachers in Iowa, Nebraska and Minnesota were invited to participate in the study in March 2001. Equal numbers of teachers were randomly selected from each state. Teachers were mailed a booklet. The response rate was 30 percent.

*Findings:* 1) Responding teachers had positive attitudes toward the FACS standards. 2) Teachers used a variety of assessment tools. 3) Support from the state department of education in each state contributed most to the adoption of the standards. 4) "Standards had little influence over teachers' [then-] current assessment practices and grading methods" (p. vii). 5) FACS National Standards were used most by Iowa

teachers in this sample, and some Minnesota teachers reported a lack of awareness of the national standards. 6) "Standards' adopters tended to use assessment and testing as a part of their teaching more often, and tended to have a longer curriculum revision cycle than non-adopters" (pp. vii-viii). 7) "Among the 16 content standards of FACS National Standards, seven consumer and family living context areas are commonly emphasized in secondary school, while several of nine career preparation context areas are somewhat ignored by FACS teachers" (p. viii).

Cravillion, J. (1990). *Facilitating change in family and consumer education programs*. Unpublished master's thesis, University of Wisconsin, Stout.

Duncan-Dusha, T. (2002). *Analysis of adaptations made by teachers in a teacher-initiated program*. Unpublished doctoral dissertation, University of Pittsburgh, Pittsburgh. *Dissertation Abstracts International* 64 (01), 56. (AAT No. 3078837). Retrieved on May 27, 2004 from <http://proxy.lib.iastate.edu:2087/dissertations/fullcit/3078837>.

*Purpose of the Study:* The purpose of the study was to investigate the adaptations teachers made in curriculum processes, instructional strategies, and assessment methods in the following majors: Business, Family and Consumer Science/Technology, Fine Arts, Humanities, and Math/Science.

*Research Methodology:* Data for this study came from "teaching staff interviews, staff surveys, analysis of archival documents, and student performance data. The data from the interviews were filtered through the Levels of Use Branching Interview. The data from the surveys were filtered through the Concerns-Based Adoption Model (CBAM). The course description booklets (archival documents) from the past eight school years were analyzed according to the nature and degree of change in the curriculum. Performance data were analyzed that compared student scores from each major over the past three school years."

*Findings:* Students associated with majors that initiated the most changes, such as the Family and Consumer Science/Technology Major, failed to obtain the highest performances on the Pennsylvania System of School Assessment.

Fox, W. & Van Buren, J. B. (1997). *Family and consumer sciences education: Five year study of the impact of curriculum reform*. *Journal of Family and Consumer Sciences Education*, 15(1), 1-24.

Gray, C. (1991). *Beginning home economics teachers' professional development and support needs*. Unpublished master's thesis, Ohio State University, Columbus.



Holbrook, M. (1989). *An in-service needs assessment of vocational home economics teachers in the southwest and central regions of Ohio*. Unpublished master's thesis, Ohio State University, Columbus.

Jones, E. (1999). *Professional development: South Carolina family and consumer sciences secondary school teachers' experiences, facilitators, and opportunities*. Unpublished doctoral dissertation, Iowa State University, Ames. *Dissertation Abstracts International* 60(08), 2836. (AAT No. 9940212). Retrieved on June 9, 2004 from <http://proxy.lib.iastate.edu:2087/dissertations/fullcit/9940212>.

*Purpose of the Study:* This study “examine[d] relationships among selected personal and professional characteristics, professional development experiences, facilitators, and opportunities of South Carolina secondary family and consumer sciences (FCS) secondary school teachers.”

*Research Methodology:* Surveys were mailed to “217 middle, junior, senior, and occupational school FCS teachers in South Carolina's public schools” A 71% (154) response rate was obtained.”

*Findings:* 1) “Half of the FCS secondary school teachers had a Master's degree.” 2) “More African American, FCS teachers than White, non-Hispanic FCS teachers have participated in professional development experiences relative to professional self-evaluation, group learning, and teacher school improvement.” 3) Teachers with more education were more likely to participate in professional self-evaluation. 4) “Full time teachers are less likely to have participated in experiences related to teacher school improvement, professional self-evaluation, and subject-matter content evaluation.” 5) “Teacher leaders are more likely to have participated in professional development experiences related to teacher school improvement and research.”

Kinoshita, J. (1985). *Inservice education needs of high school home economics teachers in California*. Unpublished master's thesis, California State University Long Beach, Long Beach, CA.

Koblinsky, S. A., Weeks, J. R., & Cooke, G. C. (1985). *Preparation and practices of secondary family life education teachers in home economics and other disciplines*. *Home Economics Research Journal* 13, (3) 334.

*Purpose of the Study:* The purpose of the study was to determine the role of California home economics teachers in family life education (FLE) and to examine the adequacy of their preparation for that role.

*Research Methodology:* Three different questionnaires were sent to family life education teachers, school superintendents, and school principals with ninth and tenth grade school programs. Data from this study reflects the responses of the teachers (N=415) and principals (N=661) only. Study was completed in 1981-82.

*Findings:* According to the principals, 51% of the family life education teachers were certified in home economics. "A significantly greater number of home economics teachers (62%) than teachers from other disciplines combined had volunteered to teach the course ( $p < 0.02$ )" (p. 337). With regard to methods of preparation, teachers heavily relied on in-service training. Results indicated that home economics teachers "were significantly more likely than teachers in all disciplines but nursing to have obtained training in family life issues, to have enrolled in continuing education classes on FLE, and to have attended outside conferences on the subject" (p. 337). Time spent on FLE topics was significantly greater in home economics classes than the other classes ( $p < 0.001$ ). There were also significant differences in the FLE topics covered by home economics and the other disciplines. "The most popular form of evaluation was assessment of student satisfaction, with home economics teachers (82%) significantly more likely than teachers from other disciplines combined to employ this method ( $p < 0.001$ )" (p. 340). To assess the impact of the program, "68% of the home economics teachers used tests of student knowledge" (p. 340).

Langone, C., Cross, A. & Combs, M. (1987, Fall). **Factors affecting the implementation of curriculum change in parenting education.** *Journal of Vocational Home Economics Education* 5 (2), 93-105.

*Purpose of the Study:* This study "investigate[d] the process of implementation of a parenting education program," Georgia's Parenting Education Program, to discover factors affecting curriculum change (p. 94).

*Research Methodology:* "During a 3-year period, 38 home economics teachers received funds on a grant basis to purchase materials and attend a 2-week inservice workshop . . . coordinated by the Home Economics Education Department at the University of Georgia" (p. 94). "Interview[s], observation[s], document analysis, physical trace analysis and participant observation were used to trace the activities and procedures in the implementation" of the curriculum (p. 94). Teachers were selected for the interview segment based on uniqueness of the teacher's situation, his/her location, race and workshop attendance.

*Findings:* Eight factors were associated with "the process of implementation of the Parenting Education program in selected school settings. [These] were school structure, decision-making power, support, advisory committee, resources, role of workshop, demands on teacher, and teacher commitment" (p. 97). Most teachers

implemented the new curriculum successfully. To facilitate change, the parenting teacher needed to interact with “each of the components of her [sic] school structure” (p. 102). “The process of implementation extended over several years and included different stages . . . : preparation for teaching, teaching the first class, evaluating the first attempt, making changes, and continuation” (p. 102). Inservice workshops were identified as “a key factor in the successful implementation” of the curriculum (p. 103).

McGinty, P. K. (1988). *An evaluation of the effectiveness of one-day institutes for Arkansas vocational home economics teachers*. Unpublished doctoral dissertation, University of Arkansas, Fayetteville. *Dissertation Abstracts International* 49(8), 2129. (AAT No. 8818294). Retrieved on June 4, 2004 from <http://proxy.lib.iastate.edu:2087/dissertations/fullcit/8818294>.

*Purpose of the Study:* This study “evaluate[d] selected factors influencing the effectiveness of One-Day Institutes for Arkansas vocational home economics teachers by analyzing the increase and/or the update of cognitive content in specific technical areas, by analyzing the educational level, age of the teacher, and amount of teaching experience in home economics as it relates to gain scores and teacher attitudes toward managing laboratory classes and attending a one-day institute.”

*Research Methodology:* One hundred and sixty-nine foods and 85 clothing home economics teachers provided three categories of data: 1) performance measures related to a pre- and post-test; 2) responses to the Teacher Attitude Inventory Semantic Differential; and 3) demographic data in connection with a one-day institute.

*Findings:* “Arkansas Vocational Home Economics Teachers enrolled in a One-Day Institute in Foods or Clothing increased their knowledge of management strategies.” A positive relationship was seen in the following areas: 1) “between education level and attitudes toward teaching a clothing laboratory class” and 2) “between teaching experience and attitudes toward teaching a foods laboratory class” Teachers felt positive about teaching in both content areas. They expressed favorable attitudes toward attending a One-Day Institute although they were more positive about clothing rather than foods’ workshops. They “felt more familiar and optimistic about teaching a clothing laboratory class than a foods laboratory class.” “Teachers felt positive about themselves as teachers and their roles as teachers.”

Morris, W., Davidson, P., Costello, C. & Kane, M. (2001). *Internet-based food safety education for high school family and consumer sciences teachers*. Retrieved on May 20, 2004 from [http://ift.confex.com/ift/2001/techprogram/paper\\_8099.htm](http://ift.confex.com/ift/2001/techprogram/paper_8099.htm) .

*Purpose of the Study:* The study was to develop an educational program to be delivered via the Internet to high school teachers in family and consumer sciences on current food safety information. The purpose of this course was to educate teachers and provide them with tools to educate their students.

*Research Methodology:* Teachers completed a 25 question pre- and post-examination to determine how much knowledge teachers gained in addition to demographic and effectiveness surveys. Data was analyzed using SAS.

*Findings:* One hundred fifteen teachers registered for the course and 79 successfully completed it. Only 57% had prior food safety training and less than half had worked in food service. The average score on the pre-examination was 13.3 of 25 (53.2%) while that on the post-examination was 22.6 of 25 (90.4%). Post-examination knowledge was statistically greater following course participation. It appears that a web-based course is effective in communicating food safety knowledge to high school teachers. Most teachers (81%) were willing to participate in future web-based courses.

Murphey, I. (1988). *Current trends in clothing and textiles education: How they have affected selected Virginia home economics teachers.* Unpublished master's thesis, Virginia Polytechnic Institute and State University, Blacksburg.

Mwonya, R. (1987). *Factors influencing teaching aging-related concepts in secondary schools.* Unpublished doctoral dissertation, Iowa State University, Ames. *Dissertation Abstracts International*, 48 (08), 2036. (AAT No. 8721914). Retrieved on June 3, 2004 from <http://proxy.lib.iastate.edu:2087/dissertations/fullcit/8721914>.

*Purpose of the Study:* This study focused on factors influencing home economics' teachers to incorporate aging concepts in their classes. Teachers' attitudes toward the elderly were also assessed in the study using Kogan's Attitudes Toward Old People Scale (OPS).

*Research Methodology:* Three hundred home economics teachers responded to mailed questionnaires.

*Findings:* "Results indicated teacher preparation (specifically inservice education) as the only factor in the study that was directly related to teaching about aging. . . [D]ifferent dimensions of attitudes toward older people were related to knowledge of older people, experience with older people, years of teaching, age, and educational level. Knowledge of older people was related to teacher preparation (preservice and inservice education)."

Parker-Owens, D. (1990). *Preparing vocational teachers to effectively serve special needs students: an inservice education model*. Unpublished doctoral dissertation, University of North Carolina, Greensboro. *Dissertation Abstracts International* 51(09), 3002. (AAT No. 9105937) Retrieved on May 25, 2004 from <http://proxy.lib.iastate.edu:2087/dissertations/fullcit/9105937>.\*

*Purpose of the Study:* "To develop, implement and evaluate an inservice education model for home economics teachers in the areas of diagnoses, causes, intervention and remediation, instructional, and behavior management techniques for learning disabled [LD], mentally handicapped [MH], and behaviorally emotionally handicapped [BEH] learners."

*Research Methodology:* "[Fourteen] middle and secondary level home economics teachers employed by the Wake County School System during the 1989-90 school year. The model included (a) assessment interviews which were conducted with each teacher to identify teacher perceived needs, problems, and concerns; (b) a pre and post-assessment of the teachers' knowledge of handicapping conditions, instructional strategies, behavior management techniques, and attitudes toward mildly handicapped learners; (c) two full days of inservice training; and (d) follow up observations in the classrooms."

*Findings:* "A significant increase between the pre and post-assessment of teachers' knowledge of LD, EMH, and BEH students in regard to (a) characteristics of learners, (b) instructional strategies sections, and (c) behavior management" was shown when the data were analyzed. Teachers demonstrated a positive attitude toward handicapped learners and mainstreaming at both pre- and post-assessment stages of the research. "Teachers consistently scored significantly higher on the characteristics and instructional strategies than on the section pertaining to behavior management. There was a significant increase in the teachers' perceived ability to teach mildly handicapped LD, EMH, and BEH students after the training. . . .Consumer and homemaking courses were more frequently identified than occupational home economics courses as areas in which greatest assistance was needed. Foods and Nutrition, Clothing and Textiles, and Interpersonal Relationships were the three most frequently identified courses."

Roe, K. (1985). *Effecting planned change in secondary home economics education: A case study of a curriculum change project*. Unpublished doctoral dissertation, University of Maryland, College Park. *Dissertation Abstracts International* 47 (04), 1217. (AAT No. 8614275). Retrieved on May 28, 2004 from <http://proxy.lib.iastate.edu:2087/dissertations/fullcit/8614275>.

*Purpose of the Study:* This study "examin[ed] the planned change model employed in the Minnesota SELO and Strengthening Home Economics Project (a curriculum

change project designed to fortify secondary home economics programs in Minnesota by moving them from a technical and content focus to a family and process-oriented focus)" and provided "a holistic and historical description of the change model employed in the Minnesota Project."

*Research Methodology:* "The Lippitt, Watson, and Westley model for planned change in organizations served as the study's theoretical basis and as such gave direction to the formulation of the research questions and the development of the data collection methods (document analysis, structured interviews, and mailed questionnaires)."

*Findings:* "The theoretical model was generally applicable to contemporary planned change in education; real and meaningful ways to implement the tenets of the theoretical model were described. Further, it was concluded: that change agents need to appear confident throughout the planned change process; that all parties involved in the planned change process need to reconcile with the slowness of change; and that prior to planning for change, formal data collection procedures need to be carried out to gather current and valid information about the members of the client system and their work situations."

Vail, A. (1994). *Change experiences of home economics teachers involved with curriculum reform*. Paper posted at American Vocational Association Annual Meeting, Dallas, Texas.

Verde, M. (1987). *The perceived in-service needs of secondary home economics and trade and industrial teachers for effectively working with handicapped students*. Unpublished doctoral dissertation, Mississippi State University, State College. *Dissertation Abstracts International* 49 (03), 490. (AAT No. 8808909). Retrieved on June 1, 2004 from <http://wwwlib.umi.com/dissertations/fullcit/8808909>.

*Purpose of the Study:* This study sought to determine: (1) the perceived in-service needs of home economics and trade [and] industrial teachers in Southern Florida related to "working more effectively with handicapped students;" (2) "if significant differences existed among the perceived in-service needs of the home economics and trade & industrial teachers of Southern Florida (Regions IV and V);" and (3) "if selected biographical variables were related to the 10 highest ranked in-service needs of the vocational educators of Southern Florida."

*Research Methodology:* "The 'Vocational Education for Handicapped Students: A Survey of Teacher Training Needs' was mailed to four groups (60 per group) of randomly selected home economics and trade & industrial educators in Southern Florida."

*Findings:* Significant differences existed in the rankings between home economics and trade and industrial teachers. "Results [also] indicated: (1) there was a probable relationship between the amount of preservice training pertaining to special education or vocational education for the handicapped student and most of the 10 highest ranked in-service needs; (2) there was some relationship between (a) the number of handicapped students taught, and (b) the number of earned in-service points and the highest needs; and (3) there was no relationship between the number of years of formal education and the 10 highest ranked, in-service needs."

Voelzke, C. M. (1988). *Impact of teacher in-service on use of a nutrition education program*. Unpublished master's thesis, South Dakota State University, Brookings, SD.

Vogelsang, J. (1988). *Entrepreneurship education needs of secondary home economics teachers in Texas*. Unpublished master's thesis, Texas Woman's University, Denton, TX.

Werhan, C. (2000). *Influence of computer training on professional and classroom use of computers by Indiana Family and Consumer Sciences teachers*. Paper posted at American Association of Family and Consumer Sciences Annual Meeting Chicago, Illinois.

Wilder, K. (1986). *Secondary home economics educators' present concerns and educational needs*. Unpublished doctoral dissertation, Point Loma Nazarene College, San Diego, CA.

*Note:* Not available on Proquest on June 1, 2004.

Wyatt, C. (1989). *Effects of an in-service workshop on reading practices of Nebraska home economics teachers*. Unpublished master's thesis, University of Nebraska, Lincoln.\*

### Teaching Methods

Aamlid, S. (1988) *Serger sewing machine use in secondary home economics classrooms in southern Minnesota*. Unpublished master's thesis, Minnesota State University, Mankato.

Abu, R. (1993). *The effects of cooperative learning methods on achievement, retention, and attitudes of selected vocational home economics students*. Unpublished doctoral dissertation, North Carolina State University. *Dissertation Abstracts International*, 54 (09), 3350. (AAT No. 9404134). Retrieved on May 26, 2004 from <http://proxy.lib.iastate.edu:2087/dissertations/fullcit/9404134>.

*Purpose of the Study:* The study was designed “to determine the effects of the cooperative learning approach of Student Teams-Achievement Divisions (STAD) on the achievement of content knowledge, retention of information, and attitudes toward the teaching method.”

*Research Methodology:* North Carolina food and nutrition students were involved in a quasi-experimental design. “There were 91 students in the cooperative learning groups, and 106 students in the non-cooperative learning groups. The dependent variables measured in this study were students' academic achievement, retention of information, and attitudes toward the teaching method. An Achievement Test and Attitudes Questionnaire were administered immediately following instruction on the unit of special nutritional needs. A Retention Test was administered 3 weeks after the Achievement Test.”

*Findings:* “The results . . . indicated that there was no significant difference in student attitudes toward the teaching methods between the two treatment groups ( $p = .07$ ). The researcher concluded that cooperative learning method is no more or less effective than the non-cooperative learning method with regard to student achievement, retention of information, and attitudes toward the teaching method.”

Abu, R. & Flowers, J. (1997, Spring). **The effects of cooperative learning methods on achievement, retention, and attitudes of home economics students in North Carolina.** *Journal of Vocational and Technical Education*, 13(2). Retrieved on May 11, 2004 from <http://scholar.lib.vt.edu/ejournals/JVTE/v13n2/Abu.html>.

*Purpose of the Study:* This research sought “to determine the effects of the cooperative learning approach of Student Teams-Achievement Divisions (STAD) on the achievement of content knowledge, retention, and attitudes toward the teaching method” during a unit devoted to special nutritional needs.

*Research Methodology:* One hundred and ninety-seven students (91 in treatment and 106 in control group) in a home economics food and nutrition course in central North Carolina participated in the study. “Cooperative learning was compared to non [-] cooperative (competitive) learning classroom structure using a quasi-experimental design. An achievement test, consisting of items from the state competency test-item bank for the course, and an attitude questionnaire were administered immediately following instruction on the unit of special nutritional needs. A retention test was administered three weeks following the achievement test. California Achievement Test scores and first semester grades in home economics classes were used as covariates to adjust for possible preexisting differences between the groups.”



*Findings:* "Multivariate analysis of covariance showed no significant difference among the dependent variables (achievement and retention) between the teaching methods used. There was also no significant difference in student attitudes toward the teaching methods."

Applegate, S. (1988). *An evaluation of supplemental learning activity packages to improve the quality of senior high school sewing projects*. Unpublished master's thesis, Central Washington University, Ellensburg.

Boulie, P. R. (1995). *Attitudes of select high school students toward cooperative learning*. Unpublished master's thesis, Tennessee State University, Nashville.

Burkart, A. C., Muller, E. & O'Neill, B. (1985). **Computers in the home economics classroom: Present uses and future implications**. *Journal of Home Economics*, 77 (3) 24-31.

Croxall, K. & Cummings, M. (2000, Spring/Summer). **Computer usage in family and consumer sciences classrooms**. *Journal of Family and Consumer Sciences Education*, 18 (1). Retrieved March 9, 2004, from <http://www.natefacs.org/JFCSE/v18no1/v18no1Croxall.pdf>.

*Purposes of the Study:* "The purposes of the study were to assess computer technology available in New Mexico [Family and Consumer Sciences] FCS classrooms, the level of FCS teacher training in classroom computer usage, ways computers are currently incorporated into classrooms, perceived barriers to increased computer usage, and ways teachers utilize computers for their own professional use" (p. 2).

*Research Methodology:* Data related to teachers' computer use at home and in the classroom, available computer applications, computer training and barriers associated with computer usage were collected along with demographic information using a survey. This survey was sent to the entire population (267) of New Mexico's FCS teachers in 1998. One hundred and ninety-six surveys were returned with a response rate of 73 percent.

*Findings:* 1) "[Seventy-four percent] of the teachers had at least one computer in their classrooms" (p. 5). 2) The majority of computers were out-of-date and could not "run current CD-ROM programs or connect to the Internet" (p. 5). 3) "(78%) of the teachers had computers at home. . . [and] (87%) of the teachers . . . used them at least once a week" (p. 5). 4) "(56%) of the teachers reported having access to the Internet at home, and . . . (79%) of them accessed the Internet at least weekly" (p. 5). 5) (22%) of the teachers reported having Internet access in their classrooms; however, many indicated access was available at other locations in the school" (p.5).

6) "(27%) reported using the Internet as part of their classroom teaching at least monthly." "(49%) of the teachers reported they never used the Internet in teaching. . [and I]acking an Internet connection was cited as the prime reason for not using it" (p. 5). 7) "(71%) [of teachers] used computers in their classroom teaching less than 13% of the time. Another 13% of the teachers used computers from 13-25% of the time in classes" (p. 5). 8) 75 % of teachers used word processing programs, 14 % used graphic programs and 8 % used Internet search tools. 9) "Many teachers were unaware of the programs available for FCS" (p. 6). 10) "The most frequent requests for types of software were for programs on nutrition (39%), child care and development (20%), and diet analysis (18%)" (p. 14). 11) "Half of the teachers (54%) reported having received ten hours or less of training in that period of time" (p. 10). 12) 73 % of teachers requested further computer-related training.

Daniel, S. (1988). *The relationship of student and teacher learning style and achievement on a home economics final exam*. Unpublished master's thesis, Ohio State University, Columbus.

Daulton, M. (1987). *Adoption and utilization of microcomputers by Kentucky vocational home economics teachers*. Unpublished doctoral dissertation, University of Kentucky. *Dissertation Abstracts International*, 49 (02), 212. (AAT No. 8806540). Retrieved on June 1, 2004 from [http://www.lib.umi.com/dissertations/fullcit/880654.\\*](http://www.lib.umi.com/dissertations/fullcit/880654.*)

*Purpose of the Study:* The purpose of the study was to survey home economics teachers in Kentucky regarding the adoption and use of computers in home economics programs.

*Research Methodology:* A random sample of Kentucky home economics teachers were asked to complete a researcher-developed questionnaire. Of the 250 teachers statewide, 180 (72%) returned usable surveys.

*Findings:* Home economics subjects were adaptable to computer use in the classroom. Most teachers used computers for computer-managed instruction. There was a strong correlation between the adoption of computers and the availability of financial resources and the presence of administrative support. When computers were actually available in the home economics classroom, adoption was more likely.

Dimmer, C. (1987). *Identification of inservice needs for middle school home economics teachers concerning teaching and learning styles*. Unpublished doctoral dissertation, University of Wisconsin, Stout.

*Note:* Not found on Proquest on May 28, 2004.

Faircloth, A., Clawson, B. & Godwin, D. (1986). *Effectiveness of computer-assisted instruction for teaching consumer credit*. *Home Economics Research Journal*, 15 (1), 3-13.\*

*Purpose of the Study:* The purpose of this study was to evaluate “the effectiveness of computer assisted instruction versus supervised reading” (p. 3) on a consumer credit unit in a secondary home economics class in North Carolina.

*Research Methodology:* The research design was experimental in nature with a control group and an experimental group completing pretest and posttest instruments. The random sample included high school students in grades 10 through 12 who had taken at least one home economics course. There were 35 students randomly selected for each group.

*Findings:* Results indicate that students in the experimental group learned more from the computer-assisted instruction than those in the control group with supervised reading. There were no significant differences in student learning with computer-assisted instruction and grade point average, familiarity with computers, IQ, or attitude toward computers; thus, this method is effective for teaching consumer credit to diverse students.

Fowler, D. (1991). *Experimental and expository modes of instruction applied to content pertaining to the elderly: A quasi-experimental study of secondary home economics students in El Paso*. Unpublished doctoral dissertation, Texas Tech University, Lubbock. *Doctoral Dissertation* 52(05), 1664. (AAT No. 9129397). Retrieved <http://proxy.lib.iastate.edu:2087/dissertations/fullcit/9129397>.

*Purpose of the Study:* This study “compare[d] the effect of the expository and experiential modes of instruction on adolescents' knowledge of and attitudes toward the elderly. The content was about aging, based on the curriculum module, Enhancing Intergenerational Contact developed by Ralston (1986). For each mode, a unit of instruction, including seven lessons, was developed by the researcher and validated by a panel of experts.”

*Research Methodology:* This was a quasi-experimental study that included three groups. “The treatment consisted of receiving the expository or experiential mode of instruction for a unit taught by the classroom teacher for seven consecutive school days. The three groups were assessed with the pretest administered early November, 1990, and with a posttest administered mid December, 1990, immediately following instruction. The treatment groups were assessed again, in late February, 1991, at the end of the retention interval. Three Home Economics Cooperative Education programs in El Paso, Texas, made up the sample of 121 adolescents: control 41, expository 34, and experiential 46.”

*Findings:* "The significant findings were: (1) Instruction effected knowledge; (2) – Experiential instruction was superior in the acquisition and retention of knowledge; and (3) Shared experiences with the elderly effected knowledge of the elderly."

Ferr, S. (1995). *A comparison of selected high school home economics teachers curriculum and the State of Wisconsin home economics curriculum guide*. Unpublished master's thesis, University of Wisconsin, Stout.

Guarino, M. (1987). *Availability and use of microcomputers in secondary vocational home economics programs in the Louisiana public school system*. Unpublished master's thesis, Louisiana State University, Baton Rouge.

Harrison, B., Redmann, D. & Kotrlik, J. (2000, Spring/Summer). **The value and usefulness of information technology in family and consumer sciences education as perceived by secondary FACS teachers**. *Journal of Family and Consumer Sciences Education*, 18 (1). Retrieved March 9, 2004, from <http://www.natefacs.org/JFCSE/v18no1/v18no1Harrison.pdf>.

*Purpose of the Study:* "This study addressed the value and usefulness of information technology [computers, the Internet, laser discs, and video conferencing] in the Louisiana family and consumer science [FCS] education program" (p. 1).

*Research Methodology:* One hundred and forty-one of a random sample of Louisiana FCS teachers responded to a survey yielding a 43 percent response rate.

*Findings:* "Louisiana's FACS teachers value information technology. Information technology in program and instructional management is of moderate usefulness to FACS teachers. A low positive relationship exists between how teachers' value information technology and the availability of computer technology at home and school. At least half of the FACS teachers have Internet connections" (p.6). A "low negative relationship between the teacher's perceived value of information technology and whether the teacher's school is connected to the Internet" was identified in the study (p.7).

Hillman, C. B. (2000). *The effectiveness of an infant simulator as a deterrent to teen pregnancy among middle school students*. Unpublished doctoral dissertation, University of North Texas, Denton. *Dissertation Abstracts International*, 62 (07), 2398. (AAT No. 3019188). Retrieved on June 3, 2004 from [http://proxy.lib.iastate.edu:2087/dissertations/fullcit/3019188.\\*](http://proxy.lib.iastate.edu:2087/dissertations/fullcit/3019188.*)

*Purpose of the Study:* This longitudinal study evaluated the effectiveness of a computerized infant simulator as a means for deterring adolescent pregnancy.

*Research Methodology:* Female eighth graders (N=221) enrolled in a North Texas middle school in 1994-1996 participated in the study. A control group and an experimental group to participate in the parenting simulation were identified. The study tracked the students from eighth grade through graduation from high school "to determine whether and when pregnancies occurred." Data were analyzed using the Kaplan-Meier procedure.

*Findings:* Results revealed that the simulator was highly effective in "postponing the on-set of pregnancies for those students who participated in the parenting simulation." There were no significance differences found regarding involvement in crime or in co-curricular activities.

Jensen, B. (1987). *The acquisition of milk related science concepts by secondary students in experiments and traditional curricula.* Unpublished master's thesis, Utah State University, Logan.\*

Johnson, H. (1991). *The relative effectiveness and efficiency of hands-on, demonstration and video-tape laboratories for non-science major students.* Unpublished master's thesis, Washington State University, Pullman.

Johnson, P. (1993). *An investigation of the integration of multicultural content in home economics teacher education programs.* Unpublished master's thesis, University of Idaho, Moscow.

Kayl, K. (1990). *Significance of the class resource management.* Unpublished master's thesis, South Dakota State University, Brookings.

Kunz, M. H. (1988). *Comparison of competency based instruction with the conventional methods of instruction in the vocational home economics classroom.* Unpublished master's thesis, Utah State University, Logan, UT.

Kunz, M. H. & Preston, J. E. (1990). *A comparison of competency-based instruction with conventional instruction in the home economics classroom.* Paper presented at the American Vocational Association Convention in Cincinnati, OH. (ERIC Document Reproduction Service No. ED 326655).\*

*Purpose of the Study:* The purpose of this study was to compare student learning outcomes in a foods' class with three methods of teacher preparation: (1) providing teachers with competencies and training; (2) providing teacher with competencies with no training; and (3) providing no competencies or training.

*Research Methodology:* The sample included 344 students enrolled in foods and nutrition classes in 18 Utah high schools. Instrument included a pretest/posttest. Results were analyzed using ANOVA.

*Findings:* Results revealed that there were no significant differences in student learning between the three groups. Significant differences were found when Method 1 and Method 2 were grouped together and then compared with Method 3. Overall, no significant relationships were found between student scores and various teacher variables.

Ladewig, B., Strickland, M., & Boschung, M. (1987). *The systematic integration of microcomputers in Home Economics: Effects on students' self-esteem*. In Lovingood, R.P. & Grizmacher, J.E. *American Home Economics Association Annual Meeting Research Abstracts*. Illinois: Meridian Education Corporation, p.60.

Lambert, S. B. (1990). *Adolescent preferences of microcomputer methods in the home economics classroom*. Unpublished master's thesis, Texas Woman's University, Denton.

Landfear, M. & Innis, J. (1994, May). *Improving Teamworking Skills of Vocational Home Economics High School Students through Cooperative Learning*. Unpublished master's thesis, St. Xavier University, Chicago. (ERIC Document Reproduction Service No. ED371225).

*Purpose of the Study:* To examine the impact of cooperative learning on teamwork skills of Home Economics Related Occupations (HERO) students.

*Research Methodology:* During the five-month action research project, "71 of the students enrolled in the classes [HERO] and Foods 3 and 4 answered the initial survey; videotaped oral interviews with 25% of the students in each class; and a survey of 33 HERO employers concerning students' ability to work within groups. Data from the surveys/interviews and a literature review were used to develop instructional strategies that were in turn incorporated into a [three]-month instructional program focusing on teamwork/cooperative learning and conflict resolution and communication in [-] group settings. Post [-] program surveys were completed by 47 of the 71 students originally surveyed and by 29 HERO employers."

*Findings:* "Only slight differences were noted between the responses to the pre- and post [-] project employer surveys. The participating teachers considered the project a

positive experience, however, and noticeable gains in the students' understanding of group dynamics and team building were observed in the post [-] project surveys."

Lee, C. A. (1994). *Case Studies: An effective method for teaching Ethics in home economics education*. Paper posted at American Vocational Association Annual Meeting, Dallas, Texas.

Lester, J. H. (1996). *Secondary FCS students speak out on textbook issues*. Paper posted at American Association of Family and Consumer Sciences Annual Meeting, Alexandria, VA.

Lunsford, M. (1991). *Effectiveness of the inquiry method of instruction in teaching a secondary home economics textiles unit*. Unpublished doctoral dissertation, University of North Carolina, Greensboro. *Dissertation Abstracts International* 52(08), 2844. (AAT No. 9204451). Retrieved on May 28, 2004 from <http://proxy.lib.iastate.edu:2087/dissertations/fullcit/9204451>. \*

*Purpose of the Study:* This study "examine[d] the effect of the inquiry method of instruction on achievement of clothing and textiles secondary students. In addition, relationships among posttest scores, first semester clothing and textile grades, number of class sessions attended, grade classification, and teacher/student attitudes were examined."

*Research Methodology:* "The nonrandomized control group, pretest-posttest design was used. The experimental group was composed of seven teachers and 74 students; six teachers and 63 students formed the control group. Eight lessons using the inquiry approach developed by the researcher were used for assessment devices."

*Findings:* "Responses to the teacher questions indicated that teachers in the experimental group reacted favorably to the inquiry method and would use it when appropriate. Most of the teachers reported that students developed inquiry skills and mastered important concepts related to textiles." With respect to students' attitudes toward the teaching method, "scores of the experimental group were statistically higher than those of the control group." "Pretest scores, student semester clothing and textiles grades, class attendance, teachers' attitudes, and students in the 12th grade were significant predictors of posttest achievement scores. Results indicated no significant relationships among the dependent variable and students' attitudes and grade classification of students in grades 9, 10, and 11."

Martin, R. E. & Chaudhary, R. (1989). *Teachers' perceptions of instructional planning skills: Development of a scale*. *Home Economics Research Journal*, 17(4), 351-358.

Melloney L., Beck, B., Love, P., & Turner, M. (2000). *Healthy habits : Equipping students for lifestyle decisions through problem-based learning*. Olivet Nazarene University master's papers . Olivet Nazarene University, Bourbonnais.

Morris, M. (1988). *A study of the attitudes toward, awareness of and use of microcomputers by home economics teachers in the state of Georgia*. Unpublished doctoral dissertation, University of Georgia. *Dissertation Abstracts International* 49(10), 3008. (AAT No. 8823827). Retrieved on May 31, 2004 from <http://proxy.lib.iastate.edu:2087/dissertations/fullcit/8823827>.

*Purpose of the Study:* "To examine the attitudes toward, awareness, and use of microcomputers by home economics teachers in the state of Georgia."

*Research Methodology:* "The research sample was selected using a geographically stratified random procedure."

*Findings:* "Most home economics teachers in Georgia held moderately high levels of knowledge about microcomputers, displayed a high degree of willingness to use microcomputers, and indicated a positive attitude toward microcomputers. The variables of age and degree level attained were not significant factors in determining levels of knowledge, willingness to use, and attitudes toward microcomputers. However, years of teaching experience were significant in determining level of knowledge, but not willingness to use or attitudes toward microcomputers."

Myers, S. (1987). *Using adolescent literature to teach sensitive issues in home economics*. Unpublished master's thesis, Ashland University.

Nunez, R. B. (1988). *The relationship between the attitudes of secondary home economics teachers toward computers and the use of computers in secondary home economics classrooms in Southwest Louisiana*. Unpublished master's thesis, University of Louisiana, Lafayette.

Paris, K. L. (1986). *A study of computer use and needs in southern Arizona home economics classrooms grades six through twelve*. Unpublished master's thesis, University of Arizona, Tucson.

Pozniak, J. (1991). *The effects of cooperative learning methods on student achievement, self-esteem, and socialization in high school home economics*. Unpublished master's thesis, Ashland University, Ashland.

Reicks, M., Stuebner, T., Hassel, C., & Carr, T. (1996). *Evaluation of a decision case approach to food biotechnology education at the secondary level*. *Journal of Nutrition Education*, 28(1), 33-38.\*



*Purpose of the Study:* The purpose of this study was to evaluate a secondary consumer biotechnology education program using a decision case approach.

*Research Methodology:* Eight teachers in six public and private schools implemented the program in food science, horticulture, biology, and science classes. The sample include 200 high school students who completed pretest/posttest instruments before and after the program to assess changes in attitudes and abilities. Six of the teachers completed a survey about preparation and strategies for teaching.

*Findings:* Results revealed “students were more aware of how biotechnology affects their life” (p. 36). With regard to the decision case method, students described it as a positive experience, and involvement “was reported as moderate or high by 95% of the students, indicating that the decision case method of learning successfully engaged student” (p. 36). The participating teachers acknowledged this method as “an effective teaching tool” (p. 36).

Richins, R. B. (1994). *The effect of teachers' clothing on behavior of 7th grade students*. Unpublished master's thesis, Brigham Young University, Provo.

*Purpose of the Study:* The principal researcher assessed whether junior high student achievement could be increased by changes in areas other than student-teacher interaction techniques.

*Research Methodology:* An experimental design was used to conduct field research on the effects of teacher dress on student behavior. A base line of behavior and dress was established in 7th grade home economics classes. The clothing was then worn by a teacher in her regular classes in a staggered sequence pattern. Over a period of five weeks, three classifications of teacher dress: (a) conservative, tailored "business" attire; (b) casual, "sporty" attire; (c) feminine, "frilly" attire were worn. Pre-research details of base-line behavior, data coding, a teacher's log, and statistics (Kendall's Coefficient, Latin Square, Pairwise Comparisons, Analysis of Variance, and Contingency and Range) combined in data analyses.

*Findings:* The research shows dress functions as tool to control students in family and consumer/home economics 7th grade classes. Out-of-seat movement, talking out, noncompliance, classroom noise, being off task and aggression differed as the teacher's dress changed, showing a teacher's dress should be a part of the strategy to increase student achievement. In addition, the research design controlled for and showed all 5 variables that had potential ability to confound the experiment to be insignificant. Cause and effect were established.

Rogers, N., Cotton, M., & Thompson, C. (1990). **Factors influencing computer-aided clothing and textile instruction in Arkansas secondary home economics programs.** In Peck J. C. *American Home Economic Association Abstracts of Research Presentations*. Illinois: Meridian Education Corporation, p. 59.\*

Rogers, N., Thompson, C., Cotton, M. & Thompson, D. (1993, Fall/Winter). **Computer-aided instruction in secondary clothing and textiles courses.** *Journal of Vocational Home Economics Education*, 11(2), 22-29.\*

*Purpose of the Study:* "This study was designed to provide information regarding the use of Computer-Aided Instruction (CAI) for teaching clothing and textiles in secondary education in Arkansas. The study examined the extent to which computers are being used and home economics teachers' perceptions concerning computer use" (p. 23).

*Research Methodology:* Data were collected using a three-part questionnaire that "was mailed to 200 randomly selected secondary vocational home economics teachers in Arkansas in Spring 1989" (p. 24). The response rate was 59 percent.

*Findings:* Over three-quarters of reporting classrooms (79 percent) had access to computers either in their classrooms or in a computer lab at their schools. On average, students used computers 1.25 hours per semester. Means for categories of computer use were: 0.32 hours for construction, 0.31 hours for selection, 0.19 hours for textiles, 0.14 hours for careers, 0.18 hours for care of clothing and 0.04 hours for economy (see p. 25). "Significantly greater student use was found when the computer was located in the home economics classroom rather than in a central laboratory. Software appropriate to the clothing and textiles subject areas was the greatest perceived need for implementing computer aided instruction" (p. 22).

Rutter, K., Smith, B. & Hall, H. (2002, Spring). **Motivational needs of family and consumer sciences education students.** *Journal of Career and Technical Education* 18(2). Retrieved on May 11, 2004 from <http://scholar.lib.vt.edu/ejournals/JCTE/v18n2/rutter.html>.

*Purpose of the Study:* This study was designed "to determine the motivational needs of students enrolled in FCS programs. A secondary purpose was to determine and compare the motivational needs of FCS students who were members and nonmembers of FHA/HERO."

*Research Methodology:* "Twelve schools were randomly chosen with two schools selected from each of the six Georgia Department of Education districts" and a cluster sample of students in 12 schools were surveyed. "The instrument used for

measuring motivation needs was developed by Turner (1996) in a study of Agricultural Education students and FFA members." 1030 surveys were returned.

*Findings:* "Results indicated that FCS students were motivated by the need for achievement more than the need for affiliation and by the need for affiliation more than the need for power. FCS students who became members of Family, Career, and Community Leaders of America (FCCLA) had a higher need for affiliation and power than those who were not members."

Savells, S. (1998). *A comparison of disaggregated middle school student attitudes about careers and methods of instruction using the Jefferson County (Louisville, Kentucky) schools' family and consumer sciences' curriculum.* Unpublished doctoral dissertation, University of Louisville. *Dissertation Abstracts International*, 59 (09), 3379. (AAT No. 9907069) Retrieved on June 1, 2004 from <http://proxy.lib.iastate.edu:2087/dissertations/fullcit/9907069>

*Purpose of the Study:* This study analyzed "middle school students' attitudes toward the 35 modules in the Consumer and Home Economics Career (CHEC) exploration program and the different instructional methods used in the Middle School Family and Consumer Sciences Curriculum in the Jefferson County (Louisville, KY) Public School System."

*Research Methodology:* This study was conducted over a one-year period. Students rotated through the CHEC modules, "responded to a 12 question Likert 1-5 point scaled survey about their attitudes toward the career studied and the methods of instruction used in the curriculum." Demographic data were also collected from students. Data from 800 surveys "were analyzed to determine if there were significant differences in attitudes toward career information questions and methods of study among students who were disaggregated by gender, grade, socio-economic, and academic level."

*Findings:* 1) Students' attitudes toward CHEC modules were positive, although significant differences in attitudes were seen based on students' gender. 3) "Hands-on and computer activities were the higher rated methods of instruction." 4) "At-risk and not at-risk students did not have significant differences in attitudes toward the different careers and methods of instruction." 5) "Different academic groups, (advanced, honors, regular and ECE/special education program students) did have significant attitudinal differences toward awareness of career planning and video activities." 6) "Students test scores and attitudes were positively correlated with three career information questions and two methods of instruction."

Savells, S. (2000). *A comparison of middle school student attitudes about careers and methods of instruction*. Paper posted at American Association of Family and Consumer Sciences Annual Meeting, Chicago, Illinois.

Schuster, J. (1987). *The effectiveness of a constant time delay procedure to teach adolescents chained responses (cooking)*. Unpublished doctoral dissertation, University of Kentucky, Lexington. *Dissertation Abstracts International*, 48 (12), 3091. (AAT No. 8802035). Retrieved on May 28, 2004 from <http://proxy.lib.iastate.edu:2087/dissertations/fullcit/8802035>.

*Purpose of the Study:* This study examined “the effectiveness of a 5-second constant time delay procedure to teach three chained responses was evaluated within a multiple probe design across behaviors. Making a sandwich, boiling a boil-in bag, and baking canned biscuits were taught to four high school aged students labeled moderately retarded.”

*Research Methodology:* “Training was conducted in the home economics classroom of an integrated public high school located in a rural area. The three cooking skills were each task analyzed and taught separately to each student. A model prompt with verbal description served as the controlling prompt for training. Probe procedures evaluated the student's ability to perform each skill from the beginning of the chain and also assessed each individual sub-task. Language probes were also conducted to determine if the receptive and expressive labeling of training objects was acquired by the students throughout the study. The use of multiple exemplars encouraged generalization across materials, equipment, trainers, and language cues.”

*Findings:* “The procedure was effective in teaching all four students the three chained cooking skills. The skills maintained with at least 85% accuracy for over a three [-] month period of time. Training generalized from the school to the home setting for all subjects that completed generalization probe sessions. Measures of efficiency were recorded and show that the procedure resulted in a low percentage of errors.”

Seals, L. A. (1989). *The effects of experiential learning on students' attitudes in home economics*. Unpublished master's thesis, Memphis State University, Memphis.

Shimomura, L. (1990). *Perceptions of Arkansas and Hawaii home economics teachers toward the use of the home economics curriculum guides*. Unpublished doctoral dissertation, University of Arkansas, Fayetteville. *Dissertation Abstracts International*, 51 (11), 3649. (AAT No. 9111254). Retrieved on May 28, 2004 from <http://wwwlib.umi.com/cr/uark/fullcit?p9111254>.

*Purpose of the Study:* This study was designed “to investigate the difference in perceptions of home economics teachers toward the use of curriculum guides. The study compared Arkansas home economics teachers, who have state-adopted curriculum guides and Hawaii home economics teachers, who do not have state-adopted curriculum guides.”

*Research Methodology:* “Thirty-five percent of the teacher population in Hawaii [45 teachers] and Arkansas [167 teachers] were randomly selected to participate in the study.”

*Findings:* Although curriculum guides were generally considered of value to home economics teachers involved in this research, this study demonstrated that a significant difference existed with respect to teachers’ perceptions related to curriculum guide usage. Noted in the abstract was significance “when the relationship between Hawaii and Arkansas teachers and number students was compared to the benefits of curriculum guides to the students.”

Snodgram, B. (1986). *Microcomputer use in selected secondary home economics program*. Unpublished master’s thesis, University of Nebraska, Lincoln.

Stehle, C. (1986). *The impact of computer workshops on computer usage in Pennsylvania home economics classes*. Unpublished master’s thesis, Indiana University of Pennsylvania, Indiana.

Stolar, A. (1987). *Factors influencing computer use in home economics*. Unpublished master’s thesis. West Virginia University, Morgantown.

Taylor, P. (1989). *Determining computer uses in home economics education*. Unpublished master’s thesis, Southern Illinois University, Carbondale.

VonCanon, Pamela Clark (1996). *A determination of educational tools and methods used to achieve competencies in occupational food production and management programs in secondary education*. Unpublished master’s thesis, Appalachian State University, Boone.

Waltz, N. (1990). *The application of computer managed instruction in the creation of a curriculum for eighth grade home economics*. Unpublished master’s thesis, Ashland University.

Ward, J. (1998). *Teaching strategies for family and consumer sciences: student achievement in problem-based learning versus lecture-based instruction*. Unpublished master’s thesis, Appalachian State University, Boone.

Ward, J. (2004, January). *Teaching strategies for FCS: Student achievement in problem-based learning versus lecture-based instruction*. *Journal of Family and Consumer Sciences*, 96(1), 73-76.

*Purpose of the Study:* The purpose of this study was to compare “the effectiveness of problem-based learning (PBL) versus lecture-based instruction (LBI) in high school foods and nutrition classes” (p. 73).

*Research Methodology:* The research study used a quasi-experimental design. The sample included 79 students in grades nine through twelve in four sections of a nutrition class with the same teacher. The class sections were randomly assigned to the PBL group or to the LBI group. The students completed the North Carolina state standardized test for foods and nutrition as a pretest and then again at the end of the semester as a posttest.

*Findings:* Results revealed no significant differences in the distributions according to grade level, cumulative grade point average, and gender. Results from the *t* test indicated no significant difference in the pretest scores. Although there were gains in the mean scores for both groups, the difference was not significant; thus, “PBL was as effective as LBI in helping students gain content knowledge in foods and nutrition” (p. 75).

Whaley, C. (1995). *An analysis of factors related to the level of use of Cooperative Learning in Ohio Middle Level Home Economics Classrooms*. Unpublished master’s thesis, Ohio State University, Columbus.

Wolf, S. (1985). *The effects of two teaching methods in home economics curriculum*. Unpublished master’s thesis, University of Wisconsin, Stout.

Woodward, J. (1985). *Preferred learning or teaching styles of industrial arts and home economics students and teachers*. Unpublished doctoral dissertation, Colorado State University, Ft. Collins. *Dissertation Abstracts International*, 46 (06), 1611. (AAT No. 8517329). Retrieved on May 28, 2004 from <http://proxy.lib.iastate.edu:2087/dissertations/fullcit/8517329>.

*Purpose of the Study:* “The objectives of the study were to (1) develop profiles of the preferred learning/teaching styles of Kearney, Nebraska eighth grade female home economics students and male industrial arts students, and Nebraska male industrial arts instructors and female home economics instructors; (2) make comparisons between the male students and instructors, female students and instructors, and the two instructor groups; and, (3) derive learning/teaching techniques that would match the preferred group styles.”

*Research Methodology:* Sixty-four male, fifty-four female students 47 male and fifty-one female teachers participated in this research. "Canfield's Learning Style Inventory, Instructional Style Inventory, and Learning and Instructional Style Methodology Matrix were used to assess style and recommended instructional techniques. Groups were considered to have an area of difference where variables were more than a full standard deviation apart."

*Findings:* "(1) The two instructor groups were not different in any of the eight condition or four mode areas. They were different in all four content areas, (2) the two instructor groups preferred different instructional techniques, (3) the male students and male instructors were different in four condition areas, one content area, and none of the mode areas, (4) the preferred learning techniques of male students was different from the preferred instructional techniques of industrial arts instructors, (5) the female students and female instructors were different in one condition, one content, and one mode area, and (6) the preferred learning techniques of female students was different from the preferred instructional techniques of home economics instructors. Suggested instructional strategies for male students were continuous run movies, videotapes, slide-presentations. The suggested strategy for female students was demonstrations for one or two individuals."

Wright, C. (1999). *A study of the use of computers in family and consumer sciences classrooms in the state of Utah*. Unpublished master's thesis, Utah State University, Logan.

### **Relevant References:**

Stewart, D. (1996). Computers and technology in family and consumer sciences education. Chapter 24 in S. Redick (Ed.), *Review and synthesis of family and consumer sciences education research 1985-1995*, pp. 250-258. Peoria, IL: Education and Technology Division American Association of Family and Consumer Sciences.

Ward, J. & Lee, C. L. (2002, Spring/Summer). A review of problem-based learning. *Journal of Family and Consumer Sciences Education*, 20 (2). Retrieved March 9, 2004, from <http://www.natefac.org/JFCSE/v20no1/v20no1Ward.pdf>.

Willeford, C., Schafer, K., & Wallace, R. (2000). "Go Veggie?" A decision case experience for high school students. *Journal of Nutrition Education*, 32(4), 233B.

## Teacher Recruitment and Retention

Burge, P. & Culver, S. (1989). **The reciprocal relationship between work and home satisfaction for home economics teachers.** *Home Economics Research Journal*, 17(4), 337-350.

*Purpose of the Study:* This study examined “the interrelationship of various aspects of home and work satisfaction” (p. 340) of Virginia home economics teachers.

*Research Methodology:* A random sample of 168 home economics teachers was selected to receive a mailed questionnaire. Results were based on 132 (79%) returned usable surveys. The questionnaire was adapted from the Work, Home, and Family Questionnaire by Felstehausen, Glosson, and Couch.

*Findings:* From the survey, four factors for home satisfaction and four factors for work satisfaction were identified. Results reveal that there is a significant difference in work and home satisfaction. Home satisfaction seems to have a greater influence on work satisfaction. The results suggest the sample “was generally well satisfied with both home and work aspects of their lives” (p. 343).

Dewald-Link, M. and Lester, R. (1985). **Recruitment attitudes and behaviors of home economics teachers in Virginia.** *Home Economics Research Journal*, 14(1), 41-50.

*Purpose of the Study:* The purpose of the study was to survey Virginia home economics teachers’ recruitment attitudes and behaviors.

*Research Methodology:* The sample included 493 home economics teachers attending the 1981 Vocational Teachers Conference in Virginia. Sixty-nine percent (N=342) completed the survey that consisted of responding on a Likert scale to 43 recruitment statements. Statements were divided into two categories: public school recruitment and college/university recruitment.

*Findings:* Results indicated significant differences in attitudes and behaviors according to the teacher’s education level, teaching level, and age. Findings suggest that (1) pre-service teacher education programs provide more emphasis on recruitment techniques; (2) middle schools should teach home economics career education; and (3) university faculty should talk to high school classes about home economics careers.

Drizou, C. (1993). **Need for home economics teachers in Iowa’s public schools for the next decade.** Unpublished doctoral dissertation, Iowa State University, Ames. *Dissertation Abstracts International* 54(03), 840. (AAT No. 9321138). Retrieved



on May 28, 2004 from  
<http://proxy.lib.iastate.edu:2087/dissertations/fullcit/9321138>.

*Purpose of the Study:* "The purpose of this study was to identify the need for home economics teachers in Iowa's public schools for the next decade."

*Research Methodology:* A random sample of 200 teachers was drawn from Iowa's home economics teacher population. Principals associated with those teachers included in the sample were also identified. Teachers and principals were surveyed using "The Iowa Home Economics Curriculum and Careers Survey." The response rate was 87 percent for teachers and 87.5 percent for principals with a 73 percent response rate for matched pairings of teachers and principals.

*Findings:* "Teachers are moderately optimistic about the future of the home economics teaching profession for next year; they believe the outlook will be even better in ten years. School principals were only slightly less optimistic than home economics teachers, perceiving a future for home economics school programs that was 'perhaps' likely, with a slight but significant increase in likelihood for the next ten years. Regarding the curriculum, teachers are adjusting curricula to meet needs of today's students, thereby moving in 'progressive' directions. School principals see home economics teachers moving away from 'traditional' home economics curricula, but only slightly over the next ten years."

Dwyer, S. K. (1989). *The home satisfaction and work satisfaction of home economics teachers in Virginia*. Unpublished master's thesis, Virginia Polytechnic Institute and State University, Blacksburg.

Elliott, C. X. (1999). *Work and home satisfaction of Texas home economics teachers: Implications for teacher recruitment*. Unpublished doctoral dissertation, Texas Woman's University, Denton. *Dissertation Abstracts International*, 38 (03), 523. (AAT No. 1397577). Retrieved May 28, 2004 from  
<http://proxy.lib.iastate.edu:2087/dissertations/fullcit/1397577>.

*Purpose of the Study:* This study was designed "to discover the work and home satisfaction of current home economics teachers in Texas; examine the interrelationship, if any, between teaching home economics and the levels of work and home satisfaction; and identify implications for teacher retention and recruitment."

*Research Methodology:* "Qualitative data were drawn from 54 responses to an open-ended question questionnaire mailed to 100 members of the Vocational Home Economics Teachers Association of Texas."

*Findings:* Themes emerging from the data include: "Work satisfaction of home economics teachers themes were satisfaction with student growth, enjoyment of home economics content, making a difference in students' lives, desire not to teach anything else, and concern about classroom attitudes and discipline. Home life satisfaction of home economics teachers themes were enjoyment of home life and lack of time at home. Relationship between teaching home economics and home life satisfaction themes were positive effects of home economics content on personal life, use of home experiences in teaching, and negative impact of teaching on personal time. Reasons for remaining in teaching themes were belief in home economics curriculum and mission and enjoyment of working with students. Recruitment and retention strategies themes were need for a new image, pay increases, and enthusiastic teachers."

Holley, C. S. (1985). *An analysis of stress and its relationship to the satisfaction of secondary home economics teachers in Alabama*. Unpublished doctoral dissertation, University of Alabama, Tuscaloosa. *Dissertation Abstracts International* 46(08), 2209. (AAT No. 8519389). Retrieved on May 31, 2004 from <http://proxy.lib.iastate.edu:2087/dissertations/fullcit/8519389>.

*Purpose of the Study:* "The major purpose of this study was to analyze the relationship between stress, job satisfaction, and demographic variables for secondary home economics teachers in Alabama."

*Research Methodology:* "Questionnaires, including a teacher profile, the short form of the Minnesota Satisfaction Questionnaire, and the New York State United Teachers Stress Survey, were mailed to a stratified random sample of 150 home economics teachers. Respondents included 100 currently employed consumer/homemaking and occupational home economics teachers."

*Findings:* "Teachers in the study group saw themselves as having average stress and generally experienced satisfaction with their jobs. No significant relationship was found between stress and job satisfaction nor between stress and any demographic variables. Significant differences in job satisfaction were found for the demographic variables of number of pupils taught, years as a teacher, and marital status. Intrinsic satisfaction was significantly associated with number of pupils, years as a teacher, and type of school system while extrinsic satisfaction was significantly associated with marital status and number of pupils."

Hotta, S. & Meszaros, P. (1995). *Study of national supply and demand for family and consumer sciences teachers and extension educators*. American Association of Family and Consumer Sciences, Alexandria, VA.

Hoying, B. (1994). *Supply and demand for home economics teachers in Ohio's public schools in the next decade*. Unpublished master's thesis, Ohio State University, Columbus.

Jackson, D. & Rehm, M. (1994). *A national supply and demand study of secondary home economics teachers*. Paper presented at the American Vocational Association Convention, Dallas, TX.

Lee, C. L. (1996). *Middle school students' perception of Family and Consumer Sciences Teaching as a career*. Paper posted at American Vocational Association Annual Meeting, Cincinnati, Ohio.

Lee, C. L. (1998). *Factors influencing high school students' career decisions regarding Family and Consumer Sciences teaching: Implication for recruitment*. American Vocational Association Annual Convention, New Orleans.

Lee, C. L. (1999). **High school students' perceptions of family and consumer sciences teaching as a career**. *Journal of Family and Consumer Sciences*, 91(4), 96-101.

*Purpose of the Study:* The purpose of this study was to explore "factors related to high school students' consideration of family and consumer sciences (FCS) teaching as an occupational career" (p. 96).

*Research Methodology:* One hundred and fifty secondary FCS teachers in North Carolina were mailed ten surveys to be administered to ten "A" or "B" students who were enrolled in their FCS class. Of those student surveys, 1,036 usable surveys were returned.

*Findings:* Results reveal that the majority of students held positive attitudes about FCS classes and about teaching FCS as a career (82.7% and 62.9%, respectively). However, the majority (71.2%) indicated that they would not consider teaching FCS as a career. Knowing that job opportunities exist after graduation and having scholarships were rated as influential in helping students make decisions about FCS careers. The majority of students (69.2%) were not aware that a shortage of FCS teachers existed.

Miller, S., & Meszaros, P. (1996, Spring). Study of national incoming supply and demand for family and consumer sciences teachers and extension educators. *Journal of Family and Consumer Sciences*, 51-54. (National Center on Educational Outcomes. (2003, December). )

Mimbs, C. (2000, Spring/Summer). **Retention of certified family and consumer sciences teachers: Implications for teacher supply and demand**. *Journal of*

*Family and Consumer Sciences Education*, 18, (1). Retrieved March 9, 2004, from <http://www.natefacs.org/JFCSE/v18no1/v18no1Mimbs.pdf>.

*Purpose of the Study:* “The purpose of this study was to examine issues related to retention of certified [family and consumer sciences] FCS teachers” (p. 1). Issues associated with certified-but-not-teaching FCS teachers’ personal lives, reasons for not teaching and support programs in Missouri were examined.

*Research Methodology:* A list of 449 certified-but-not-teaching FCS teachers under the age of 61 years was obtained from the Department of Education and contacted using a survey adapted for this research. One hundred and sixty-one surveys were undeliverable. “One hundred and eighty-eight useable surveys were received for a 65% return rate which included 107 respondents who were not teaching and 81 who were actually teaching” (p. 3). The response rate was published as 65 percent.

*Findings:* 1) “[Thirty-five percent] of responding teachers were over the age of fifty” (p. 4); 2) 82 percent were married with children at home; 3) “67 [percent] of respondents said they had previously taught FCS and 56% indicated they would consider teaching again” (p. 4); 4) “23 [percent] were teaching other subjects but not FCS” (p. 4); 5) “21 [percent] who indicated they would retire from their current occupation in the next 3-5 years and another 14% within 6-10 years” (p. 4); 6) FCS was the first occupational choice of 75 percent of respondents; and 7) “52% indicated they taught after being full-time homemakers and/or parents and 45% also indicated they interrupted teaching to be a full-time homemaker and/or parent” (p. 4). Reasons provided for not teaching FCS included dissatisfaction with available pay, not finding a job in their community and responsibilities of FCS teachers. Those not teaching FCS were involved in a variety of other occupations including 1) teaching adult education, elementary education, special education, science and English; 2) nutritionist; 3) librarian; 4) office worker; 5) seamstress; 6) curriculum writer and 7) counselors.

Mimbs, C. (2002, Spring/Summer). **Practicing teachers’ advice for marketing and recruitment of educators and revisiting the identity issue.** *Journal of Family and Consumer Sciences Education*, 20 (1). Retrieved March 9, 2004, from <http://www.natefacs.org/JFCSE/v20no1/v20no1Mimbs.pdf>.

*Purpose of the Study:* This study was designed “to obtain a first-hand, descriptive account from practicing FCS teachers who are active in professional development about their perceptions of the teacher shortage and their suggestions for recruitment and retention of FCS teachers.”

*Research Methodology:* “[Ninety-four] FCS teachers who attended regional curriculum workshops in a large Midwestern state in spring 2000 were the subjects”

were surveyed regarding “personal, education, and employment demographics; career choice-factors; and four open-ended questions on retirement, recruitment, and retention” (p. 3). The response rate was 88 percent.

*Findings:* Responding teachers reported satisfaction with their employment. Approximately 50 percent of teachers were within 10 years of retirement. Forty percent of teachers had taught for more than 20 years. “Over 40 [percent] of respondents indicated they did not expect there to be available applicants for their position when they retire. Ten of those persons explained it was because few choose FCS as a career. Others indicated low pay and lack of available programs at universities as reasons they felt there would not be available applicants. Eleven persons were unsure of their replacement, and seven other persons were hopeful they would be replaced but did not explain further” (p. 4).

“[Sixty-three percent] of respondents indicated they would not teach longer than they had expected. Ten other teachers indicated they would consider staying, but were uncertain” (p. 5). Five themes were identified in teachers’ suggestions related to recruitment: “(a) more innovative marketing of the profession as a career, (b) earlier recruitment and more recruitment efforts by teachers through their own classrooms and by university programs, (c) increased community and administrative support for programs, (d) more scholarships and teacher education programs available to students, and (e) concern for better salaries” (p. 5).

St. John, N. (1988). *The relationships of work, home and family to the satisfaction of Florida home economics teachers*. Unpublished doctoral dissertation, Florida State University. *Dissertation Abstracts International* 50(02), 520. (AAT No. 8906237). Retrieved on May 31, 2004 from <http://proxy.lib.iastate.edu:2087/dissertations/fullcit/8906237>.

*Purpose of the Study:* This study “investigate[d] the relationships between work and home and family satisfaction of Florida home economics teachers.”

*Research Methodology:* “The sample consisted of a proportional random sample of the population of Florida secondary consumer homemaking and occupational home economics teachers. A 67% return of mailed questionnaires resulted in 194 useable questionnaires from 13% of the population.”

*Findings:* “Teachers reported their lives to be moderately stressful.” A “fairly high degree of work satisfaction” and “home and satisfaction” were indicated in the data. “Significant correlations were found at  $p > .001$  between the degree of work satisfaction and of home and family satisfaction and the amount of difficulty of managing work and home responsibilities. The greater the degree of difficulty in managing work and home responsibilities the less the satisfaction gained from either work or home and family. Significant, negative correlations were found

between the levels of stress and work and home satisfactions. As stress increased work satisfaction and home and family satisfaction decreased.”

Woelffer, D. (1988). *Job stress coping strategies of Wisconsin secondary home economics teachers*. Unpublished master’s thesis, University of Wisconsin, Stout.

### **Relevant Reference:**

Bull, N. & Cummings, M. (2002, Fall/Winter). Taking steps for family and consumer sciences educators in Connecticut: A model for change. *Journal of Family and Consumer Sciences Education*, 20 (2). Retrieved March 9, 2004, from <http://www.natefacs.org/JFCSE/v20no2/v20no2bull.pdf>.

Burge, P. & Stewart, D. (1991). Recruitment of home economics teachers. *Journal of Vocational Home Economics Education*, 9(2), 1-9.

Jensen, J., Rowley, M., Skidmore, J. & Hyman-Parker, S. (2003, Spring/Summer). Family and consumer sciences teachers: the best resource for recruiting new teachers. *Journal of Family and Consumer Sciences Education*, 21 (1). Retrieved March 9, 2004, from <http://www.natefacs.org/JFCSE/v21no1/v21no1jensen.pdf>.

Rehm, M. & Jackman, D. (1995). Supply and demand in family and consumer sciences education: Pragmatic and philosophical issues. *Journal of Family and Consumer Sciences Education*, 13(2), 1-19.

Stout, B., Couch, S. & Fowler, D. (1998). The demand for family and consumer sciences educators: Call to action. *Journal of Family and Consumer Sciences*, 90 (2) 7-11.

Travers, R. (1999, Fall/Winter). Teacher recruitment: Turning the tide. *Journal of Family and Consumer Sciences Education*, 17(2). Retrieved March 9, 2004 from <http://www.natefacs.org/JFCSE/v17no2/v17no2Travers.pdf>.

## Family and Consumer Sciences-related Content in Secondary Family and Consumer Sciences Classrooms

### Assessment

#### General Assessment

Hayward, B., Adelman, & Adelman, R. (1988). *Exemplary secondary vocational education: An exploratory study of seven programs*. Policy Studies Associates, Inc: Washington, DC. (ERIC Document Reproduction Service No. ED315547). Abstract retrieved from [http://www.edrs.com/Webstore/Detail.asp?q1=@Meta\\_PubID%20453500&txtSort=Meta\\_DocID\[D\]&txtMaxdisplayed=10&txtDocType=ED&vNameID=24860552](http://www.edrs.com/Webstore/Detail.asp?q1=@Meta_PubID%20453500&txtSort=Meta_DocID[D]&txtMaxdisplayed=10&txtDocType=ED&vNameID=24860552) on June 11, 2004.

*Purpose of the Study:* This study was designed to investigate “what works in secondary vocational education--whether exemplary vocational programs can be identified, whether their key features can be described, and whether there are lessons to be learned that can assist others in devising strategies to improve secondary vocational education.”

*Research Methodology:* Following a literature review, case studies were prepared following site visits to the following seven schools: Washington High School, Milwaukee, Wisconsin; Fridley High School, Fridley, Minnesota; High School Academies, Philadelphia, Pennsylvania; Walter Biddle Saul High School of Agricultural Sciences, Philadelphia; A. Philip Randolph Skills Center, Philadelphia; Wright Vocational Cooperative Center, Buffalo, Minnesota; and Woodland Cooperative Center, Staples, Minnesota.

*Findings:* These case studies revealed the following about exemplary programs: 1) Programs were characterized by “clear and uniform understanding among administrators, teachers, parents, and students concerning the goals of vocational education;” (2) They exhibited “consistent attention to the development of student self-esteem;” (3) They included “strong programs of school leadership;” (4) They included “employability skills development in the curriculum;” (5) They had “a strong cooperative education component;” and (6) They included “strategies to provide effective programs for special needs students.”

Felstehausen, G. & Couch, S. (1991). **Home economics education: Reflecting on the past, projecting for the future.** *Journal of Vocational Home Economics Education* 9(1), 1-11.\*

*Purpose of the Study:* This study was conducted “to assess the perceptions of selected home economics education leaders regarding (1) accomplishments of home economics education at the secondary level during the decade of the 80s, and (b) program emphases which should be addressed in the 90s” (p. 3).

*Research Methodology:* “State supervisors/directors of home economics education and home economics teacher representatives from each state (most were state presidents of home economics teacher organizations) were surveyed using a researcher-designed instrument which reflected Simpson’s [1981] program emphases. . . . The actual items on the questionnaire were taken directly from Simpson’s work” (p. 3). Respondents indicated how effectively home economics emphases identified in Simpson’s work had been addressed using a 4-point Likert scale. “[Thirty-six] state supervisors/directors and 24 teachers (N=60) responded to the survey” (p. 4). All respondents were female. Twelve supervisors were interviewed at the 1989 American Vocational Association Annual Meeting.

*Findings:* “The respondents indicated that the following home economics program emphases had been addressed most effectively: principles of growth and development of children, meeting nutritional needs of families, and consumer rights and responsibilities” (p. 4). “All topics included on the survey were considered important for continued emphasis” (p. 4). Major challenges leaders perceived for the profession in the future included “meeting the needs of high risk students and obtaining better support for their programs,” and “the shortage of qualified teachers.” Additional areas of emphases included “care of the elderly, nuclear waste, technology, redesign of the welfare system, alcoholism, stress management, and family communication” (p. 9).

### **Relevant Reference:**

Stillwell, P., Radcliffe, P., & Sitton, M. (1987). Test Development in Home Economics: A critical factor in effective teaching and learning. In Lovingood, R.P. & Grizmacher, J.E. (1987). *American Home Economics Association Annual Meeting Research Abstracts*. Illinois: Meridian Education Corporation, p. 45.

### **Effectiveness of Comprehensive Programs**

Book, L.; Bozarth, K. ; Picco, I.; & Collins, N. (2004, January). **The effectiveness of family and consumer sciences secondary education curriculum.** *Journal of Family and Consumer Sciences*, 96(1), 38-42.

*Purpose of the Study:* This study examined the perceived effectiveness and value of secondary family and consumer sciences (FCS) curriculum in Illinois high school graduates’ personal lives and in the workplace.



*Research Methodology:* One hundred and forty surveys wherein FCS high school graduates met prescribed criteria (completed one or more FCS class in high school, reported current salary information, graduated within the specified time period) were used of the 275 distributed “in central Illinois and a suburb west of Chicago” (p. 39). “ Surveys were accompanied by a letter of explanation and were hand delivered to managers of daycare centers, food service facilities, financial institutions, healthcare facilities, and other service-oriented businesses” (p. 39).

*Findings:* Demographic information regarding respondents: 1) “42 [percent] graduated from high school within the last 5 years” (p. 39); 2) 39 percent earn \$10,000-\$20,000 per year with 16% earning over \$30,000 per year; 3) “Although *Consumer Education/Resource Management* has been a requirement for high school graduation in Illinois since 1968, only 56 [percent] of the respondents reported that they had completed a Consumer Education class in high school.” (p. 40). Findings reveal “most respondents agreed that the skills and knowledge learned in FCS secondary school classes have enhanced their management skills in their adult lives. . . The majority also agreed that FCS classes were instrumental in providing skills and knowledge currently used in their place of employment” (p. 40).

Burke, W. (2000). *A study of the relationship between family and consumer sciences' curricula and female adolescent self-esteem: A multi-variant analysis*. Unpublished doctoral dissertation, Mississippi State University. *Dissertation Abstracts International* 61(10), 5274. (AAT No. 9991326). Retrieved on June 3, 2004 from [http://proxy.lib.iastate.edu:2087/dissertations/fullcit/9991326.\\*](http://proxy.lib.iastate.edu:2087/dissertations/fullcit/9991326.*)

*Purpose of the Study:* This study “explore[d] the relationship between adolescent self-esteem, the family and consumer sciences curriculum, adolescents' academic performance, adolescents' coping strategies, and SES (socio economic status)” and sought to determine the combination of variables that best predicts adolescents' self-esteem.”

*Research Methodology:* “Coopersmith Self-Esteem Inventory (SEI), the Burke Student Questionnaire (BSQ), and Adolescent Coping Orientation for Problem Experiences (ACOPE) were the instruments used for the study.” Five hundred and eleven students participated in the study.

*Findings:* “The results of this study indicated that exposure to the updated family and consumer sciences curriculum failed to correlate significantly with adolescents' self-esteem. However significance was found for the regression model. Of the four predictor variables (Coping, GPA, Exposure, and SES) in the model, only coping and GPA emerged as significant predictors of self-esteem.”

Caputo, C. & Trenbeath, L. (1991). **Parents, students, and teachers evaluate an eight-grade comprehensive home economics curriculum.** *Research Abstracts, Home Economics Division, American Vocational Association, 1991 Annual Meeting* (p. 32). Los Angeles, CA.\*

Carr, C. & Greene, D. (1990). **Vocational home economics today: Results of a national phone survey.** *Illinois Teacher, 33(3), 82-83, 88.*

*Purpose of the Study:* To determine the current status of curriculum development, research to evaluate the effectiveness of home economics programs at the secondary level, changes desired to meet the needs of students in the year 2000 and “the ‘health’ of home economics” nationwide.

*Research Methodology:* Telephone interviews were conducted with state supervisors in 50 states and the District of Columbia in September and October 1988.

*Findings:* 1) Forty supervisors were developing curriculum. Curriculum foci included culinary arts/food service programs, critical thinking, materials for latchkey children, individual and family health, pregnant youth, family and community interdependence, critical living skills and technology in the home. 2) Forty-one supervisors indicated, “that there was no current research being conducted to support their programs” (p. 83). Results from completed curriculum research projects were “published the results for local use only” by most states, although two had articles “published in national publications” (p. 83). Further research was recommended. 3) Responding supervisors suggested 18 topics for future consideration. 4) Twenty-five states indicated that the health in their states was “maintaining or good,” fifteen were “increasing-healthy,” and eleven were “decreasing-ailing” (p. 83).

Cheek, W. , Hastings, S., & Lokken, S. (2001). **Preliminary impacts of an innovative family and consumer sciences curriculum.** *Journal of Family and Consumer Sciences, 93(4), 58-62.*

*Purpose of the Study:* The purpose of the study was to describe the implementation, outcomes, and impacts of the first three years of a statewide secondary FCS program in Mississippi.

*Research Methodology:* The sample included 41 teachers from 36 schools who completed a survey at the end of the program’s third year. Teachers must have participated in the program for at least one year.

*Findings:* According to the survey, “18,460 students were enrolled in one or more of the courses during the three-year period at the 36 sites” (p. 61). The Family and Individual Health course was identified as a requirement for graduation; therefore, it was offered most frequently. Nutrition and Wellness was identified as the course that “had the greatest impact among students or in the community” (p. 61). Child Development was listed as second.

Clawson, B. & Pestle, R. (1990). **Content analysis of reported behaviors of C&HE graduates.** *Journal of Vocational Home Economics Education* 8(2), 21-27.

*Purpose of the Study:* This segment of the study “planned by a subcommittee of the Home Economics Research Committee, American Vocational Association” (p. 13) was designed to: 1) “Compare frequency of appropriate responses to items within and among the content areas included in the interview” (p. 21); and 2) “examine content of the responses made by graduates in North Carolina and Florida in each question asked in the interview.”

*Research Methodology:* Students who had graduated from high school and who had taken three or more consumer and homemaking courses were surveyed using telephone interviews regarding consumer, nutrition, and parenting behaviors in the fall of 1984, a few months following graduation, and one year later. “Each appropriate response to a question was given 2 points and 1 point for a partially correct response [was given]. A maximum of 10 points was allotted for all acceptable responses to a single question” (p. 21). Responses to individual items were considered separately.

*Findings:* 1) “Graduates were able to give appropriate responses to the behaviorally-related questions asked in the interview” (p. 25). 2) “The most appropriate responses [were given] to the questions asked about child development followed by foods and nutrition and consumer education items” (p. 25). 3) “The mean number of responses to the consumer education questions in both states was lower than the other content areas” (p. 25). 4) Graduates “were able to suggest more behaviors related to physical needs during pregnancy than to the emotional development of the child” in connection with child development questions (p. 26).

Fox, W. & Van Buren, J. (1994). **Effectiveness of Consumer and Homemaking Education: A five-year study.** *Research Abstracts with NATEVHE Program Abstracts* (p. 7). Dallas, TX: American Vocational Association, Home Economics Education Division.

Gritzmacher, J., Tooke, F., Pestle, R., Clawson, B., Johnson, M. & Baum, R. (1988, Fall/Winter). **Consumer and homemaking program effectiveness in seven states.** *Journal of Vocational Home Economics Education*, 6(5), 31-43.

*Purpose of the Study:* This article describes the third phase of a longitudinal study conducted by members of a subcommittee of teacher educators designed to “collect data, on a national scale, with regard to the impact of C& HE [consumer and homemaking] courses” (p. 32). The study was designed to collect data related to the “application of behaviors related to secondary C&HE courses in relation to nutrition, parenting, and consumer education” (p. 33).

*Research Methodology:* Data were collected from three states (Florida, North Carolina and Washington) in 1984 and six (Florida, Iowa, Kansas, New Mexico, South Dakota and Tennessee) in 1985. Florida was divided into two sections to facilitate data collection. State administrators provided funding for the study in some states. The committee’s goal was to collect data from 300 high school graduates in each state who had completed three or more years of C&HE courses: five students “from each of 60 schools” (p. 35). Teachers or state administrators randomly selected students for involvement in the study. Students were interviewed on the telephone to ascertain their answers to 15 behavioral questions related to three content areas: food and nutrition, parenting and consumer education. The interview schedule was piloted in Florida, Louisiana and Nebraska.

*Findings:* 1) Students were predominantly female and Caucasian, “came from communities of less than 10,000, from schools of less than 1,251 students, and enrolled in programs having up to 250 students” (p. 40). 2) “Students from small communities (less than 2,000) had the highest mean scores in both years” (p. 38). 3) “Females had higher scores than males” (p. 39). 4) Caucasian students scored higher than African American and Hispanic students. 5) “Students taking three or four semesters of comprehensive home economics scored significantly higher than did those taking fewer semesters” with the highest scores on the parenting questions coming from those who had taken 4 to 7 semesters of classes (p. 40). 6) Students who were involved in post-secondary education had higher scores and homemakers had the lowest scores. 7) Students “who had cars and credit cards had higher scores than those who did not” (p. 40). 8) “Significant differences ( $p = .000$ ) in scores were found among states” (p. 41). 9) “Scores from the two years from different students across the country were similar for each of the forms for the two years” (p. 38).

Gritzmacher, J., Tooke, F., Pestle, R., Clawson, B., Johnson, M. & Baum, R. (1990). **Consumer and homemaking program effectiveness in Florida and North Carolina as measured by student behavior after graduation and one year later.** *Journal of Vocational Home Economics Education*, 8(2), 13-20.

*Purpose of the Study:* “This portion of a study planned by a subcommittee of the Home Economics Research Committee, American Vocational Association, [sought] to (a) determine if there were changes in scores for consumer, nutrition, and parenting behaviors immediately after graduation and 1 year later” (p. 13), (b)

“determine relationships between 1984 and 1985 total scores by state and race” (p. 15); and (c) “examine changes in total scores by changes in living arrangements, educational/work arrangements, and responsibility for self and/or others” (p. 15).

*Research Methodology:* The population for this study was comprised of “high school graduates [who had taken three semesters of consumer and homemaking courses] whose names were supplied by randomly selected teachers in North Carolina and Florida” (p. 15). Trained graduate students conducted telephone interviews during the fall following high school graduation and one year later regarding consumer nutrition and parenting behaviors. Those students (279, or 62 percent of the sample) who were contacted during the second year provided the data for this study.

*Findings:* 1) Student scores generally decreased between the first and second years of the study, although some scores [such as the items related to the sources and amount of calcium-rich foods eaten the previous day, nutrition snack foods eaten most often, and participation in local, state, and national political processes (p. 18)] remained stable. 2) “Changes in scores from 1984 to 1985 occurred irrespective of the changes in living and educational/work arrangements and responsibility” (p. 19).

Pitzer, C. (1990). *Rural high school students' perceptions of consumer and homemaking education*. Unpublished master's thesis, Northern Illinois University, DeKalb.

Pestle, R. & Baum, R. (1991, Spring). **Behavioral assessment of consumer and homemaking students: Longitudinal replication in one state**. *Journal of Vocational Home Economics Education*, 9 (1), 57-68.

*Purpose of the Study:* This study was designed “to follow students who graduated from Florida high schools in 1984, 1985 and 1986 to determine their behaviors [one] and [two] years after graduation” (p. 58).

*Research Methodology:* High school graduates who had completed three or more semesters of consumer and homemaking education (C&HE) classes were included in the study. “Each year a random sample of 30 teachers was drawn from the Department of Education list of C&HE teachers in each area of the state” of Florida (p. 58). Once necessary permissions were obtained, the researchers asked the teachers in the selected schools to provide them with a listing of students who had completed three semesters of C&HE classes. In north Florida, researchers visited the schools and met with 8-10 students randomly selected from the teachers' lists; in southern Florida, students were contacted by mail to arrange a telephone interview. The response rate was better in north Florida.

*Findings:* 1) Students were easier to locate the first year than the second. 2) "Students were predominantly female" (p. 60). 3) Half of the students were white and half were black the first year; more were white in the second year of the study. 4) More participants in the sample from the southern half of Florida came from large communities than the north. 5) "Students' class ranks were spread from the upper 25% to the lower 25 %" (p. 63). 6) Mean subscores tended to be higher for students who had taken two or more semesters of C&HE courses.

Skaggs, B. (1988). *Teen problems/issues and courses addressing them as perceived by home economics students and teachers*. Unpublished master's thesis, Oklahoma State University, Stillwater.

Spitze, H. (1985). **Observations in forty high schools: Is our nation at risk?** *Journal of Home Economics* 77, (3) 7-13.

*Purpose of the Study/Article:* This article is based upon a speech presented at AHEA's 75<sup>th</sup> Annual Meeting where the author presents what she learned from her observations of home economics classes.

*Research Methodology:* The author "visited 190 home economics classrooms in 40 small high schools in 4 states, in 4 sections of the country" (p. 7). She observed in each of the home economics classes for one day and interviewed the teacher, an administrator, and, sometimes, students.

*Findings:* The results of the observations and interviews provided descriptive data regarding enrollment, teacher demographics, content, teaching techniques, and teacher satisfactions and problems.

Wilkinson, D. (1987). *An assessment of graduates' use of information obtained from high school home economics programs*. Unpublished master's thesis, Lamar University, Beaumont. *Master's Abstracts International* 25(04), 329. (AAT No. 1330496).

*Note:* No abstract available on Proquest on June 3, 2004 although the document is listed there.

### **State Curricula, Reports and Programs:**

Anderson, O. (2004, May 20). *State of Utah secondary information for Perkins: Indicator IS1*. Utah State Office of Education: Salt Lake City, UT.

*Purpose of the Report:* To describe the performance of concentrators in applied technology education programs (agriculture, business education, family and

consumer sciences [FCS], health occupations, industrial technology, mechanical engineering, trade and industry and vocational occupations) on the SAT test.

*Research Methodology:* A concentrator is defined as a student who has completed three semesters in a program area. The number of concentrators in a content area who scored at or above the overall state average score on SAT test are divided by the number of concentrators who took (and could be matched with) their SAT test scores to determine the percentage of concentrators who scored at or above the state average on SAT test. Data are presented for each concentration area, six ethnic categories (Native American, Asian-Pacific, Black, Hispanic, Caucasian and Undeclared) and six special population groups (Disabled, Economic, Disadvantaged, LEP, Non-traditional and Tech Prep).

*Findings:* Data are provided for 2000 and 2003 in this report. Overall mean percentages for 2000 are higher than those for 2003. In 2000, 54.5 percent of career and technology students performed at or above the state average on the SAT; in 2003, 48.6 percent performed at or above the state average on this measure. Results for FCS students for 2000 through 2003 follow: 40.9 percent in 2000, 42.4 percent in 2001, 39.3 percent in 2002 and 42.7 percent in 2003 of students performed at or above the state average on the SAT. With the exception of 2001, Tech prep students have the best scores of the subgroups provided in the data for FCS completers. The majority of the completers described in the FCS data presented in this report are female (82.1 percent) and Caucasian (92.2 percent). FCS completers' performance in comparison to other career and technology education areas varies by year; however, FCS completers who took the SAT consistently performed below the state average. The data reveal a similar trend among agriculture, trade and industry and vocational occupations completers.

Anderson, O. (2004, May 20). *State of Utah secondary information for Perkins: Indicator IS2*. Utah State Office of Education: Salt Lake City, UT.

*Purpose of the Report:* To describe the performance of concentrators in applied technology education [ATE] programs (agriculture, business education, family and consumer sciences [FCS], health occupations, industrial technology, mechanical engineering and trade and industry) on a skills test in their area of concentration.

*Research Methodology:* A concentrator is defined as a student who has completed three semesters in a program area. The number of concentrators in a content area who passed a skills test in the area of concentration is divided by the number of concentrators who were matched with the skills testing database to determine the percentage of concentrators of ATE concentrators passing one or more ATE skills tests in the area of concentration.

*Findings:* Means representing overall performance by concentrators in ATE programs are provided for 2000 through 2003 in this report. In 2000, 49.1 percent (55 percent of male and 26 percent of female), in 2001, 49.4 percent (47 percent of male and 67 percent of female), in 2002, 33.3 percent (36 percent of male and 18 percent of female) and 2003, 47.2 percent (48 percent of male and 40 percent of female) concentrators passed one or more ATE skills tests in the area of concentration. With respect to FCS data, 64.1 percent (57 percent male and 66 percent female) completers in 2000, 70.2 percent (62 percent male and 72 percent female) completers in 2001, 42.8 percent (26 percent male and 46 percent female) completers in 2002, and 62.6 percent (49 percent male and 66 percent female) completers in 2003 passed one or more ATE skills tests in the area of concentration. Results reveal that FCS completers consistently have a higher average number of completers passing the skills test in their area of concentration than the overall average for ATE concentrators.

Anderson, O. (2004, May 20). *State of Utah secondary information for Perkins: Indicator 2S1*. Utah State Office of Education: Salt Lake City, UT.

*Purpose of the Report:* To indicate the percentage of concentrators in applied technology education programs (agriculture, business education, family and consumer sciences [FCS], health occupations, industrial technology, mechanical engineering, trade and industry and vocational occupations) who graduated with their class.

*Research Methodology:* A concentrator is defined as a student who has completed three semesters in a program area. The number of concentrators in a content area who graduated with their class is divided by the number of concentrators to achieve a percentage in this report.

*Findings:* For the years included in this report (2000-2003), between 94.9 (2003) and 98.4 (2000) percent of career and technology education completers who graduated with their class. Similar findings are reported for FCS completers. In 2000, 98.4 percent of completers, in 2001, 96.8 percent of completers, in 2002, 96.7 percent of completers, and in 2003 94.9 percent of completers graduated with their class.

Anderson, O. (2004, May 20). *State of Utah secondary information for Perkins: Indicator 3S1*. Utah State Office of Education: Salt Lake City, UT.

*Purpose of the Report:* To describe the percentage of concentrators in applied technology education programs (agriculture, business education, family and consumer sciences [FCS], health occupations, industrial technology, mechanical engineering, trade and industry and vocational occupations) who were working 3 months after graduation or enrolled in higher education.



*Research Methodology:* The number of concentrators in a content area who were working 3 months after graduation or enrolled in higher education is divided by the total number of completers in this report to reveal the percent of completers who were placed.

*Findings:* FCS data in this report reveal that 64.1 percent (60 percent male and 65 percent female) completers in 2000, 57.9 percent (57 percent male and 58 percent female) completers in 2001 and 68.2 percent (62 percent male and 70 percent female) completers in 2002 were employed three months after graduation or enrolled in higher education. No overall mean percentages for career and technology education programs are provided in this report.

Batten, S. & Feldt, G. (1989, May 30). *Model Middle School Program for Consumer and Homemaking Education. Curriculum Project. Final Report.* Virginia State Dept. of Education, Richmond. (ERIC Document Reproduction Service No. ED329721)

*Purpose of the Report:* To describe the impact of a 9-week middle school home economics program developed and implemented in the Norfolk Public School System. "The . . . curriculum include[d] basic skills training, career education skills, computer skills, elimination of sex bias and stereotyping, incorporation of the needs of latchkey children, elements of family life education, standards of learning for grades 6-8, and leadership skills through membership in Future Homemakers of America (FHA)."

*Research Methodology:* A pre- and post- test was given to students prior to and following their involvement in the course.

*Findings:* "An FHA project developed by a student in the program won a first place ribbon. Pre- and post-evaluation surveys showed that students improved in knowledge of home economics exploration content areas and basic skills."

Brown, J. (1989). *An analysis of Utah's high school consumer and homemaking education course enrollments for the academic years 1982 through 1987.* Unpublished master's thesis, Utah State University, Logan, UT.

Buttram, J., Kershner, K., Rioux, S., & Dusewicz, R. (1987). *An evaluation of competency-based vocational education in Pennsylvania: Five years later.* *Journal of Vocational Education Research*, 12(4), 35-55.\*

*Purpose of the Study:* The study was designed to evaluate "competency-based vocational education (CBVE) in Pennsylvania" (p. 35).

*Research Methodology:* "Data were gathered via interviews with 19 key state education officials and representatives from 75 educational agencies, including area vocational technical schools, community colleges, and high schools. . . 348 randomly-selected teachers from 28 schools completed surveys regarding level of CBVE implementation" (p. 35).

*Findings:* 1) Widespread support for CBVE existed in Pennsylvania when this research was done. 2) "Knowledge and support for the state's specific CBVE initiative varies depending on the type of school" (p. 52). 3) "A moderately high level of implementation" of the model has been achieved "at the area vocational technical schools . . . due in large part to the PDE funding of curriculum coordinator positions and the provision of training, technical assistance, and other resources" (p. 52). 4) As funding was withdrawn, "area vocational technical schools [did] not kept pace with the changing job market trends and resulting curriculum and facility modifications and additions" (p. 53). 5) In contrast with area vocational education centers, only one high school received funding. 6) Community colleges and high schools did not receive support from the state comparable to that given to area vocational education centers. 7) Administrative support was considered important to the implementation of CBVE. 8) No "substantial data set [existed] to support the positive effectiveness of CBVE on students" although teachers and administrators believed CBVE affected students positively (p. 54).

Cobia, F. (1993). *The perceptions of administrators and teachers of home economics regarding the effectiveness of Alabama home economics teachers and programs*. Unpublished doctoral dissertation, University of Alabama, Tuscaloosa. *Dissertation Abstracts International*, 54 (04), 1263. (AAT No. 9325188). Retrieved on June 3, 2004 from [http://proxy.lib.iastate.edu:2087/dissertations/fullcit/9325188.\\*](http://proxy.lib.iastate.edu:2087/dissertations/fullcit/9325188.*)

*Purpose of the Study:* This study examined the perceptions of secondary home economics teachers and principals with regard to the effectiveness of home economics programs in the state of Alabama.

*Research Methodology:* The abstract did not provide information regarding sample size. A researcher-developed questionnaire was administered, and data were analyzed to test three major hypotheses.

*Findings:* Significant differences were revealed between teachers' and principals' perceptions of the effectiveness of the curriculum and effectiveness of the teaching methodology. Eighteen additional hypotheses were analyzed but revealed no significance.

Cornwell, L. S. (1998). *An evaluation of competency-based testing in child development classes in the state of Utah*. Unpublished master's thesis, Utah State University, Logan. *Master's Abstracts International*, 37 (01), 54. (AAT No. 1390993). Retrieved on June 3, 2004 from <http://proxy.lib.iastate.edu:2087/dissertations/fullcit/1390993>.

*Purpose of the Study:* "This study surveyed family and consumer sciences child development teachers in the state of Utah to determine teacher opinions regarding" competency-based tests. Specific research questions cited in the abstract: "How did teachers feel about these competency tests? What factors determined whether teachers chose to participate in the testing? Did the way a teacher's students performed on the test influence the teacher's opinion on the survey? What factors determined how well students performed on the tests? Did students taking child development classes on a semester schedule perform better on the competency test than students taking the class on the trimester schedule?"

*Research Methodology:* Survey was sent to child development teachers in the State of Utah.

*Findings:* Not included in the abstract as the abstract was shortened by Proquest.

Crew, H. (1990). *Impact of Iowa consumer and homemaking programs on students' knowledge, life importance, and life satisfaction (Home Economics)*. Unpublished doctoral dissertation, Iowa State University, Ames. *Dissertation Abstracts International* 51(11), 3649. (AAT No. 9101343). Retrieved on June 1, 2004 from <http://proxy.lib.iastate.edu:2087/dissertations/fullcit/9101343>.

*Purpose of the Study:* This research "was conducted to determine the impact of consumer and homemaking programs on students' knowledge and life importance and satisfaction perceptions."

*Research Methodology:* Two hundred and fifteen graduating seniors who had "had three or more semesters of consumer and homemaking courses were surveyed. An achievement test was used to assess students' level of knowledge of home economics concepts, and a quality of life inventory instrument was used to measure their perceptions toward the importance of and satisfaction with 10 specific quality of life components."

*Findings:* "Achievement test scores ranged from 19% to 89% correct with the average test score of 63%. Students perceived the specific quality of life components as important or very important. The quality of life component receiving the highest rating of importance was 'Close relationships with boy/girlfriend'. Satisfaction with all quality of life components was rated in the neutral to satisfactory range. The

component receiving the highest satisfactory rating was 'Relationships with close friends'. Moderate positive relationships were found between achievement score, importance rating score, and class rank."

*Evaluating program outcomes: Occupation of homemaking. Final report.* (1990). (Report No. CD-057-351). De Kalb, IL: Northern Illinois University. (ERIC Document Reproduction Service No. ED 329771). Retrieved on June 22, 2004 from <http://www.searcheric.org/ericdb/ED329771.htm>.

*Purpose of the Report:* The project was designed to "gather data on the outcomes of homemaking and consumer education programs in Illinois" and to develop "instruments and processes that will allow teachers to gather data in their school districts and store the data using a microcomputer."

*Research Methodology:* "Research was conducted on a stratified random sample of equal numbers of high school students who graduated between 1979 and 1984 who had been enrolled in two or more home economics classes and those student who had no more than one home economics class. Of a total 2,015 students, 385 agreed to participate and 333 were interviewed by 20-minute telephone interviews using a Likert-type, 143-item scale. "

*Findings:* "It was found that home economics concepts are considered very important for adult living by the graduates. Graduates who had been enrolled in home economics perceived themselves as significantly more competent in home economics concepts than those who had not been enrolled. Participation in home economics student organizations has an effect on both degree of importance and competence in home economics concepts."

Gibbs, E. (1990). *Ohio practical action curriculum for secondary home economics in coordinating work and the family: A follow-up study.* Unpublished master's thesis, Ohio State University, Columbus.

Gillespie, J. C. (1986). *Factors associated with effective vocational home economics programs in Arizona.* Unpublished master's thesis, University of Arizona.

Hardy, L. J. (1989). *Evaluation of the utilization of the home economics BASE curriculum in the West Virginia middle school.* Unpublished master's thesis, Marshall University, Huntington.

Hargroder, M. (1998, January). *Louisiana's Achievements for Gender Equity in Vocational Education. Executive Summary 1996-97.* Louisiana State Department of Education: Baton Rouge. (ERIC Document Reproduction Service No. ED435859).

*Purpose of the Report:* The report described workplace and educational changes in Louisiana in the academic year of 1996-1997.

*Research Methodology:* Not described in the abstract.

*Findings:* Continued needs to address gender-gaps exist although some progress was identified in this report. "Both secondary and postsecondary systems have increased enrollment. Slightly more females are enrolled in vocational programs, but males are about five out of six students enrolled in programs not traditional for their gender. The largest number of nontraditional enrollees are males in secondary business and home economics programs. . . . The state has awarded 108 grants to educational agencies for implementation of projects for sex equity and single parents, displaced homemakers, and single pregnant women. Of project students with known outcomes, 33.5 percent are still enrolled in their vocational programs and making satisfactory progress, and 26.8 percent have completed their vocational programs and been employed in standard or above-standard positions."

Horner, P. (1989). *Evaluation of technology-life-careers vocational core curriculum for home economics and health occupations*. Unpublished master's thesis, Utah State University, Logan.

Irizarry, L. M. (1989). *Effectiveness of consumer and homemaking curricula in the state of Florida*. Unpublished master's thesis, Florida State University.

Meek, J. (1989). *Benefits of participation in North Carolina proficiency events by Future Homemakers of America*. Unpublished master's thesis, North Carolina Central University, Durham.

Oehler, A. (1990). *Assessment of the relationship between home economics curriculum and the targeted skills objectives for the Texas educational assessment of minimum skills test*. Unpublished master's thesis, Lamar University, Beaumont. *Master's Abstracts International* 29 (01), 16. (AAT No. 1340057). Retrieved on May 27, 2004 from <http://proxy.lib.iastate.edu:2087/dissertations/fullcit/1340057>.\*

*Purpose of the Study:* This study sought to: 1) "examine the current teaching practices of Texas high school home economics teachers regarding the TEAMS skills objectives," and 2) "assess the teachers' need for teaching materials and inservice programs which address the coordination of the TEAMS skills objectives with home economics essential elements."

*Research Methodology:* “A stratified, proportional, randomly selected group of 120 home economics teachers was given a self-report questionnaire used to gather information for the study.”

*Findings:* “Texas high school home economics teachers are teaching the TEAMS skills objectives in conjunction with home economics essential elements. The data also revealed a majority of respondents willing to purchase teaching materials and to attend inservice education programs which address coordination of TEAMS skills objectives with home economics curriculum.”

Perkins, K. (1986). *A study of Utah summer home economics programs as reported by the teachers*. Unpublished master’s thesis, Brigham Young University, Provo.

Utah State Office of Education. (n.d.) *2001-2002 ATE skill certification results*.  
Author: Salt Lake City, UT.

*Purpose of the Report:* To report performance in connection with courses sponsored Utah’s Applied Technology Education (ATE) Division of the Utah State Office of Education in the academic year 2001-2002.

*Research Methodology:* According to Renee Hyer, Family and Consumer Sciences State Specialist (personal communication, May 17, 2004), this report indicates the number of students who received skill certificates in the listed courses. Skill certificates are given when students achieve 80 percent or better on state-prepared exams and receive 80 percent or better for their in-class work.

*Findings:* Between 23.0 percent and 51 percent of family and consumer sciences students in Utah received skill certificates in connection with the 19 courses for which tests were given for the 2001-2002 academic school year. The percentages of skill certificates reported in other content areas were comparable with those given to family and consumer sciences students.

Utah State Office of Education. (n.d.) *2002-2003 ATE skill certification results*. Author: Salt Lake City, UT.

*Purpose of the Report:* To report performance in connection with courses sponsored Utah’s Applied Technology Education (ATE) Division of the Utah State Office of Education in the academic year 2001-2002.

*Research Methodology:* According to Renee Hyer, Family and Consumer Sciences State Specialist (personal communication, May 17, 2004), this report indicates the number of students who received skill certificates in the listed courses. Skill

certificates are given when students achieve 80 percent or better on state-prepared exams and receive 80 percent or better for their in-class work.

*Findings:* Between 26.4 percent (Clothing II) and 67.4 percent (Child Care Lab) of family and consumer sciences students in Utah received skill certificates in connection with the 19 courses for which tests were given for the 2002-2003 academic school year. Of the 47,999 family and consumer sciences students tested during this academic year, 43.5 percent received skill certificates. Although this number is less than the number of skill certificates given in connection with business courses where 59.4 percent of students received certificates, and less than those granted in health occupations (45.1 percent), it is greater than certificates granted in agriculture education (15.4 percent), trade and industry (30.6 percent) and technology education (32.6 percent).

Utah State Office of Education. (2004, May 25). *Utah ATE skill certificate program preliminary report*. Author: Salt Lake City, UT.

*Purpose of the Report:* To report “sufficient” and “substantial” performance in connection with courses sponsored Utah’s Applied Technology Education (ATE) Division of the Utah State Office of Education in the academic year 2003-2004.

*Research Methodology:* According to Renee Hyer, Family and Consumer Sciences State Specialist (personal communication, May 17, 2004), to be granted a “sufficient” level of performance, a student must achieve 65 to 79 percent on a state-prepared exam and achieve a similar grade in the classroom. To achieve the “substantial” level and a skill certificate, students must receive 80 percent or better on state-prepared exams and receive 80 percent or better for their in-class work.

*Findings:* Between 17.7 percent (Fashion Strategies) and 63.1 percent (Child Care) of students received the substantial designation for family and consumer sciences-related courses. This report does not provide percentages that combine the sufficient and substantial achievement levels. Raw data do show that achievement-related percentages would increase when these include the number of students achieving sufficient levels are included.

White, R.T. (1997). *Family and consumer sciences life skills attainment by secondary school students*. Unpublished doctoral dissertation, Iowa State University, Ames. *Dissertation Abstracts International* 58(3), 778. (AAT No. 9725469). Retrieved on June 1, 2004 from <http://proxy.lib.iastate.edu:2087/dissertations/fullcit/9725469>.

*Purpose of the Study:* This study was designed to evaluate “the effectiveness of Iowa's secondary school family and consumer sciences programs as perceived by students.”

*Research Methodology:* “[One hundred and thirty-five] students (53% males, 47% females) with one semester or less of family and consumer sciences education and 138 students (34% males, 66% females) with three or more semesters of instruction” were involved in this research. “Students' perceived level of competence was measured in the areas of housing and home management; food and nutrition; individual and family health; personal and family living; consumer education and resource management; textiles and clothing; child development and parenting; and leadership, job getting and job keeping, and entrepreneurship.”

*Findings:* “A significant difference. . . in the total mean scores between groups was found. Students with three or more semesters of family and consumer sciences education reported a higher level of self-perceived competence than did students with one semester or less of instruction. When the family and consumer sciences competencies were studied individually, mean levels of reported competence for 36 of the 38 competencies were higher for those students in the three-semester-or-more group than for those in the one-semester-or-less group. . . Significant differences in gender and academic rank were found between groups in the sample. Students who had three semesters or more of instruction ranked lower academically, worked longer hours, lived in families with lower incomes, and joined FHA or HERO more often than did their peers with less instruction.”

Williamson, C. (1988). *The influence of vocational home economics curricula on high school graduates in Colorado*. Unpublished doctoral dissertation, Colorado State University, Fort Collins. *Dissertation Abstracts International* 50 (03), 638. (AAT No. 8911843). Retrieved on May 28, 2004 from <http://proxy.lib.iastate.edu:2087/dissertations/fullcit/8911843>.

*Purpose of the Study:* This study “assess[ed] the influence of vocational home economics curricula on Colorado's high school graduates.”

*Research Methodology:* “The research design followed the guidelines for the National Longitudinal/Follow-up Study for Home Economics Graduates. Some adaptations were made in the procedures to make the study more representative of the population in Colorado.”

*Findings:* “There were no significant correlations (.05 level) in the use of home economics knowledge as related to the demographic variables of community size, school size, home economics department size, rank in graduating class, gender, ethnic origin or membership in a home economics youth group. The relationships



between the number and/or types of courses completed in vocational home economics and the participant's use of knowledge in parenting, nutrition, and consumer education subject areas identified significant negative correlations in the scores for parenting, consumer education and over-all total. . . The data revealed that the majority of the participants were still living at home after graduation and had limited real life experiences with use of credit, insurance and responsibility for family members. The participants believed they would increase their knowledge of home economics by reading and attending classes within the community."

Zapata, M. J. (1988). *A comparison of self-esteem between FHA/HERO students who have or have not participated in proficiency events in Florida's District I*. Unpublished master's thesis, Florida State University, Tallahassee.

### **Relevant Reference:**

Johnson, M. & Clawson, B. (1987). A model for evaluating effectiveness of consumer and home making programs. In R. Lovingood & J. Gritzmacher (Eds.). *Abstracts of Research Presentations, 1989 Annual Meeting, American Home Economics Association* (p. 55). Bloomington, IL: Meridian Education Corp.

### **Career Education**

Campbell, T. (1992). *Area high school students' attitudes toward home economics cooperative education programs*. Unpublished master's thesis, Texas Southern University, Houston.

Esch, T. (1994). *The relationship between home economics teachers' attitudes toward home economics education/family and consumer sciences and career education strategies*. Unpublished master's thesis, University of Nebraska, Kearney.

Goodson, N. (1988). *An analysis of occupational choices of adolescent females in secondary home economics courses*. Unpublished master's thesis, Southern Illinois University, Carbondale.

Iyewarun, R. (1987). *Evaluation of occupational child care programs in Iowa*. Unpublished doctoral dissertation, Iowa State University, Ames. *Dissertation Abstracts International* 48(07), 1677. (AAT No. 8721896). Retrieved on May 28, 2004 from <http://proxy.lib.iastate.edu:2087/dissertations/fullcit/8721896>.

*Purposes of the Study:* "(1) To examine the achievement, attitude, and performance of students in occupational child care training programs in both secondary schools and area community colleges in Iowa, (2) to evaluate the effectiveness of child care

training in occupational home economics in Iowa by assessing occupational status of graduates six months after graduation, and (3) to make recommendations for occupational child care training programs in Iowa."

*Research Methodology:* "Data collection devices consisted of an achievement test, attitude inventory, performance device, and an occupational follow-up questionnaire."

*Findings:* "1) Students' performance on the achievement test was judged acceptable;" 2) "Students tended to have positive attitudes toward children;" 3) "Teachers judged that students could perform the tasks related to child care well;" 4) Seventy-four percent of students were employed, with 51 percent of employed students employed in day care settings; and 5) "Graduates indicated they loved working with children and people, liked their working environments, and were satisfied with their jobs."

Kruse, M. (1985). *A study of career education in Utah consumer and homemaking education programs in grades 6-9*. Unpublished master's thesis, Utah State University, Logan.

Lai, C. (1991). *Teacher experiences predicting student achievement in Ohio occupational food service programs (Food service programs)*. Unpublished doctoral dissertation, Ohio State University, Columbus. *Dissertation Abstracts International*, 52 (12), 4308. (AAT No. 9211169). Retrieved on May 28, 2004 from <http://proxy.lib.iastate.edu:2087/dissertations/fullcit/9211169>. \*

*Purposes of the Study:* This study was designed to determine: (1) "the relationships between occupational food service teacher experiences and their students' food service, applied science, and applied math achievement;" (2) "the regression of students' achievement on their teachers' experiences;" (3) "the relationships between these students' laboratory and applied academic experiences and their food service and academic skill achievement;" and (4) "the regression of student achievement on these learning experiences. A secondary purpose was to determine the relationships between teacher experiences and student learning experiences."

*Research Methodology:* "[One hundred and sixty-six] senior students who took the Ohio Food Service Achievement Tests (OFSAT) in both 1990 and 1991 and their 26 teachers comprised the useable sample. A researcher-developed instrument, Food Service Teacher Questionnaire (FSTQ), was mailed to the teacher sample to collect the teacher experiences and student learning experiences data. Student achievement test . . . scores were recorded from the test score reports prepared by the Ohio State University Instructional Materials Laboratory."

*Findings:* “(1) Ohio food service programs provide experiences and student learning experiences which are effective in increasing students' food service skill proficiency . . . but are ineffective in significantly increasing students' nonlanguage, language, applied science, and applied math skills; (2) only a few food service teacher experience variables are related to food service student achievement; (3) all five domains of food service student achievement can be predicted by using a set of two to six teacher experience variables; (4) the food service laboratory work experiences and applied academics experiences are not significantly related to food service students' achievement; (5) only three food service student achievement domains can be somewhat predicted by using a set of student learning experience variables: nonlanguage . . . , language . . . , and applied math . . . ; and (6) few food service teacher experience variables are related to food service student learning experiences.”

Lee, C. L. (1999). *High school students' perceptions of family and consumer sciences teaching as a career*. *Journal of Family and Consumer Sciences*, 91 (4) 96-99.\*

*Purpose of the Study:* The purpose of this study was to explore “factors related to high school students' consideration of family and consumer sciences (FCS) teaching as an occupational career” (p. 96).

*Research Methodology:* One hundred and fifty secondary FCS teachers in North Carolina were mailed ten surveys to be administered to ten “A” or “B” students who were enrolled in their FCS class. Of those student surveys, 1,036 usable surveys were returned.

*Findings:* Results reveal that the majority of students held positive attitudes about FCS classes and about teaching FCS as a career (82.7% and 62.9%, respectively). However, the majority (71.2%) indicated that they would not consider teaching FCS as a career. Knowing that job opportunities exist after graduation and having scholarships were rated as influential in helping students make decisions about FCS careers. The majority of students (69.2%) were not aware that a shortage of FCS teachers existed.

Miller, B. (2002). *A study of secondary school level area career and technical education centers in central Illinois*. Unpublished master's thesis, Eastern Illinois University, Charleston.

Mitchell, G. (1996). *Integrating school-to-career components with Gainesville High School's philosophy, goals, and needs in a revision of the family and consumer science curriculum*. Unpublished master's thesis, Morehead State University, Morehead.

Van Hook, C. (1986). *The perceived affective work competencies of Virginia home economics related occupations chapter members (HERO)*. Unpublished doctoral dissertation, Virginia Polytechnic Institute and State University, Blacksburg. *Dissertation Abstracts International*, 48(05), 1185. (AAT No. 8711009). Retrieved on June 1, 2004 from <http://proxy.lib.iastate.edu:2087/dissertations/fullcit/8711009>.

*Purpose of the Study:* This study sought "to examine the basis of the assumption that vocational student organizations (VSOs) are teaching devices for affective work competencies (AWC). It addressed as the major question: What is the relationship between participation in Home Economics Related Occupations (HERO) activities and HERO members' perceived AWC?"

*Research Methodology:* "Purposive, structural sampling provided 410 HERO members in 18 chapters selected from the five home economics supervisory areas of Virginia. Eleven chapter advisers were identified as more effective and seven were identified as less effective. Data were collected via two self-report instruments: The HERO Participation Inventory (developed by the researcher) and the Work Attitudes Inventory (Brauchle & Petty, 1983)."

*Findings:* "(1) A positive and significant relationship existed between HERO participation and AWC variable factors of Ambition, Self-Control, Enthusiasm, and Conscientiousness. (2) HERO participation was the best predictor of Ambition, Self-Control, and Enthusiasm, and the fourth best predictor of Conscientiousness. (3) Adviser effectiveness correlated positively and significantly with Ambition, Enthusiasm, and Conscientiousness, and was the second best predictor of Ambition and Enthusiasm."

Vickers, J. L. (1994). *Relationships between leadership skills and Future Homemakers of America activities, other leadership development activities, selected student, family, and other characteristics*. Unpublished doctoral dissertation, Ohio State University, Columbus. *Dissertation Abstracts International*, 55 (10), 3111. (AAT No. 9505317). Retrieved on June 7, 2004 from <http://proxy.lib.iastate.edu:2087/dissertations/fullcit/9505317>.

*Purpose of the Study:* This study was designed to "examine the relationships between FHA/HERO co-curricular activities, other leadership development activities and selected student, family school and chapter characteristics."

*Research Methodology:* "Data [were] collected from 1,436 high school students, grades 9-12, including both FHA/HERO members and nonmembers. . . Data were collected by distributing the booklets to 12 teachers with State FHA/HERO Officers

and 11 teachers of non-affiliated Consumer Homemaking/Work and Family Life programs.”

*Findings:* The following characteristics were associated with leadership development: 1) being female; 2) “having high self esteem;” 3) living in a home with both biological parents; 4) “increasing years in FHA/HERO;” and 5) “enrollment in small to medium sized high schools.” “Students within home economics classes who are FHA/HERO members utilize the opportunities offered through the organization. . . Students, who actively participate in FHA/HERO activities develop leadership skills”

Wall, T. (1986). *Factors that influence career decisions of high school home economics students in Louisiana*. Unpublished master’s thesis, Louisiana State University, Baton Rouge.

### **Relevant Reference:**

Felstehausen, G. (1996). Family and work research. Chapter 23 in S. Redick (Ed.), *Review and synthesis of family and consumer sciences education research 1985-1995*, pp. 241-249. Peoria, IL: Education and Technology Division American Association of Family and Consumer Sciences.

Kamin, K. (2004). FCS helps high school students explore teaching as a career. *Journal of Family and Consumer Sciences*, 96 (1) 19-20.

Steiner, E. J. (2004). FCS course on careers now a graduation requirement. *Journal of Family and Consumer Sciences*, 96 (1) 21-22.

### **Child, Family and Human Development**

Bennett, S. (1993). *Human sexuality concepts perceived as important and those actually taught by home economics teachers in Middle Tennessee*. Unpublished master’s thesis, Tennessee State University, Nashville.

Brothers, D. (1989). *Concepts taught and attitudes toward death and dying education of Ohio secondary home economics teachers*. Unpublished master’s thesis, Ohio State University, Columbus.

Burke, W. (2000). *A study of the relationship between family and consumer sciences' curricula and female adolescent self-esteem: A multi-variant analysis*. Unpublished doctoral dissertation, Mississippi State University. *Dissertation Abstracts International* 61(10), 5274. (AAT No. 9991326). Retrieved on June 3, 2004 from [http://proxy.lib.iastate.edu:2087/dissertations/fullcit/9991326.\\*](http://proxy.lib.iastate.edu:2087/dissertations/fullcit/9991326.*)

*Purpose of the Study:* This study “explore[d] the relationship between adolescent self-esteem, the family and consumer sciences curriculum, adolescents' academic performance, adolescents' coping strategies, and SES (socio economic status)” and sought to determine the combination of variables that best predicts adolescents' self-esteem.”

*Research Methodology:* “Coopersmith Self-Esteem Inventory (SEI), the Burke Student Questionnaire (BSQ), and Adolescent Coping Orientation for Problem Experiences (ACOPE) were the instruments used for the study.” Five hundred and eleven students participated in the study.

*Findings:* “The results of this study indicated that exposure to the updated family and consumer sciences curriculum failed to correlate significantly with adolescents' self-esteem. However significance was found for the regression model. Of the four predictor variables (Coping, GPA, Exposure, and SES) in the model, only coping and GPA emerged as significant predictors of self-esteem.”

Chamberlain, V., Cummings, M.N., & Mendiola, B. (1987). **Human sexuality concepts perceived as important and those actually taught by home economics teachers.** *Journal of Vocational Home Economics Education*, 5(1), 42–50.

*Purpose of the Study:* This study was designed “to determine the importance placed on selected concepts related to human sexuality for inclusion in the secondary home economics curriculum as perceived by home economics teachers in Texas” (p. 44).

*Research Methodology:* “The data were collected using the Human Sexuality Educational Concepts Scale (HSECS) developed by the researchers” (p. 44). Two hundred and one surveys from the 10 geographical areas in Texas “were complete and usable” and provided the data analyzed in this research (p. 48).

*Findings:* “The concept, ‘Nutrition during pregnancy,’ with an individual item mean importance score of 3.97 [out of 4], was rated the most important concept (p. 48). “‘Problems with multiple births’ with a mean score of 3.33 was the lowest rated concept” (p. 48). “Five of the same concepts were ranked in the top ten when rated by importance and by the number of teachers who taught each concept” (p. 48). In addition, “five of the same concepts were ranked in the lowest ten when rated by importance and by the number teaching this concept” (p. 48).

Clark, A. (1988). *Adolescent pregnancy as addressed by consumer and homemaking education.* Unpublished doctoral dissertation, University of Georgia, Athens. *Dissertation Abstracts International*, 49 (10), 2950. (AAT No. 8902438).

Retrieved June 3, 2004 from  
<http://proxy.lib.iastate.edu:2087/dissertations/fullcit/8902438>. \*

*Purpose of the Study:* This study was designed “to determine which concepts are taught, the types of techniques used, and the amount of time spent on adolescent pregnancy by home economics teachers in consumer and homemaking courses in public school grades 9-12 nationally.”

*Research Methodology:* “A questionnaire was developed in order to obtain pertinent information. The data were analyzed using descriptive techniques utilizing percentages, frequencies, and Chi-square.”

*Findings:* “The findings and the data reflect the 258 responses received from 44 states and the District of Columbia. Thirteen of the 31 concepts addressing adolescent pregnancy were taught by more than 90% of the secondary consumer and homemaking teachers. Child development ranked first as a concept presented in addressing adolescent pregnancy. Seven of the 21 techniques were used by more than 85% of the respondents. . . The time devoted to the teaching of concepts varied with each concept taught. The primary reason given for not presenting concepts was local board policy. . . Position, the number of years teaching home economics, the number of years teaching, the number of home economics teachers in the school, and locale explained significant variance in several techniques.”

Crowley, L. (1988). *Incorporating work and family concepts into vocational home economics: A survey of Iowa educators*. Unpublished master’s thesis, Iowa State University, Ames.

*Purpose of the Study:* This study was designed “to investigate secondary vocational home economics teachers’ perceptions of the importance and emphasis being given to selected work and family concepts in secondary vocational home economics programs” (p. 38).

*Research Methodology:* An instrument that included 50 work/family items which participants were asked to indicate using a 4-point Likert scale “the degree of importance for secondary vocational home economics programs, and the degree of emphasis currently being given each item” was distributed by mail to “a random sample of 150 secondary vocational home economics teachers in Iowa high schools” (p. 39). Ninety-nine teachers or 66 percent of the sample responded to the mailing.

*Findings:* All responding teachers were female. Twenty-four “work and family concepts had mean scores of 3.5 or greater for general importance; [fifteen of these were considered important for secondary vocational home economics programs]. The highest rated concepts dealt with parenting responsibilities, types of personal

management skills, and attitudes and commitments concerning work and family life" (p. 40). Concepts with the highest ratings "were those traditionally taught in secondary vocational home economics programs and included parenting responsibilities, decision-making and problem-solving, ability to get along with others, and acceptance of responsibility" (p. 40). A gap existed between concepts considered important and those given comparable emphasis in the classroom.

Dittman, J. & Anderson, E. (1987). *An evaluation of parenting education for teenagers*. *Journal of Vocational Home Economics Education*, 5 (1), 1-12.

*Purpose of the Study:* "This study was part of a three state project designed to expand parenting education in South Dakota, North Dakota and Minnesota" (p. 1). This study was designed "to evaluate the effects of parenting education programs on secondary home economics students" 1) knowledge of early childhood development (including prenatal), 2) confidence in their abilities to work with young children, 3) problem solving abilities related to problems associated with child rearing, 4) attitudes toward parenthood, and 5) participation based on their gender (p. 3).

*Research Methodology:* "A pre- to post-test, nonequivalent control group design (Borg & Gall, 1979) was used to evaluate the parenting programs in 17 schools" in three states (p.3). "Six hundred and fifty-three students [112 females and 43 males in classroom and 144 females and 14 males in the fieldwork group] completed both pre-and post-tests" and provided the data analyzed through their responses to Behavior Associates' (1978) *The Parenthood Questionnaire* (p. 4).

*Findings:* 1) "There were significant differences from pre- to post-testing on both knowledge scales for the classroom and fieldwork groups" (p. 5) although "the magnitude of the gains was relatively modest" (p. 9). 2) "A significant difference between the pre-and post-test means of the comparison group on the 'My Understanding of Children' scale" (p. 5). 3) No significant differences were found in the analyses of the "My feelings about parenthood" scale. 4) Significant differences were found between the classroom and comparison groups regarding child care skills and family life situation. 5) Female students were enrolled in parenting courses in greater numbers than male students. 6) "There were significant gender differences on the two knowledge scales and the problem solving skills measure" (p. 7). 7) "Males in the fieldwork group made significantly greater gains than females in the fieldwork group in the area of knowledge of prenatal development and problem-solving skills for child rearing situations" (pp. 7, 9). 8) "Females gained more than males in the classroom group in their knowledge of child development" (p. 10).



Emmons, R. (1988). *The effects of "PREP for effective family living" on self-esteem and parenting attitudes of adolescents*. Unpublished master's thesis, New Mexico State University, Las Cruces.

Eugrin, C. (1997). *Do high school parenting classes reduce adolescents' potential for child abuse?* Unpublished doctoral dissertation, The University of Alabama, Tuscaloosa. *Dissertation Abstracts International*, 59 (01), 415. (AAT No. 9821532)

*Purpose of the Study:* This study was designed to "measure the effectiveness of [a module on parenting within the curriculum of the Home Economics Course of Study for high schools] in reducing the potential for child abuse of high school students."

*Research Methodology:* "A pre-treatment/post-treatment quasi-experimental design was used. Thirty-seven experimental students were recruited from one-semester parenting classes being taught at two area high schools; 41 control students were recruited from other Home Economics classes in the same high schools. Treatment consisted of successful completion of the parenting class. . . . A multiple-choice quiz was used to measure pre- to post-treatment changes in knowledge of parenting, and Milner's Child Abuse Potential Inventory was used to measure pre- to post-treatment changes in child abuse potential."

*Findings:* "No significant main or interactional effect[s] were found at post-treatment on either measure."

Fowler, D. (1991). *Experimental and expository models of instruction applied to content pertaining to the elderly: A quasi-experimental study of secondary home economics students in El Paso*. Unpublished doctoral dissertation, Texas Tech University, Lubbock. *Dissertation Abstracts International* 52(05), 1664. (AAT No. 9129397). Retrieved on June 1, 2004 from <http://proxy.lib.iastate.edu:2087/dissertations/fullcit/9129397>.

*Purpose of the Study:* This research "compare[d] the effect of the expository and experiential modes of instruction on adolescents' knowledge of and attitudes toward the elderly. The content was about aging, based on the curriculum module, Enhancing Intergenerational Contact developed by Ralston (1986)."

*Research Methodology:* "Treatment or no treatment was randomly assigned to the three groups, then the type of treatment was randomly assigned to the two treatment groups. The treatment consisted of receiving the expository or experiential mode of instruction for a unit taught by the classroom teacher for seven consecutive school days. The three groups were assessed with the pretest administered early

November, 1990, and with a posttest administered mid December, 1990, immediately following instruction. The treatment groups were assessed again, in late February, 1991, at the end of the retention interval. Three Home Economics Cooperative Education programs in El Paso, Texas, made up the sample of 121 adolescents: control 41, expository 34, and experiential 46."

*Findings:* "1) Instruction affected knowledge; (2) Experiential instruction was superior in the acquisition and retention of knowledge; and (3) Shared experiences with the elderly effected knowledge of the elderly."

Gardner, S. (2001, Spring/Summer). **Evaluation of the "connections: relationships and marriage" curriculum.** *Journal of Family and Consumer Sciences Education*, 19(1). Retrieved March 9, 2004, from <http://www.natefacs.org/JFCSE/vol19no1/v19no1Gardner.pdf>.

*Purpose of the Study:* This study was designed to assess "changes in student attitudes and behaviors from pre-test to post-test due to participation in the [*Connections: Relationships and Marriage*] curriculum" (p. 3).

*Research Methodology:* Data from 213 students (38 percent male, 62 percent female, 13-15 years of age) in rural Midwest schools participated in the study wherein they took pre- and post-tests that assessed personal behaviors. One hundred and thirty-two of these students participated in the *Connections: Relationships and Marriage* (hereafter, *Connections*) curriculum; 81 students were in the control groups. Family and consumer sciences teachers from 22 schools attended a training session for the curriculum. Teachers taught the *Connections* curriculum to one class and had another class that served as the control group.

*Findings:* "There was no change in the amount of trouble the *Connections'* students got into at home or at school over the duration of the [time they participated in the] curriculum" (p. 5). "Those taking the *Connections* curriculum began using reasoning tactics significantly more after taking the curriculum . . . Students went from using reasoning tactics approximately 9 times to resolve conflicts with a close friend in the past 4 months, to using reasoning tactics 12 times over a similar time period in resolving conflicts with their close friend after taking the curriculum. This [was] a 33% increase over the course of the curriculum. The students did not show any significant change in Verbal Aggression or in Violence scores" (p. 5). Students' attitudes toward divorce (increased negatively) and counseling (increased positively) were impacted as a result of their participation in the curriculum.

Hartzler, V. J. (1992). *The effects of a brief aging unit on high school students' attitudes and knowledge.* Unpublished master's thesis, Missouri State University, Warrensburg. *Master's Abstracts International*, 32 (06), 1507. (AAT No.

1357202). Retrieved on June 3, 2004 from  
<http://proxy.lib.iastate.edu:2087/dissertations/fullcit/1357202>.

*Purpose of the Study:* This study assessed “the effects of a one-week unit on aging on high school students' attitudes toward older adults and knowledge of aging.”

*Research Methodology:* Quasi-experimental design. “Fifty home economics students served as the experimental group and forty-six served as the control group. The experimental group participated in a one-week aging unit and one-day panel discussion with senior citizens. The effects of this unit on student attitudes and knowledge were determined by comparing pre- and posttests of the Beliefs About Aging and Attitudes of Aging Surveys.”

*Findings:* “Significant gains in knowledge were found at the conclusion of the unit, but attitudes had not changed significantly.”

Hayhurst-Pearse, J. (1992). *The role of parent education courses in the accumulation of child development knowledge and rating of child behaviors among adolescents in two Virginia high schools*. Unpublished master's thesis, West Virginia University, Morgantown.

Hillman, C. B. (2000). *The effectiveness of an infant simulator as a deterrent to teen pregnancy among middle school students*. Unpublished doctoral dissertation, University of North Texas, Denton. *Dissertation Abstracts International*, 62 (07), 2398. (AAT No. 3019188). Retrieved on June 3, 2004 from  
<http://proxy.lib.iastate.edu:2087/dissertations/fullcit/3019188>.\*

*Purpose of the Study:* This longitudinal study evaluated the effectiveness of a computerized infant simulator as a means for deterring adolescent pregnancy.

*Research Methodology:* Female eighth graders (N=221) enrolled in a North Texas middle school in 1994-1996 participated in the study. A control group and an experimental group to participate in the parenting simulation were identified. The study tracked the students from eighth grade through graduation from high school “to determine whether and when pregnancies occurred.” Data were analyzed using the Kaplan-Meier procedure.

*Findings:* Results revealed that the simulator was highly effective in “postponing the on-set of pregnancies for those students who participated in the parenting simulation.” There were no significance differences found regarding involvement in crime or in co-curricular activities.

Hunt, S. N., & Mann, M. B. (1989). *Effectiveness of parenthood education in secondary schools*. In Peck J. C. *American Home Economics Association Abstracts of Research Presentations*. Illinois: Meridian Education Corporation, p.125.

James, T. (2003). *Evaluation of the abstinence education projects : The Oklahoma experience, fall 1999-spring 2002*. Oklahoma State Department of Health Child Guidance Service.

Jorgensen, S., Potts, V., & Camp, B. (1993, October). *Project taking charge: Six-month follow-up of a pregnancy prevention program for early adolescents*. *Family Relations*, 401-406.

*Purpose of the Study:* This study examined the effect of a six-week abstinence program, *Project Taking Charge*.

*Research Methodology:* Data were collected at two research sites: Wilmington, Delaware, and West Point, Mississippi. The evaluation was based on a small sample of 91 adolescents. Control and experimental groups were created by randomly assigning classrooms to either receive or not receive the program. The students were assessed immediately before and after the program and through a six-month follow-up.

*Findings:* The effects of the program in reducing the rate of onset of sexual activity were statistically significant at the 94.9 percent confidence level. The effects of the program on specific areas of knowledge were significant at the 95 percent confidence level and above.

Losen, M. (1987). *Parent education: The effect of observation and participation activities on students' knowledge and attitudes*. Unpublished master's thesis, Iowa State University, Ames.

*Purpose of the Study:* This study was designed "to determine if the presence or absence of observation and participation activities in child development classes influence the attitudes and knowledge of the students" (p. 35).

*Research Methodology:* "Students enrolled in the child development course at Washington High School during 1983 and 1984 participated in this study" (p. 35). The control group (37 students) completed a semester-long course without observation activities. The treatment group (43 students) participated in a semester-long course included 5 weeks of observation-related activities. Both were pre-tested and post-tested using the "Child Development Knowledge Test" developed by Sand (1980) and the "Parenthood Attitude Survey" (p. 35).

*Findings:* Growth as a result of the educational treatment for both the control and experiment groups was found. "A comparison of the posttest scores shows very little difference between the control group and the experimental group" (p. 37).

Luster, T., & Youatt, J. (1989, April). *The effects of pre-parenthood education on high school students*. Paper presented at the meeting of the Society for Research in Child Development, Kansas City, MO.

Mack, D. (2000). *Hungry hearts: Evaluating the new curricula for teens on marriage and relationships*. Institute for American Values: New York. Press release retrieved on June 1, 2004 from [http://www.americanvalues.org/html/r-hungry\\_hearts.html](http://www.americanvalues.org/html/r-hungry_hearts.html).

*Purpose of the Study:* In this research, Mack "evaluates ten of the new marriage and relationships skills curricula currently used in junior and senior high schools."

*Research Methodology:* This research included "interviews with marriage educators, public school officials and curriculum publishers."

*Findings:* "The report estimates that about 2000 schools in 50 states offer formal instruction on marriage and relationship skills . . . Marriage education in schools appears to be most prevalent in Florida, Utah, Minnesota, California, South Dakota, Massachusetts, and New Jersey. Since 1998 Florida has mandated "marriage and relationship skills" education for all high school students. . . . Three of the ten curricula evaluated 'contained a sustained marriage focus, affirmed the benefits of marriage, and also came closer than the others to offering diverse types of knowledge about marriage in an age-appropriate fashion.' The best of current marriage education curricula are: *Connections: Relationships and Marriage*; *RQ: Relationship Intelligence*, and *The Art of Loving Well*. . . . *Hungry Hearts* cautions against 'curricula that focus primarily on communications skills scripts such as 'I statements' and active listening derived from the counseling professions,' because research on their effectiveness does not currently exist, and 'marriage is simply too multifaceted and too intertwined with life's biggest questions. . .to be reduced to even the best repertoire of communication and negotiation scripts. The report urges educators and curriculum developers to ground skills education in a larger context, especially to respect the 'special place for stories in the education of the young.'"

Murphy, K. & Fulton, A. (1990). *Measuring the success of a teen parenting program quantitatively and qualitatively*. In C. Peck (Ed.), *1990 Abstracts of Research Presentation, American Home Economics Association* (p. 143). Bloomington, IL: Meridian Education Corp.

Niederhorn, J. (1993). *Sex education: Impact on students' attitude, knowledge, and behavior*. Unpublished master's thesis, Colorado State University, Ft. Collins.

Packard, M. (1992). *An investigation of family relations courses taught in high school in the U.S.* Unpublished master's thesis, University of Nebraska, Lincoln.

Sasso, T. (1998). *High school students' perceptions of knowledge, attitudes, and future decisions regarding parenting: Students' evaluation of "The parenting curriculum."* Unpublished master's thesis, Iowa State University, Ames.

*Purpose of the Study:* This study sought "to determine students' perceptions of the effectiveness of *The Parenting Curriculum*, developed at Iowa State University by Williams, Brun, Trost, and Wasike in the Department of Family and Consumer Sciences Education and Studies, and implemented in family and consumer sciences programs in Iowa high schools."

*Research Methodology:* Two groups of students (those who had been involved in the curriculum and those who had not) were compared in a quasi-experimental design with respect to "knowledge statements, attitudes and future decisions regarding parenting." One hundred and sixty-two students (162 in the experimental and 107 in the control group) in five randomly selected Iowa high schools contributed data to this study.

*Findings:* No significant differences were found between the experimental and the control groups, although "students in the experimental group had a tendency to agree more with the items related to the eight units from *The Parenting Curriculum*."

Sasso, T., Andrew, V., & Williams, S. (2002, Fall/Winter) **The effectiveness of the parenting curriculum: An evaluation of high school students' questionnaire responses.** *Journal of Family and Consumer Sciences Education*, 20 (2). (Retrieved on December 16, 2003 from <http://www.natefacs.org/JFCSE/v20no2/v20no2sasso.pdf>).

*Purpose of the Study:* This study was designed "to determine the effectiveness of *The Parenting Curriculum* (1995), developed at Iowa State University by Williams, Brun, Trost, and Wasike in the Department of Family and Consumer Sciences Education and Studies, and implemented in the family and consumer sciences programs in Iowa high schools" based on students' perspectives. (p. 1).

*Research Methodology:* This study employed quasi-experimental design. Data from 162 rural high school students were collected and analyzed in connection with this research. One hundred and thirty-three students were in the treatment group in urban settings and 99 students acted as the non-treatment group in the urban setting. The treatment group was taught *The Parenting Curriculum* in accordance with school schedules (over 9 weeks or a semester).

*Findings:* No significance was found between the responses of the treatment and non-treatment groups involved in this research. However, “results indicated that overall the students in the experimental group who had been exposed to *The Parenting Curriculum*, responded more positively to the eight units from *The Parenting Curriculum*, the four categories from the [Adult-Adolescent Parenting Inventory] , and future decisions regarding parenting than those students who had not been exposed to the curriculum. This study provides evidence that students in the experimental group had a tendency to agree more with the items or obtain more preferred means related to knowledge and realistic expectations of what is involved in parenting compared to the control group, especially when the curriculum was taught in its entirety.”

Shenk, B. (1988). *The effect of an instructional unit upon adolescents' attitudes toward the elderly*. Unpublished master's thesis, University of Delaware, Newark.

Trost, B. (1996). *Teachers' evaluation of "The parenting curriculum:" A family and consumer sciences and language arts partnership*. Unpublished master's thesis, Iowa State University, Ames.\*

*Purpose of the Study:* This study was designed to “conduct a summative evaluation of “The Parenting Curriculum” and assess “teachers’ perceptions related to the introduction of curriculum materials” (p. 72).

*Research Methodology:* In February of 1996, teachers who “voluntarily attended a two-day graduate-credit workshop in June, 1995 at Iowa State University” were surveyed regarding “The Parenting Curriculum” (pp. 72-73). The instrument included a 7-point Likert scale.

*Findings:* 1) Teachers’ responses to unit outcomes were positive. 2) “The overall mean for all eight units was 5.95” indicating, “that all unit outcomes in the curriculum are critical to the future lives of their students” (p. 73). 3) The unit, “Challenges of Teen Parenting,” received the strongest agreement . . . with a unit mean of 6.26” (p. 73). 4) Teachers indicated “that they somewhat agreed that the [language arts] activities included in the curriculum were effective in developing the students’ skills” (p. 74). “The data indicate that teachers are not sure what constitutes language arts skills and how to develop them” (p. 74). 4) Because the curriculum was designed to integrate language arts and parenting skill development, teachers were surveyed regarding integration. “Only one third (34.3 %) [had] contacted the language arts teachers in their buildings for collaboration on course content and activities [and] less than one-half of the teachers (42.9%) expect[ed] to collaborate with the language arts teacher in the future” (p. 75). 5) Parenting education was not required in over half of reporting schools. “Yet, almost

ninety percent of the teachers teach Family Living and Parenthood courses and Child Development courses to their high school seniors" (p. 76).

Truitt, M. (1987). *Evaluation of "Human interaction in the family" curriculum for university preparatory high school students semester II*. Unpublished master's thesis, University of Wisconsin, Stout.

Tulloch, C. & Omgvig, C. (1989, Spring). **Changing attitudes through parenthood education**. *Journal of Vocational Home Economics Education* 7(1), 104-113.

*Purpose of the Study:* "This study was designed to see if attitudes and opinions changed following participation in Kentucky parenthood education courses" (p. 105).

*Research Methodology:* Control (non-parenthood education students in other consumer and homemaking classes) and treatment (parenthood education students in consumer and homemaking classes) groups were pre and post-tested using a questionnaire that contained attitudinal and demographic items. All teachers involved in the study used the Parenthood Education Curriculum Guide published by the Kentucky Office of Vocational Education. "The final sample consisted of 205 parenthood education students and 131 non [-] parenthood education students" (p. 106).

*Findings:* Seventy percent of respondents were female. Respondents were 16 to 18 years of age. "Among black respondents 43 % lived with both parents; 71 % of the white respondents lived with both parents" (p. 109). Ninety-four percent of the sample "reported never having been married, and 95 % reported that they had not children and were not pregnant" (p. 109). Significant differences were found for 12 of the attitudinal items in the posttest. Students who participated in the curriculum became less authoritarian between pre- and post[-]testing whereas the control group became more authoritarian on related measures during the same time period. "Following the parenthood course, parenthood and control group students who lived with both parents gave similar responses to ideal family size, whereas those students living with "Other parental patterns" were affected differently; the parenthood "Other parental patterns" group reported smaller ideal family size by 0.36 persons" (p. 109). Members of the "Other parental patterns" responded more favorably to the prospect of childlessness than students living with both parents. With respect to geographic location, "rural students [in the parent education group] became less authoritarian on the verbalization scale, whereas urban students became more authoritarian . . . rural students became less traditional and urban students became more traditional, or less in favor of childlessness" (p. 109).



### **Relevant Reference:**

Hayes, W. (1998). *Family history study units in secondary school: Their educational impact*. Unpublished doctoral dissertation, West Virginia University, Morgantown. *Dissertation Abstracts International* 59(6), 1888. Retrieved on June 10, 2004 from <http://proxy.lib.iastate.edu:2087/dissertations/fullcit/9835895>.

Simerly, C. B.; King, K. F.; Packard, M. (1994). High school family relations courses taught in the United States: Implications for the 1990s. *Journal of Family and Consumer Sciences Education*, 12(1), 58-68.

Simerly, C. & Jensen, B. (1996). Family life, child development and parenting education. Chapter 20 in S. Redick (Ed.), *Review and synthesis of family and consumer sciences education research 1985-1995*, pp. 213-221. Peoria, IL: Education and Technology Division American Association of Family and Consumer Sciences.

### **Comprehensive Family and Consumer Sciences Content**

Chaney, S. (1989). *Relationship of selected middle level program characteristics on home economics content topics by grade level*. Unpublished master's thesis, Ohio State University, Columbus.\*

Ipes, M. (1988). *A comparative study of home economics curricula and practices for seventh, eighth, and ninth grades in the Kentucky-Tennessee Conference of Seventh Day Adventists*. Unpublished master's thesis, Andrews University, Berrien Springs.

Monroe, P. (1996). *Home economics in Los Angeles Unified School District – Where is it today?* Unpublished master's thesis, California State Polytechnic University Pomona.

Smith, F. (1992). *A survey of early adolescent home economic programs*. *Journal of Home Economics*, 84(4), 32-37.

*Purpose of the Study:* The purpose of this national study was to provide data on offerings in home economics in grades five through eight.

*Research Methodology:* Home economics state supervisors were asked to identify ten teachers based on school size to participate in the study. The 510 teachers received a questionnaire of which 382 (79%) was returned. "Six states had a 100% response; no state returned fewer than five questionnaires" (p. 32).

*Findings:* Results were categorized by content and hands-on activities. Of the responding schools, the majority of the schools offer home economics at the seventh grade (82.7%) and eighth grade (95.3%). Most of the class time was spent in the food and nutrition content area and in the textiles area. Table 1 in the article provided a comparison of course content from the 1959 national study and this study. "In almost all cases, less than half the classroom time was spent on hands-on, laboratory type activities" (p. 34).

### **Relevant References:**

Griggs, M.B. & McFadden, J.R. (1980). *The effectiveness of consumer and homemaking education: A review and synthesis of extant data*. Washington, DC: National Institute of Education. (ERIC Document Reproduction Service No. 211721).

Redick, S. (1996). Analysis and summary of recommendations for future research. Chapter 30 in S. Redick (Ed.), *Review and synthesis of family and consumer sciences education research 1985-1995*, pp. 312-321. Peoria, IL: Education and Technology Division American Association of Family and Consumer Sciences.

Worley, V. J. (1990). Interests, needs, and concerns of Oklahoma eighth grade students with implications for home economics curriculum development. In Peck J. C. *American Home Economic Association Abstracts of Research Presentations*. Illinois: Meridian Education Corporation, p. 76.

### **Consumer and Family Resource Management**

Berwind, S. (1995). *Money management knowledge and practices of early adolescents: implications for curriculum development*. Unpublished master's thesis, University of Massachusetts, Amherst.

Cone, S. (1986). *A status survey of consumer education in selected Ohio secondary institutions*. Unpublished master's thesis, Ohio University, Athens.

Cumming, N. (1994). *Acquisition of consumer purchasing competencies of California seventh-grade students in home school and public school programs*. Unpublished doctoral dissertation. Ohio State University, Columbus. *Dissertation Abstracts International* 56(01), 117. (AAT No. 9516976). Retrieved on June 1, 2004 from <http://proxy.lib.iastate.edu:2087/dissertations/fullcit/9516976>

*Purpose of the Study:* This study was designed “to determine whether seventh grade home school students in four typical California counties receive consumer purchasing skill instruction.”

*Research Methodology:* “The population for this study was accessible seventh grade home school students and their respective primary parent-tutor participating in private school programs of five or fewer students as indicated by California State Department of Education affidavits. A comparison group of conventionally schooled seventh grade students was obtained through random selection procedures. Data were collected using a consumer purchasing skill competency test for students and a parent-tutor survey. . . On-site administration of instruments was used to collect data for the study.”

*Findings:* “Conclusions drawn with respect to findings are: (1) the California seventh grade home school students who participated in the study did receive consumer purchasing skill development; (2) the parent-tutors surveyed in the study were taking an active role in helping their children develop consumer purchasing skills; and (3) increased levels of formal instruction did not necessarily translate into increased levels of acquisition through formal instruction.”

Derousseau, P. (1985). *Perceived competencies of business related skills and work related attitudes of juniors and seniors in HEIB and HEED*. Unpublished master’s thesis, University of Wisconsin, Stout.

Educational Resources Information Center. (1989). *Impact assessment of Life Management curriculum* [microform]. Washington, DC: U.S. Dept. of Education, Office of Educational Research and Improvement.

Faircloth, A. H., Clawson, B. N., & Godwin, D. D. (1986). *Effectiveness of computer-assisted instruction for teaching consumer credit*. *Home Economics Research Journal* 15, (1) 3-13.\*

*Purpose of the Study:* The purpose of this study was to evaluate “the effectiveness of computer assisted instruction versus supervised reading” (p. 3) on a consumer credit unit in a secondary home economics class in North Carolina.

*Research Methodology:* The research design was experimental in nature with a control group and an experimental group completing pretest and posttest instruments. The random sample included high school students in grades 10 through 12 who had taken at least one home economics course. There were 35 students randomly selected for each group.

*Findings:* Results indicate that students in the experimental group learned more from the computer-assisted instruction than those in the control group with supervised reading. There were no significant differences in student learning with computer-assisted instruction and grade point average, familiarity with computers, IQ, or attitude toward computers; thus, this method is effective for teaching consumer credit to diverse students.

Fanslow, A. & Compton, C. (1985). *Entrepreneurship education: The effect of program type and instruction on achievement and attitude*. *Journal of Vocational Home Economics Education*, 3(2), 2-18.

*Purpose of the Study:* This study was designed to examine entrepreneurial instruction. Specifically, this study “compare[d] student achievement and attitude scores when entrepreneurial instruction occurred in an occupational home economics or consumer and homemaking program, and . . . analyze[d] the effect of entrepreneurial instruction on students’ achievement test scores and on their attitudes toward small business as a career option” (p. 4).

*Research Methodology:* “The research study was conducted in a[n Iowa] field setting using a quasi-experimental design.” (p. 4). Pre and post tests, an attitude survey and student evaluation instruments were used to collect data. Twelve secondary vocational programs (6 occupational and 6 consumer and homemaking) participated in the study. Four hundred and twenty-nine students provided data for the study.

*Findings:* 1) Scores on the “achievement posttest were significantly different by instructional effect” (p. 11). 2) “No significant differences were found [with respect to student achievement] for either Program Type or Program Type x Instructional Effect Interaction” (p. 11). 3) “Students gained knowledge on concepts related to small business ownership” after studying the unit. 4) With respect to attitudes, “students in occupational classes and those receiving instruction felt that ‘many opportunities exist for small business ownership,’ ‘women should consider a career as a small business owner’ and ‘small business owners have many demands on their time” (p. 13).

Gibbs, S. J. (1986). *An assessment of consumer and economic education in Kansas secondary home economics programs*. Unpublished doctoral dissertation, Kansas State University. *Dissertation Abstracts International* 47(07), 2484. (AAT No. 8624654). Retrieved on May 31, 2004 from <http://proxy.lib.iastate.edu:2087/dissertations/fullcit/8624654>.

*Purpose of the Study:* This study “assess[ed] the status of consumer and economic education in Kansas secondary Home Economics programs.”

*Research Methodology:* "Data were collected by means of a mailed questionnaire instrument developed by the researcher. A random sample of vocational and non-vocational, secondary Home Economics teachers was used."

*Findings:* (1) "Recent training in consumer and economic education was limited among teachers; (2) only 15% of all schools offered a course in consumer and economic education; and (3) virtually all teachers utilized the infusion process. Data indicated that consumer/economic education was frequently offered in other departments and that only 14% of all schools had a requirement in this area. Statistical analysis showed that, on importance and emphasis, teachers ranked the competency sets included in the instrument as follows: (1) consumer citizenship; (2) personal finance; (3) security and investment; and (4) basic economics in the marketplace. . . . Teachers felt consumer and economic competencies were more important than indicated by the corresponding emphasis they placed on these competencies in their curricula."

Gibbs, S. (1987). *An assessment of consumer and economic education in Kansas secondary home economics programs*. In R. Lovingood & J. Gritzmacher (Eds.), *1987 Annual Meeting Research Abstracts, American Home Economics Association* (p. 39). Bloomington, IL: Meridian Education Corp.

Havilli, L. (1996). *Kidpreneurs: The changing business of America*. Unpublished master's thesis: Utah State University, Logan.

*Purpose of the Study:* This study focused on the importance of youth as consumers and potential business owners in our Utah.

*Research Methodology:* A narrative focused on teens who actually had made the transition from lab experiences in free enterprise in secondary classrooms to operating a business successfully in the real world. Skills were listed that had been transferred by students from food science and nutrition, family recreation, clothing and textiles, housing, and human development and family relations courses in Family and Consumer Sciences. Population, data analysis, or instruments were not specified.

*Findings:* Free enterprise experience in the home economics class taught, in addition to consumer economics, how to develop a prototype, register and obtain a business license, write a business plan, market a product, pay taxes, generate sales, and compute profit or loss. Leadership skills were developed through active learning.

Henry, B. (1985). *A comparative study of the money management habits of cooperative education and non-cooperative education students*. Unpublished master's thesis, Lamar University, Beaumont.

Klemme, D. (2002, Fall/Winter). *National Jump\$start coalition for financial literacy benchmarks: Curriculum inclusion and pedagogical practice in Wisconsin*. *Journal of Family and Consumer Sciences Education*, 20 (2). Retrieved March 9, 2004, from <http://www.natefac.org/JFCSE/v20no2/v20no2klemme.pdf>.

*Purpose of the Study:* This research was conducted with secondary (middle and high school) family and consumer sciences teachers in Wisconsin to assess the “status of consumer economics classes and topics taught in Wisconsin’s family and consumer sciences secondary programs” in 2001 (p. 13).

*Research Methodology:* The amount of time teachers devoted to the coverage of a list of consumer topics excerpted from the Jump\$start Coalition for Personal Financial Literacy’s Benchmarks for 8<sup>th</sup> and 12<sup>th</sup> Grades was indicated on a survey that used a 4 point Likert scale and open-ended questions. Slightly over 50 percent of Wisconsin’s family and consumer sciences teachers (175 high school and 125 middle school teachers) were sent surveys. The response rate was 33 percent.

*Findings:* Survey results reveal that more time was devoted to consumer and finance topics at the high school level than the middle school level. Topics focused on most often by high school teachers were “factors influencing decision-making process,” “signs of credit problems,” and “individual decision about money management” (p.14). Topics most often addressed by middle school teachers included “needs vs. wants,” “using product information to make choices,” and “ways to earn money” (p. 14). Those topics reportedly covered least were “investment options, interest rates, inflation rates, and government influence on interest and inflation rates.” Responding teachers indicated that several of the survey consumer economic topics were taught in connection with other content.

Kluckman, D. & Bell, J. (1994, March). *Longitudinal study of ninth and twelfth grade students’ consumer competencies in South Dakota*. Poster presented at the annual conference of the American Council on Consumer Interests, Minneapolis, MN.

Morgan, A. (1987). *High school students’ attitudes concerning compulsory life management skills classes in the Leon County school curriculum*. Unpublished master’s thesis, Florida State University.\*

Olson Sass, S. (1986). *The current status of energy education at the secondary level in Nebraska public schools*. Unpublished doctoral dissertation, University of Nebraska, Lincoln. *Dissertation Abstracts International*, 47 (11), 3965 (AAT AAT 8704562). Retrieved on June 1, 2004 from <http://proxy.lib.iastate.edu:2087/dissertations/fullcit/8704562>

*Purpose of the Study:* This study was designed to assess: “(1) the current status of energy education in Nebraska public secondary schools,” and (2) “the relationship between a person who teaches energy topics and the following variables: subject areas taught, teacher's undergraduate degree, school district size, teacher's personal conviction about the importance of energy in the curriculum, availability of materials, the inclusion of better quality energy topics in commercial textbooks, and workshops on teaching strategies and curriculum development in energy.”

*Research Methodology:* Close to 500 (496) “randomly selected secondary public school teachers in Nebraska who currently taught in the areas of science, social studies, home economics, industrial arts, and vocational agriculture” were sent surveys. [Two hundred and twenty-one] questionnaires were returned.”

*Findings:* (1) “The subject areas taught and the undergraduate degree of the teacher were related to whether or not a person taught about energy; (2) a teacher would most likely teach about energy if he or she felt it was important; (3) workshops on teaching strategies and curriculum development in energy were not related to the teaching of energy topics; (4) school district size was not related to the teaching of energy topics; and (5) the inclusion of better energy topics in commercial textbooks and the availability of energy materials would most likely affect whether a person taught about energy or did not teach about energy. The primary method of instruction of energy topics was through infusion within a course.”

Prusa, M. (1989). *Consumer characteristics and behaviors of high school students*. Unpublished master's thesis, University of Nebraska, Lincoln.

White, R. A. (1997). *The relationship of parental involvement, school climate, and other selected factors to secondary students' achievement in family and consumer sciences*. Unpublished doctoral dissertation, Ohio State University. *Dissertation Abstracts International*, 58 (07), 2869. (AAT No. 9801814). Retrieved on June 1, 2004 from <http://proxy.lib.iastate.edu:2087/dissertations/fullcit/9801814>.

*Purpose of the Study:* This study sought “to determine what selected factors were related to student achievement on the Work and Family Life tests. This study examined the elements of parental involvement, school climate, school location category, school size, curricular factors and student personal characteristics as they relate to student scores on the competency tests in Personal Development and Resource Management.”

*Research Methodology:* “The design of the study was ex post facto/correlational. The population of the study was Ohio secondary students during the fall semester of 1996. A random cluster sample of students was drawn consisting of 40 Personal Development classrooms and 40 Resource Management classrooms. The student respondents with useable pretest and posttest matches included 653 Personal

Development students and 421 Resource Management students. Parent Involvement Measure and Quality of School Life data were collected through numbered surveys encoded to match the numbered pretests and posttests.”

*Findings:* “More females were enrolled in both Personal Development and Resource Management classes. Females showed higher achievement scores on Personal Development and Resource Management classes, however males made higher gain scores on the Resource Management test. Grade level and gender were significant predictors of the posttest score on the Personal Development test.”

### **Relevant References:**

Burdette-Williamson, P. (1996). Entrepreneurship. Chapter 28 in S. Redick (Ed.), *Review and synthesis of family and consumer sciences education research 1985-1995*, pp. 291. Peoria, IL: Education and Technology Division American Association of Family and Consumer Sciences.

Committee on Banking, Housing and Urban Affairs. (2003). *The state of financial literacy and education in America : Hearing before the Committee on Banking, Housing, and Urban Affairs, United States Senate, One Hundred Seventh Congress, second session, on the state of financial literacy and education in America February 5 and 6, 2002*. Washington, DC: U.S. Government Printing Office. Retrieved on May 22, 2004 from [http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=107\\_senate\\_hearings&docid=f:88644.pdf](http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=107_senate_hearings&docid=f:88644.pdf).

Crawford, G. (1996). Family resource management research. Chapter 18 in S. Redick (Ed.), *Review and synthesis of family and consumer sciences education research 1985-1995*, pp. 196-204. Peoria, IL: Education and Technology Division American Association of Family and Consumer Sciences.

### **Content Standards and FCS Content**

Chaney, S. (1989). *Relationship of selected middle level program characteristics on home economics content topics by grade level*. Unpublished master’s thesis, Ohio State University, Columbus.\*

Chen, J. (2002). *Factors that impact FACS teachers’ early adoption of 1998 family and consumer sciences national standards and their classroom assessment practices*. Unpublished master’s thesis, Iowa State University, Ames.\*

*Purpose of the Study:* This study was designed “to explore the contribution of the 1998 [Family and Consumer Sciences] FACS National Standards to assessment practices of FACS teachers, and to investigate the differences between FACS



teachers who are adopters and those who are non-adopters of the FACS National Standards” (p. vii).

*Research Methodology:* FACS teachers in Iowa, Nebraska and Minnesota were invited to participate in the study in March 2001. Equal numbers of teachers were randomly selected from each state. Teachers were mailed a booklet. The response rate was 30 percent.

*Findings:* 1) Responding teachers had positive attitudes toward the FACS standards. 2) Teachers used a variety of assessment tools. 3) Support from the state department of education in each state contributed most to the adoption of the standards. 4) “Standards had little influence over teachers’ [then-] current assessment practices and grading methods” (p. vii). 5) FACS National Standards were used most by Iowa teachers in this sample, and some Minnesota teachers reported a lack of awareness of the national standards. 6) “Standards’ adopters tended to use assessment and testing as a part of their teaching more often, and tended to have a longer curriculum revision cycle than non-adopters” (pp. vii-viii). 7) “Among the 16 content standards of FACS National Standards, seven consumer and family living context areas are commonly emphasized in secondary school, while several of nine career preparation context areas are somewhat ignored by FACS teachers” (p. viii).

Faircloth, E. , Smith, B., & Hall, H. (2001). **FCS teachers stages of concern regarding national standards.** *Journal of Family and Consumer Sciences*, 93 (4) 29-32.

*Purpose of the Study:* This study determined Georgia FCS teachers’ stage of concern regarding the implementation of National FCS Standards.

*Research Methodology:* The sample included 193 of 393 FCS teachers who attended a statewide annual in-service and completed the Stages of Concern Questionnaire by Hall, George, and Rutherford.

*Findings:* For each of the seven stages of concern, mean scores were calculated. Results revealed that the most teachers were in Stage 3, personal concerns.

Gebo, E. M. (1988). *Colorado consumer and homemaking teacher recommendations for an updated comprehensive curriculum.* Unpublished doctoral dissertation, Colorado State University, Ft. Collins. *Dissertation Abstracts International* 50(03), 612. (AAT No. 8911803). Retrieved on May 31, 2004 from [http://proxy.lib.iastate.edu:2087/dissertations/fullcit/8911803.\\*](http://proxy.lib.iastate.edu:2087/dissertations/fullcit/8911803.*)

*Purpose of the Study:* This “research was designed to obtain Colorado consumer and homemaking teacher's recommendations for an updated curriculum.”

*Research Methodology:* "Six survey instruments were designed, one for each content area. . . Each of the 559 identified consumer and homemaking teachers in the middle, junior, and senior high schools in Colorado received one of the six instruments through a random interval selection process." The response rate was 63 percent.

*Findings:* "Colorado comprehensive core curriculum should be revised to incorporate the recommendations of the teachers surveyed. Process skills that were communicative and emancipative in nature were identified as those that should receive emphasis in an updated curriculum. Very few technical task-oriented skills were recommended for thorough emphasis in an updated curriculum. The practical problems faced by individuals and families in facing life situations were perceived as appropriate content for a consumer and homemaking curriculum."

Good, M. A. (2000). *Secondary school family and consumer sciences teachers' perceived importance of family and consumer sciences competencies*. Unpublished doctoral dissertation, Iowa State University, Ames. *Dissertation Abstracts International*, 61 (2), 532. (AAT No. 9962818). Retrieved on June 1, 2004 from <http://proxy.lib.iastate.edu:2087/dissertations/fullcit/9962818>.

*Purpose of the Study:* This study examined "Iowa family and consumer sciences secondary teachers' perceptions of their curriculum resulting from the implementation of the 1989 state legislation regarding vocational education requirements for public secondary schools."

*Research Methodology:* "A stratified random sample of 152 teachers was selected from a population of 407 family and consumer sciences teachers in grades 9 [to] 12 during the 1995-96 school year which yielded a response from 106 (73.6%) teachers."

*Findings:* "All competencies were indicated as having been taught and importance given to them. The rank order of means among the subject matter areas regarding extent taught and importance were the same: child development and parenting, personal and family living, and food and nutrition. Individual means were highest for extent taught for the individual competencies in foods and nutrition and personal and family living; for importance in the areas of foods and nutrition and child development and parenting."

Pullen, J. A. (2001). *Perceptions of Massachusetts family and consumer sciences education professionals regarding the importance and use of the National Standards for Family and Consumer Sciences Education in Massachusetts*. Unpublished doctoral dissertation, University of Massachusetts, Amherst. *Dissertation Abstracts International*, 62 (10), 3322. (AAT No. 3027243). Retrieved on June 1, 2004 from <http://proxy.lib.iastate.edu:2087/dissertations/fullcit/3027243>

*Purpose of the Study:* This study was designed to determine: (1) “the perceived importance of each of the 16 areas of study of the National Standards for Family and Consumer Sciences Education in meeting the national family and consumer sciences education vision,” (2) “the perceived importance of each of the 86 content standards of the National Standards for Family and Consumer Sciences Education in meeting the national family and consumer sciences education vision,” and (3) “how often each content standard is taught in local family and consumer sciences education programs in Massachusetts.”

*Research Methodology:* “The descriptive survey involved data collection from a national population of head state administrators of family and consumer sciences and the population of Massachusetts family and consumer sciences education professionals.”

*Findings:* “The study found that whereas the question asked respondents to identify six areas of study, the results indicated that seven areas of study were perceived as distinctly more important. Six of the seven family and consumer sciences education areas of study were selected as more important by both the head state administrators and the Massachusetts professionals. These areas of study were: parenting; interpersonal relations; human development; family; career, community, and family connections; and nutrition and wellness. The Massachusetts professionals included the early childhood, education, and services as one of the seven more important areas of study, whereas the head state administrators selected the consumer and family resources as one of the seven more important areas of study.”

Reichelt, S. (2001). *Family and consumer sciences education national curriculum standards: Implementation plans for reform*. Unpublished doctoral dissertation, Iowa State University, Ames, IA. *Dissertation Abstracts International* 62(11), 3716. (AAT No. 3034213). Retrieved on April 9, 2004 from <http://www.lib.umi.com/dissertations/fullcit/3034213>.

*Purpose of the Study:* “This study documented the implementation of the national teaching and learning standards developed and published in 1998 for family and consumer sciences curricula in secondary schools.”

*Research Methodology:* “Telephone interviews were used to collect data from 44 family and consumer sciences administrators in state departments of education.”

*Findings:* Ninety-three percent of interviewed “state department[s] of education family and consumer sciences administrators were implementing the national standards in their states.” Standards were reportedly implemented “to improve

existing curriculum and as an aid in developing new curriculum. Nine of 16 areas of study were identified as most central to programs in states, and 5 of 16 areas were identified as not central. Four areas of concern were identified by respondents: "concern about the standards model, the assessment of standards, timelines for revision, and dissemination of information related to standards. A variety of implementation strategies were also identified, many centering around the use of curriculum teams as a model to guide state standards for education in family and consumer sciences. Family and consumer sciences state department of education administrators were in agreement that the national standards document has had a positive impact on curriculum development. They also agreed that national standards were a positive tool for public relations and for promoting a positive image of family and consumer sciences as a discipline."

Smith, B. P., Hall, H. C., & Jones, K. H. (2001). **National standards for family and consumer sciences education: Perceptions of parents, professionals, and vocational administrators.** *Journal of Family and Consumer Sciences*, 93 (4) 49-57.\*

*Purpose of the Study:* "The purpose of this study was to determine the perceptions of parents, professionals, and vocational administrators regarding the National Standards for Family and Consumer Sciences (FCS) curriculum" (p. 49).

*Research Methodology:* The sample included FCS students' parents, vocational administrators for FCS programs, and GAFCS members. Data from surveys were collected from "71 of the parents or 10%; 147, or 73% of the members of GAFCS professionals in the field; and 199, or 88% of the vocational administrators for FCS programs" (p. 51).

*Findings:* Although the groups of parents, members, and administrators supported the premise that FCS standards should be taught, the parents' responses were lower than the responses of vocational administrators or professionals. "The percentage of participants who responded in the affirmative that the seven curricular areas were being taught in the curriculum was lower for all three groups: 57 - 81% for vocational administrators, 34 - 55% for professionals, and 42-59% for parents. A large number of both parents and professionals were uncertain or did not respond when asked if the standards were being taught in the FCS curriculum with which they were familiar" (p. 49).

Smith, S. (1987). *An investigation of the concepts and generalizations included in secondary vocational consumer and homemaking programs in Illinois public schools.* Unpublished doctoral dissertation, University of Illinois at Urbana Champaign. *Dissertation Abstracts International* 49(01), 49. (AAT No.

8803205). Retrieved on May 31, 2004 from  
<http://proxy.lib.iastate.edu:2087/dissertations/fullcit/8803205>.

*Purpose of the Study:* "This study investigated consumer and homemaking teachers' perceptions of the content of the AHEA publication and its importance to their programs."

*Research Methodology:* "Four hundred and seventy-one consumer and homemaking teachers in Illinois responded to a mailed survey instrument which incorporated 16 major concepts and 157 generalizations selected from the AHEA publication. The instrument was organized according to the subject matter areas. . . Teachers identified concepts and generalizations included in their programs, ranked the importance of each concept and generalization and indicated whether the concept and generalization should be included in all programs in the state."

*Findings:* "All of the concepts and generalizations were included in programs, and the percentage of teachers including the items varied by subject matter area. There was general agreement (approximately 80%) among the respondents that the concepts and generalizations incorporated in the instrument should be included in all consumer and homemaking programs. The teachers' perceptions of the importance of the concepts and generalizations varied according to the variables used to analyze the data. The data revealed a strong relationship between the teacher's perception of the importance of each concept and generalization and the teacher's belief that the item should be included in all programs."

### **Relevant Reference**

Chase, M. & Emmel, J. (2003, Spring/Summer). Meeting national standards for family and consumer sciences through home equipment education. *Journal of Family and Consumer Sciences Education*, 21 (1). Retrieved March 9, 2004, from <http://www.natefacs.org/JFCSE/v21no1/v21no1Chase.pdf>.

Wild, P. (2004). National standards shape today's FCS curriculum. *Journal of Family and Consumer Sciences*, 96 (1) 11-12.

### **Food, Nutrition and Wellness Education**

Andrews, B. (1999). *An investigation of the effect of nutrition education on eating behaviors*. Unpublished master's thesis, Northern Illinois University, DeKalb.

Anderson, T., Stanberry, A., Blackwell, A. & Davidson, C. (2001, Spring/Summer). **The effectiveness of nutrition instruction on student nutrition knowledge and food choices**. *Journal of Family and Consumer Sciences Education*, 19(1).

Retrieved March 9, 2004, from  
<http://www.natefacs.org/JFCSE/vol19no1/v19no1Anderson.pdf>).

*Purpose of the Study:* "The purpose of this study was to determine the effectiveness of a nutrition unit on knowledge and food selection of students in a public high school in the south" (p. 22).

*Research Methodology:* One hundred and eighteen high school students (14-18 years of age; 63 percent white, 54 percent black, 1 percent Hispanic) were involved in the research with 25 students serving as the control group. Students in the treatment group participated in a nutrition unit that involved a variety of teaching activities designed to increase students' understanding of nutrition. Students were given a pre and post-tests that tested their knowledge of nutrition and the nutritional adequacy of their diets during the past 24 hours based on students' recall of their food intake.

*Findings:* Students who participated in the nutrition unit scored better than the control group on the post-test related to their understanding of nutrition topics. This finding was statistically significant ( $p < .001$ ). However, the differences found between the control group and the treatment group with respect to the nutritional adequacy of students' diets was not statistically significant.

Brooks, T. (1988). *A knowledge and attitude study of nutrition curricula supplemented with computer software*. Unpublished master's thesis, Utah State University, Logan, UT.

Burdette, T. J. (1989). *Nutritional knowledge and eating habits of secondary students in an economically disadvantaged area of Florida*. Unpublished master's thesis, Florida State University.

Byrd-Bredbenner, C., Shannon, B., Hsu, L. & Smith, D. (1988). **A nutrition education curriculum for senior high home economics students: Its effects on students' knowledge, attitudes, and behaviors**. *Journal of Nutrition Education*, 20(6), 341-346.

*Purpose of the Study:* "The purpose of this study was to determine the effect of nutrition instruction [using the high school curriculum, *Nutrition in a Changing World, Concerns for Young Adults* for 5 to 6 weeks] on nutrition knowledge, selected food/nutrition attitudes and food behaviors of students enrolled in senior high school home economics courses" (p. 341).

*Research Methodology:* “A quasi-Solomon four-group experimental design was used” in 16 Pennsylvania high schools representative of various community sizes (p. 341). “A total of 55 classrooms, 21 teachers, and over 600 students participated in the study” (p. 341). “Teachers of the experimental group attended a two-hour preparatory session conducted by educators and nutritionists” (p. 342). Three instruments were “used to collect data: a nutrition knowledge test, a food/nutrition attitude instrument containing four scales, and a two-part food behavior assessment form” (p. 341).

*Findings:* 1) “Pre-testing did not affect post-testing scores” (p. 343). 2) “The experimental group achieved a significantly higher adjusted mean-knowledge posttest score” (p. 344). 3) “Attitude post [-] score of the experimental group on the attitude scale *Nutrition Affects Health* differed significantly from that of the control group” (p. 344). 4) Control and experimental groups did not differ in food consumption patterns signifying that “no significant changes were observed in . . . food behaviors” as a result of students’ participation in the curriculum.

Calloway, J. (1985). *The effectiveness of nutritional education using a computerized diet analysis program with the seventh-grade students at Coolidge Central School*. Unpublished master’s thesis, University of Arizona, Tuscon.

Cates, B. (1992). *Nutrition education : Assessment and evaluation of effects on secondary students*. Unpublished master’s thesis, Ashland University, Ashland.

Celebuski, C. , Farris, E., Carptenter, J. (1996, July). *Nutrition education in public elementary and secondary schools*. Washington, DC: U.S. Dept. of Education, Office of Educational Research and Improvement. [Government Publication 065-000-00899-8]. Retrieved on June 7, 2004 from <http://nces.ed.gov/pubs/96852.pdf>.

*Purpose of the Study:* To describe nutrition education in U.S. Public Schools. Topics taught, subject areas, school requirements, methods used to coordinate nutrition efforts in school districts, materials used in connection with nutrition education and school lunch programs were investigated in this research.

*Research Methodology:* A survey was distributed to “over 78,000 public elementary, middle, and high schools. Excluded from the frame were special education, vocational, and alternative/other schools, schools in the territories, and schools with the highest grade lower than grade one” in 1995 (p. 23). “Separate samples of 333 elementary, 333 middle, and 334 high schools were selected for the survey. The samples were stratified by geographic region (northeast, southeast, central, west), metropolitan status (city, urban fringe, town, rural), and school size (less than 300; 300 to 499; and 500 or more).”

*Findings:* "Nutrition education is concentrated within the health curriculum (84 percent), science classes (72 percent), and school health program (68 percent)" (p. iii). Of particular note to this listing, as the previous sentence from the highlights provided for this research on pp. iii-iv reveals, these highlights do not mention home economics as one of the principal providers of nutrition education in U.S. Public Schools, although data were collected and reported that indicate that home economics is one of the principal subject matter areas providing nutrition education at the secondary (Grades 6-12) level. (See Table 1 on p. 4 where home economics is listed as providing 92 percent, health 93 percent and science 71 percent of nutrition instruction at the high school level.) The home economics data in this report are impacted by the inclusion of elementary school level data. Ninety-nine percent of reporting schools indicate that they include nutrition education somewhere in the curriculum, 70 percent of these indicated that they integrate nutrition education into the total curriculum. "Topics in nutrition covered by more than 90 percent of all schools are: the relationship between diet and health, finding and choosing healthy foods, nutrients and their food sources, the Food Guide Pyramid, and the Dietary Guidelines and goals. . . However, with the exception of the Food Guide Pyramid, less than half of schools cover these topics thoroughly" (p. iii). "50 percent or more of all schools have district or state requirements for students to receive nutrition education. However, only 40 percent have these requirements for ninth and tenth grades; and about 20 percent for eleventh and twelfth grades" (p. iii). "Schools focus on increasing students' knowledge about what is meant by good nutrition, with less emphasis on influencing students' motivation, attitudes, and eating behaviors" (p. iii). "Less than one-third of schools provide thorough coverage of topics related to motivation, attitudes, and eating behaviors" (p. iii). Coordinated nutrition education has provided "a more focused message to students about healthy eating" (p. iii). Teachers in this research developed their own materials and used textbooks. "Over 90 percent of all schools offer nutrition education through the school meals program" through nutrition displays "or during school lunch week (51 percent)" (p. iv). "Less than half of school meals programs offer nutrient information, serve meals to correspond with classroom activities, give tours or provide nutrition input to newsletters" (p. iv).

Chapman, G. (1988). *The effect of nutrition education on calcium intakes of adolescents*. Unpublished master's thesis, Northern Illinois University, DeKalb.

Cotter, S. (1993). *A comparison of eating habits between upper-elementary and middle-junior high age students in a rural southwestern New York community : A thesis in home economics education*. Unpublished master's thesis, Mansfield University, Mansfield.



Crumlin, M. (1986). *A study to integrate nutrition education into the secondary high schools in four academic subjects: English, mathematics, social studies, science*. Unpublished doctoral dissertation, University of Massachusetts, Amherst. *Dissertation Abstracts International* 47(3), 772. (AAT No. 8612026). Retrieved on May 25, 2004 from <http://proxy.lib.iastate.edu:2087/dissertations/fullcit/8612026>.

*Purpose of the Study:* The major objectives of this research were: (1) to determine the present level of nutritional knowledge of the teachers selected for this study; (2) to determine the skills and areas of knowledge the teachers would like to acquire to integrate nutrition education into their academic discipline/subject; (3) to determine the skills and areas of knowledge the teachers would like to see included in an interdisciplinary nutrition education course.

*Research Methodology:* Not indicated in the abstract.

*Findings:* Not indicated in the abstract.

Delalat, M. (1987). *An assessment for determining nutrition education needs in Nebraska public schools*. Unpublished master's thesis, University of Nebraska, Lincoln.

Floyd, K. E. (2003). *The relationship of body mass index levels, nutrition knowledge, influences on food choices, dietary habits, and nutrition education of adolescent students*. Unpublished doctoral dissertation, Florida State University, Tallahassee. (Retrieved on June 4, 2004 from <http://etd.lib.fsu.edu/theses/available/etd-09212003-201655/>).

*Purpose of the Study:* This research was designed "to assess the relationship of body mass index levels, nutritional knowledge, selected food habits, influences that affect food choices, and nutrition education among adolescent students enrolled in high school family and consumer sciences [FCS] classes. The influences of some demographic factors [gender, grade level, ethnicity, Body Mass Index, and age] on each of these variables were also investigated" (p. ix).

*Research Methodology:* Fifty-nine male and female high school (Grades 9-12) students in an urban north Florida high school were surveyed and their Body Mass Index levels were determined.

*Findings:* Fifty-five percent of female students reported eating lunch, eating "significantly more lunch than their male counterparts" (p. ix). Female students also consumed more meat products than male students. Male students also consumed fewer fruits and vegetables than female students. Female students reported eating more snacks than male students. Male students indicated that they ate the same number of meals daily; female students did not. Students in the sample were

predominantly Caucasian (64 percent) and in the 9<sup>th</sup> Grade (74 percent). More 9<sup>th</sup> Grade students reported eating breakfast than students in Grades 10-12. Ninth Graders also consumed lunches and dinners more often. Caucasian students in this sample ate more junk food than other ethnic groups. Two-thirds (67 percent) of students in this sample were within a normal weight range. Close to half (49 percent) of students do not like to eat alone. Students who reported having taken a nutrition class (66 percent of the sample) ate less junk food, ate more often, ate more foods studied in nutrition classes and ate fewer foods from vending machines. Students who had not had nutrition classes ate more foods advertised on television. "Adolescent's food behavior was related to their nutrition knowledge and their food habits. . . Food habits were the best predictor of adolescent's food behavior" (p. x).

Freeman, D. (1995). *The effects of increased nutritional awareness on adolescent performance*. Unpublished master's thesis, Ashland University, Ashland.

*Purpose of the Study:* The study was designed to improve nutritional awareness and to improve eating habits of a select group of high school students.

*Research Methodology:* A creative foods class which included ninth through twelfth graders in an urban high school in Northeast Ohio from January 1993 through June 1993 was studied. Improvement of nutritional awareness was measured with pre- and post-tests. Improvement of eating habits was determined by evaluating individual pre and post daily diaries.

*Findings:* Increased concern for good personal nutrition was determined through a pre- and post-interest survey.

Green, J., McIntosh, M. & Wilson, A. (1991). **Changes in nutrition knowledge scores and calcium intake in female adolescents**. *Home Economics Research Journal* 19, (3) 207-214.

*Purpose of the Study:* The purpose of the study was "to determine whether a nutrition education program on calcium would increase the knowledge of female adolescents concerning the importance of calcium, vitamin D, and certain lifestyle factors that affect calcium balance" (p. 208).

*Research Methodology:* The random sample included a control group (N=20) and an experimental group (N=29) of ninth and tenth grade female physical education students. The research design includes a pretest, posttest, and post posttest. On the first and fifth days and then one month later, both groups of students completed a "written nutrition examination, lifestyle questionnaire, and 24-hour diet recall" (p. 208).

*Findings:* Students who received the nutrition education scored significantly higher on the written examination at the end of the program and one month after the program. Intake of calcium and vitamin D increased for both groups; however, the experimental group's mean intake was closer to the Recommended Daily Allowances.

Guillot, J. (1987). *Effects of nutrition education on a selected group of adolescents*. Unpublished master's thesis, Lamar University, Beaumont, TX. *Master's Abstracts International* 26(2), 177. (AAT No. 1331687). Retrieved on June 1, 2004 from <http://proxy.lib.iastate.edu:2087/dissertations/fullcit/1331687>

*Purpose of the Study:* This study examined: 1) "the effect of nutrition instruction on the food choices of students enrolled in secondary level home economics courses;" and 2) "the relationships between selected characteristics and food choices of adolescents."

*Research Methodology:* No information provided in the abstract about the sample. "The foods and amounts consumed by students at three specified time periods were determined through a 24-hour food recall. The three time periods were: (a) before nutrition instruction, (b) immediately following nutrition instruction, and (c) 8 weeks after completion of the nutrition unit."

*Findings:* "No significant difference was evident following the instructional unit on nutrition. Significant relationships were found between gender and both the mean meat food group intake score and the mean 'other foods' group intake score. A significant relationship was also found between race and the mean dairy food group intake score. No significant relationships were found between mean food group intake scores and age of participants or educational level of parents."

Hannah, K. (1989). *Sensory learning in secondary school foods courses as perceived by Iowa home economics teachers*. Unpublished master's thesis, Iowa State University, Ames.

*Purpose of the Study:* This study was conducted to collect data regarding secondary vocational food and nutrition classes in Iowa. Teachers' perceptions related to sensory learning were a specific focus of this research.

*Research Methodology:* A survey was distributed to a sample of secondary home economics teachers in Iowa.

*Findings:* 1) Secondary food and nutrition teachers incorporated sensory learning and had positive attitudes toward sensory learning. 2) "Visual gustatory and tactile perceptions" were used more often than "olfactory and auditory perceptions in

laboratory instruction” (p. 75). 3) “Self-reported knowledge of the perceptual domain was determined to be significantly related to the extent to which teachers focused on sensory learning objectives.” 4) “Attitudes toward sensory learning were not significantly related to demographic variables of age, teaching experience, year of graduation, class preparations, and laboratory experiences” (p. 76).

Jordan, J. (1991). *A comparison of methods for combating nutrition misinformation among high school students*. Unpublished master’s thesis, Colorado State University, Ft. Collins.

Karza, L. (1990). *Nutrition in Utah secondary food and nutrition programs (1989-1990)*. Unpublished master’s thesis, Brigham Young University, Provo.

*Purpose of the Study:* This study was designed to describe the status of secondary (Grades 6-12) home economics food and nutrition programs in Utah. Utah secondary home economics food and nutrition programs were examined to describe 1) the location and extent of coverage of nutrition topics, 2) the student population served, and 3) resources used by students and teachers.

*Research Methodology:* Surveys were distributed to the entire population (402 teachers) of Utah’s home economics teachers via regional contact persons. The response rate was 78 percent, and included responses from every district in the state.

*Findings:* Results showed that 1) similar nutrition topics were emphasized in all food and nutrition programs from the 6<sup>th</sup> through the 12<sup>th</sup> Grade; 2) more time was spent in nutrition education and more nutrition topics were covered than state guidelines recommended; 3) more males were enrolled than previous national research had reported; 4) textbooks were published within the past 10 years; 5) teachers used a variety of nutrition resources; 6) teachers had a strong food science and nutrition background; 7) teachers indicated a willingness to participate in future nutrition-related professional development even though time constraints, family concerns and the unavailability of such sessions in local regions and districts sometimes limited participation.

Kiefer, M. V. (1998). *Nutrition and fitness: Recommendations for an interdisciplinary high school course*. Unpublished master’s thesis, Purdue University, West Lafayette, IN.

Kokinda, S. & Levine, A. (1992). *Nutrition education for vocational consumer and homemaking students: A study of the correlation of the students’ knowledge, attitudes, and behaviors*. In S. Helmich (Ed.), *Abstracts of Research Presentations, 1992 Annual Meeting, American Home Economics Association* (p. 20). Bloomington, IL: Meridian Education Corp.

Kunz, M. H. & Preston, J. E. (1990). *A comparison of competency-based instruction with conventional instruction in the home economics classroom*. Paper presented at the American Vocational Association Convention in Cincinnati, OH. (ERIC Document Reproduction Service No. ED 326655).\*

*Purpose of the Study:* The purpose of this study was to compare student learning outcomes in a foods' class with three methods of teacher preparation: (1) providing teachers with competencies and training; (2) providing teacher with competencies with no training; and (3) providing no competencies or training.

*Research Methodology:* The sample included 344 students enrolled in foods and nutrition classes in 18 Utah high schools. Instrument included a pretest/posttest. Results were analyzed using ANOVA.

*Findings:* Results revealed that there were no significant differences in student learning between the three groups. Significant differences were found when Method 1 and Method 2 were grouped together and then compared with Method 3. Overall, no significant relationships were found between student scores and various teacher variables.

Labanz, S. (2001). *Examining food and nutrition education curriculum in Nebraska schools*. Unpublished master's thesis, University of Nebraska, Lincoln.

Lai, C. (1991). *Teacher experiences predicting student achievement in Ohio occupational food service programs (Food service programs)*. Unpublished doctoral dissertation, Ohio State University, Columbus. *Dissertation Abstracts International*, 52 (12), 4308. (AAT No. 9211169). Retrieved on May 28, 2004 from <http://proxy.lib.iastate.edu:2087/dissertations/fullcit/9211169>. \*

*Purposes of the Study:* This study was designed to: "(1) determine the relationships between occupational food service teacher experiences and their students' food service, applied science, and applied math achievement; (2) examine the regression of students' achievement on their teachers' experiences; (3) determine the relationships between these students' laboratory and applied academic experiences and their food service and academic skill achievement; and (4) examine the regression of student achievement on these learning experiences. A secondary purpose was to determine the relationships between teacher experiences and student learning experiences."

*Research Methodology:* "[One hundred and sixty-six] senior students who took the Ohio Food Service Achievement Tests (OFSAT) in both 1990 and 1991 and their 26 teachers comprised the useable sample."

*Findings:* “ (1) Ohio food service programs provide experiences and student learning experiences which are effective in increasing students' food service skill proficiency . . . but are ineffective in significantly increasing students' nonlanguage, language, applied science, and applied math skills; (2) only a few food service teacher experience variables are related to food service student achievement; (3) all five domains of food service student achievement can be predicted by using a set of two to six teacher experience variables; (4) the food service laboratory work experiences and applied academics experiences are not significantly related to food service students' achievement; (5) only three food service student achievement domains can be somewhat predicted by using a set of student learning experience variables: non[-]language . . . , language . . . , and applied math . . . ; and (6) few food service teacher experience variables are related to food service student learning experiences.”

Lanier, S. (1995). *A study of multicultural foods for secondary students at Dyersburg High School*. Unpublished master's thesis, University of Tennessee, Martin.

Less, S. (1986). *Validation of a nutrition unit designed for junior high school students*. Unpublished master's thesis, Iowa State University, Ames.

*Purpose of the Study:* This study examined the impact of a nutrition unit designed for junior high school students.

*Research Methodology:* Quasi-experimental design that included testing before and after students had completed the nutrition unit examined in this study.

*Findings:* The nutrition “program was considered successful in increasing student knowledge about nutrition” (p. 57). Students' worst scores were identified in the areas of fat and protein. “Students had the best scores on the questions concerning body composition and energy” (p. 60).

Little, J. (2001). *The effect of sport nutrition education on sport supplement knowledge among high school students from low-income communities*. Unpublished master's thesis, University of Massachusetts, Amherst.

Loprinzi, M. (1987). *The effects of nutrition education sessions related to dietary iron on the dietary iron intake of high school wrestlers*. Unpublished master's thesis, University of Wisconsin, LaCrosse. (Microform Publications, College of Human Development and Performance, University of Oregon, 1989. UO 89 432.)

McFall, K. (1998). *The effect of grades and attitude of secondary students when taking food science as a prerequisite to chemistry*. Unpublished master's thesis, University of Central Oklahoma.

*Research Methodology:* High school chemistry students in a school in Kansas and in a school in Tennessee were given the Shrigley's Science Attitude Scale to assess attitude. Grades were assessed by grade point average on a 4.0 scale.

Montgomery, A. H. (1988). *A comparison of nutrition knowledge of high school seniors and college seniors*. Unpublished master's thesis, University of Tennessee, Martin.

Nagel-Murray, K. (1989). *A study investigating how concepts associated with eating disorders are addressed in a preventative context in the home economics classroom*. Unpublished doctoral dissertation, University of Georgia, Athens. *Dissertation Abstracts International* 50 (09), 4229. (AAT No. 9003438). Retrieved on June 5, 2004 from <http://proxy.lib.iastate.edu:2087/dissertations/fullcit/9003438>.

*Purpose of the Study:* This study was designed to “determine whether and with what emphasis eating disorders and associated concepts are currently being addressed [and the emphasis placed on these concepts] by home economics teachers in the nation's public school vocational home economics classrooms.” The possible influence of the teachers’ and students’ backgrounds on such emphasis was also examined.

*Research Methodology:* Data were collected using a questionnaire.

*Findings:* 1) Most teachers “included eating disorders topics and associated concepts in their teaching, and indicated they could recognize and would refer an eating disordered student.” (2) Related topics were most often taught in food and nutrition classes. (3) “Previous personal and/or experiences with eating disorders significantly increased the likelihood the teacher addressed the concepts with greater emphasis and increased their ability to recognize and seek appropriate referral for an eating disordered student.” (4) “Previous academic experience with eating disorders significantly increased the likelihood the teacher indicated presenting concepts in an 'other' context besides Foods and Nutrition, Family Relations, or Consumer Education.” (5) “No significant differences were found between the emphasis given the 'anorexia' versus 'bulimia' topics.” (6) Reasons given for not including topics related to eating disorders were “Lack of the topic's relevancy, the teacher's lack of knowledge, or the fact the topic was covered in another course.” (7) “The majority of the teachers reported eating disorders were a problem at their school.”

Pierce, D. (1998). *Effects of nutrition education accompanied by reinforcement on seventh grader's food choices*. Unpublished master's thesis, Texas Woman's University, Denton-Dallas-Houston.

Plavcan, P. (1991). *Enhancing nutrition education using critical thinking theory: An experimental study*. Unpublished master's thesis, University of Wisconsin, Madison.\*

Plummer, P. (1992). *Assessment of nutrition knowledge, attitudes, and behaviors of tenth-grade students in Massachusetts public high schools (nutrition education)*. Unpublished doctoral dissertation, Boston College, Boston. *Dissertation Abstracts International*, 53 (09), 4597. (AAT No. 9301725).

*Purpose of the Study:* This study “identify[ed] the nutrition knowledge, attitudes, and behaviors of Massachusetts 10th grade students and to examine responses for differences based on gender, community type, and whether the respondents reported learning nutrition in school. The secondary objective was to compare responses of Massachusetts 10th graders to those of 10th graders from the National Adolescent Student Health Survey (NASHS).”

*Research Methodology:* A proportional stratified sample of students clustered by classroom comprising of 1482 students provided data for analysis in this study by responding to a 65-item questionnaire that included 44 items from the NASHS.

*Findings:* 1) Massachusetts students who responded to the survey had “limited nutrition knowledge.” 2) “All Massachusetts students, regardless of gender or community type, show[ed] a positive attitude toward the importance of nutrition to health.” 3) “More than half of students skip breakfast frequently; females have an especially low participation in school lunch programs; and although teenagers diet frequently, most follow low risk dieting practices.” 4) “Over the past decade, there has been a dramatic shift in responsibility for teaching nutrition from the home economics classroom to the health education classroom [in Massachusetts].”

Probart, C., McDonnell, E., Achterbert, G., & Anger, S. (1997). **Evaluation of implementation of an interdisciplinary nutrition curriculum in middle schools**. *Journal of Nutrition Education*, 29(4), 203-209.

*Purpose of the Study:* This study was designed to evaluate “teachers’ implementation and perceptions of Mid-LINC, an interdisciplinary nutrition curriculum” (p. 203) for 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade students. The Mid-LINC curriculum was developed by the Penn State Nutrition Center.

*Research Methodology:* The research design included both quantitative and qualitative methods. A survey was distributed to 469 teachers, with 218 (46%) responding. Of those teachers, 46 (37.2%) of them were home economics teachers. Classroom observations and in-depth interviews were also conducted to examine attitude toward the curriculum, implementation of the curriculum, and strengths,



weaknesses, or barriers. "A total of 44 classroom teachers were interviewed and 20 classrooms were observed from four schools" (p. 205).

*Findings:* The mean number of lessons taught was 3.28 lessons of the three to five available lessons. The mean number of lessons taught for home economics teachers was 4.891 (97.8%) which was significantly higher than other content areas. Having a project manager at the school to provide assistance in the implementation was noted as important. "The project manager, who was most often a home economics teacher, often introduced the curriculum to other teachers and generated enthusiasm for teaching" (p. 207).

Ramasike, M. (1988). *A science/home economics curriculum: The effect of a food additive module on achievement and attitude of early adolescents*. Unpublished master's thesis, Iowa State University, Ames.

*Purpose of the Study:* "The purpose of this study was to determine the effectiveness of Food Additives for Appeal module on knowledge about and attitude toward food additives for appeal of early adolescents" (p. 55).

*Research Methodology:* Students' scores at 5 treatment schools were compared with scores from students from 5 control schools using an assessment instrument designed for the study. One science and one home economics class were involved in the study in each of the schools; students' grade levels were either 7<sup>th</sup> or 8<sup>th</sup> Grade as determined by the participating schools. The instrument contained "25 multiple choice items related to food additives, 6 related to food and nutrition and 9 related to physical and life science" (p. 55) and a self-report attitudinal device that contained a 5-point Likert scale adapted from science and home economics textbooks.

*Findings:* A "significant difference between treatment and control schools on knowledge about Food Additives for Appeal" although "no corresponding effect on the attitude toward Food Additives for Appeal" existed. However, students in the treatment groups "showed a more positive attitude than control school students on nine of the attitude items" (p. 59). Home economics students in the treatment groups "were the most knowledgeable about Food Additives for Appeal" (p. 59).

Rankins, J., Weatherspoon, L., Cook, L., Reed, C, Shuford-Law, J., Davis, Y., Kissinger, M., & Ralston, P. (2000). **Influences of a chronic disease risk reduction curriculum called "Live!" on fat and fiber knowledge and attitudes of black and white adolescents**. *Journal of Nutrition Education*, 32(1), 14-20.

*Purpose of the Study:* The purpose of the study was to evaluate the effectiveness of the "Live!" nutrition education program.

*Research Methodology:* The education program was taught in four FCS middle schools in Florida. Pretests and posttests were used to evaluate a change in “nutrition knowledge, attitudes, and practices” (p. 17). The sample included 341 matched and completed tests.

*Findings:* Results revealed a significant increase in “knowledge about reduced-fat cooking among children” (p. 14). Knowledge scores were higher among black students rather white students.

Roark, K. (1991). *The effects nutrition education has on adolescent male and female athletes*. Unpublished master’s thesis, Texas Woman’s University, Denton-Dallas-Houston.

Schmitz, J. R. (1998). *Teaching students food preparation skills while embedding instructive feedback in the task sequence and in the consequent event*. Unpublished master’s thesis, University of Kentucky, Lexington.

Stanek, K., Reischol, D. & Grandjean, A. (1991). **An assessment of nutrition education in Nebraska public high schools**. *Journal of Vocational Home Economics Education*, 9 (1), 21-31.

*Purpose of the Study:* This research was designed to describe “the [then-] current status of nutrition education in Nebraska public high schools” (p. 23). The study sought to identify which subject areas were teaching nutrition “including percent of class time utilized,” “nutrition concepts . . . taught,” “materials . . . used to teach nutrition,” materials teachers are seeking to assist them with nutrition education and how nutrition education offerings could be expanded at the high school level.

*Research Methodology:* Four hundred and nineteen teachers in 276 high schools participated in the study.

*Findings:* “[Ninety-seven percent] of home economics, 37.8% of health, 26.7% of physical education, and 14.5% of science teachers had been required to complete a nutrition course in their undergraduate education” (p. 24). “[Ninety-six percent] of home economics teachers rated themselves as very knowledgeable or knowledgeable” on nutrition knowledge (p. 24). Notwithstanding that teachers in other content areas were often not required to take a nutrition course during their preservice study, “70% of health teachers, almost half of the physical education teachers, and over 50% of science teachers felt very knowledgeable or knowledgeable on the subject of nutrition” (p. 24). “Home economics teachers indicated they spent 30.4% of their class time teaching nutrition, the largest amount reported by teachers from any of the teachers” (p. 25). Topics taught most often included “basic food groups, food facts and fallacies, vitamins and minerals, human

digestion, individual nutrient needs, diet, heart disease and cancer, food additives, wellness, and food labeling" (p. 25). "Home economics teachers used a greater variety of educational methods to teach nutrition than teachers of other disciplines" (p. 27). Teachers indicated "a desire for more audiovisual material, educational resource packages and computer software" (p. 29).

Stroh, M. P. (1988). *An assessment of nutrition education in Kansas secondary home economics programs*. Unpublished doctoral dissertation, Kansas State University. *Dissertation Abstracts International* 49(07), 1691. (AAT No. 8819249). Retrieved on May 31, 2004 from <http://proxy.lib.iastate.edu:2087/dissertations/fullcit/8819249>

*Purpose of the Study:* This study "assess[ed] nutrition education in Kansas Secondary home economics programs."

*Research Methodology:* "Nutrition topics and instructional strategies were identified by means of a mailed survey sent to a random sample of 314 home economics teachers, including 91 middle/junior high school and 223 senior high school teachers with an 86% return rate."

*Findings:* 1) "Demographic data revealed that 80% of the teachers continued their education beyond a Bachelor's degree with one-third of Kansas home economics teachers holding a Master's degree or beyond." 2) "Most frequently reported sources of nutrition information included popular magazines (87%); sharing ideas with other teachers (81%); and professional journals and newsletters (80%)." 3) "Enrollment in middle/junior high school nutrition classes was higher than enrollment in senior high school classes." 4) "Barriers to effective nutrition education [included]: (a) students; (b) school; (c) home and family; and (d) teachers." 5) "Nutrition topics ranked from highest to lowest emphasis, included (a) food preparation; (b) basic nutrition; (c) fitness and health; and (d) consumer concepts." 6) "Senior high school teachers gave significantly higher emphasis rating to each of the four topic categories compared to the middle/junior high school teachers, but the two sample subgroups gave the same relative emphasis to the four topic categories." 7) "Teachers used instructional strategies designed to disseminate information more frequently than strategies that encourage application of information." 8) "Positive correlations [were found between an] emphasis on fitness and health topics with professional journals and newsletters and attendance at seminars." 9) "Consumer concepts were positively correlated with seminars and sharing ideas with other teachers." 10) "Significant positive correlations were indicated for use of strategies to encourage students to apply information with seminars, journals, and fitness centers."

Stuhldreher, W. L., Zuchowski, D. Z., & Liddel, M. (1996). **Family and consumer sciences teachers: Promote healthful eating for the year 2000.** *Journal of Family and Consumer Sciences*, 88 (3) 3-12.

*Purpose of the Study:* The purpose of this study was to “(1) determine the incorporation of Dietary Guidelines into the total curriculum; and (2) to assess the adequacy of educator’s preparation for implementation” (p. 3).

*Research Methodology:* The sample included 355 West Virginia family and consumer sciences teachers. Of those teachers, 117 (31%) returned a completed survey. Data were analyzed through frequency distributions and Spearman’s rho correlations.

*Findings:* Most of the teachers were integrating the dietary guidelines into the total curriculum. The two guidelines most consistently included are: (1) eat a variety of foods and (2) choose plenty of vegetables/fruits and grains. The recipes used in foods labs were modified to meet these guidelines. “Adequacy of educational preparation to promote Dietary Guidelines was positively correlated with ease of implementation, thus family and consumer sciences educators in West Virginia are an integral part of the educational team guiding youth in developing healthful eating patterns” (p. 3).

Thomsen, P., Terry, R. & Amos R. (1988). **Nutrition information sources used by adolescents.** *Home Economics Research Journal*, 16, (3), 215-221.

*Purpose of the Study:* This study was designed “to investigate the frequency with which adolescents receive general nutrition information from a variety of information sources and those sources from which they are most likely to seek information about specific nutrition topics” (p. 216).

*Research Methodology:* One hundred and sixty-three male (42 percent) and female (58 percent) students (14-18 years of age) in 5 Iowa high (Grades 9-12) schools were surveyed in March 1985 using an instrument developed for this research and included demographic information in addition to items related to the research purposes described above.

*Findings:* 1) All students lived in rural areas and the majority of these students “(97 percent) came from middle socioeconomic backgrounds” (p. 217). 2) 92 percent of students reported “nutrition in a school course during the present or previous years” (p. 217). 3) Female students were more likely than male students to have studied nutrition in home economics courses. 4) More male than female students reported studying nutrition in science classes. 5) “As age and grade in school increased, respondents were likely to report having received nutrition information in more types of classes” (p. 217). 6) Nutrition advice was most often received from

parents or guardians. 7) Other sources of information reported “were labels on food packages, magazines, and radio” (p. 218). 8) Physicians were reported as the first choice “and parents or guardians as their second choice when seeking information about losing or gaining weight or using vitamin/mineral supplements” (p. 219). 9) Advice related to sports performance was most often obtained from coaches.

Troy, B. (1986). *Nutrition education of seventh and eighth graders in a private school setting*. Unpublished master’s thesis, Mount Mary College, Milwaukee.

Versch, R. (1989). *Eating today for a healthier tomorrow: Evaluation of an affective-based nutrition education program*. Unpublished master’s thesis, University of Nebraska, Lincoln.

### **Relevant References:**

Amos, R. & Brun, J. (1996). Review of research in nutrition education. Chapter 17 in S. Redick (Ed.), *Review and synthesis of family and consumer sciences education research 1985-1995*, pp. 184-195. Peoria, IL: Education and Technology Division American Association of Family and Consumer Sciences.

Barker, J. M. (1994). Wyoming allows FCS classes to meet health requirement. *Journal of Family and Consumer Sciences*, 94(4), 65-66.

Brun, J. & Gillespie, A. (1992). Nutrition education research: Past, present, and future. *Journal of Nutrition Education*, 24, 220-221.

Pacha, R. (1993). *Decision-making skills of early adolescents related to food choices*. Unpublished master’s thesis, Iowa State University, Ames.

Pearce, J. (1985). *Adolescent girls’ body image perceptions and their relationships with eating behavior*. Unpublished master’s thesis, Iowa State University, Ames.

Stang, J., Story, M. & Kalina, B. (1998). Nutrition education in Minnesota public schools: Perceptions and practices of teachers. *Journal of Nutrition Education*, 30 (6), 396-404.

### **Housing and Interior Design**

Detwiler, P. (1988). *Comparison of housing, home furnishings, and/or interior decorating concepts in high school state curriculum guides and current textbooks*. Unpublished master’s thesis, Bowling Green State University, Bowling Green.

Emmel, J. & Cummings, M. N. (1999). *An assessment of housing education in secondary family and consumer sciences programs*. *Journal of Family and*

*Consumer Sciences Education*,17(2). Retrieved on March 9, 2004 from <http://www.natefacs.org/JFCSE/v17no2/v17no2Emmel.pdf>.

*Purpose of the Study:* This study was designed “to examine the educational backgrounds, the information needs, and the comfort levels of secondary “Family and Consumer Sciences [FCS] teachers related to family housing, interior design, and home equipment subject matter.” This study also “compared the concepts the teachers emphasized in their teaching in these areas with what they felt would be important for students to know in the future.” The study also sought “to assess strategies and resources seen as most useful in structuring housing-related courses.”

*Research Methodology:* Two hundred and fifty-six secondary FCS teachers in New Mexico were “surveyed to determine background characteristics” in addition to the above-stated research objectives during the 1996-1997 school year. One hundred surveys were returned for a response rate of 39 percent.

*Findings:* Most (94 percent) of responding teachers had bachelor’s degrees; one third (32 percent) had master’s degrees. The majority of these teachers had undergraduate degrees in FCS education. One-third of master’s degrees were also in FCS education. Seventy-two percent of respondents indicated, “that they had obtained their backgrounds in the content areas of housing, interior design, and equipment from their own experiences.” The majority of respondents also indicated that they had only “one college course in housing,” only “one college course in interior design, and took a home equipment course.” Sixty-one percent of teachers felt that their undergraduate preparation was adequate. “The seven concepts respondents felt most comfortable teaching about were selecting and using small appliances, kitchens and storage space, arranging furniture, selecting and using major appliances, designing a floor plan, housing alternatives, and selecting a place to live. The seven areas in which the largest number of respondents indicated they felt least comfortable teaching were home maintenance and remodeling, lighting and accessories, history of housing, selection and evaluation of home structures, mortgages and leases, energy conservation, and furniture styles and selection.” With respect to valued content, “60% or more of the respondents rated 14 of the 35 concepts [included in the instrument] as very important. . . The three concepts receiving the highest importance level ratings were home safety and sanitation; energy conservation in homes and impacts on community, nation, and the world; and factors to consider when buying or renting” (p. 4). Responding teachers indicated that “videotapes, models, samples, and ideas for activities were the most helpful of the resources included in the instrument in their teaching” (p. 5). Textbooks were most often identified as the guiding source for the structuring of housing and interior design courses.

Holt, B. (1988, January/February). *Do we teach what we consider most important?* *Illinois Teacher*, 119, 143.

*Purpose of the Study:* To assess which housing concepts home economics teachers considered important and how much these teachers emphasized these concepts in their classes.

*Research Methodology:* "A mailed questionnaire was completed by 76 teachers in 1979, and by 55 teachers in 1986" (p. 119). Twenty-five housing concepts were included in the questionnaire.

*Findings:* Housing "concepts considered important in 1979 were reaffirmed as important in 1986 . . . with few exceptions" (p. 119). Concepts considered more important in 1986 included "interior design and decoration," "kitchen design" and types of available housing. Those concepts considered less important in 1986 than 1979 were "choosing a home for the special needs of families," "safety, sanitation and pest control" and "improving and construction storage space" (p. 119). Teachers indicated that they incorporated basically the same schedule of topics in their classes in 1986 as they did in 1979. Those concepts emphasized more in 1986 included "reading house plans," "home construction and remodeling," "renting a house or apartment" and "financing, marketing and insuring homes." Those concepts emphasized less in 1986 than 1979 included the "selection, arrangement and care of furnishings," "living with another household member," "home management" and "furniture refinishing." When concepts teachers valued were correlated with emphasis and importance, "they showed room for improvement" (p. 119). "Three of the concepts rated most important (home management, home repairs and maintenance, and household appliances and equipment) were not on the list of the concepts emphasized most in the home economics program" (p. 119).

Sockwell, C. (1996). *High school teachers' conceptual knowledge of family living environments and society*. Unpublished doctoral dissertation, The University of Alabama, Tuscaloosa. *Dissertation Abstracts International* 57 (12), 5083. (AAT No. 9714287). Retrieved on May 28, 2004 from [http://proxy.lib.iastate.edu:2087/dissertations/fullcit/9714287.\\*](http://proxy.lib.iastate.edu:2087/dissertations/fullcit/9714287.*)

*Purpose of the Study:* This study analyzed the "conceptual knowledge and content standards in housing and interior design to implicate the need for a structured professional development program for secondary home economics teachers in Alabama"

*Research Methodology:* This study included "both quantitative and qualitative components. Perceptions were obtained from [216]Alabama high school home economics teachers of their abilities to teach concepts in the Family Living and

Environments Society module in the Alabama Course of Study: Home Economics (1990). A case study involving interviews, observations, and analyses of lesson plans provided additional support for the need for professional development."

*Findings:* 1) "A document analysis of *Homes: Today and Tomorrow* (Sherwood, 1990) revealed that it was a viable resource for teaching the content standards in the Family Living Environments and Society module." 2) "Teachers in the secondary home economics classroom perceive themselves to be unprepared to teach some content standards in housing and interior design. 3) "Although age had no significant relationship, the teacher's degree, years of teaching experience, year of graduation from a teacher education program, and the teacher education program from which the teacher graduated had a significant relationship on some of the content standards." 4) "The Course of Study may not be adequate for teachers and the content standards may not be relevant to the secondary home economics classroom."

#### **Relevant Reference:**

Jackson, N. & Southers, C. (1993). Housing and family well-being: A classroom approach to examining resource availability. *Journal of Family and Consumer Sciences*, 85 (2) 17-22.

McFadden, J. (1996). Housing/design education. Chapter 19 in S. Redick (Ed.), *Review and synthesis of family and consumer sciences education research 1985-1995*, pp. 205-212. Peoria, IL: Education and Technology Division American Association of Family and Consumer Sciences.

#### **Textiles, Clothing and Apparel**

Briney, K. A. (1990). *A study into the need for written curriculum guide in the clothing and textile area of vocational consumer home economics at the secondary level in the state of California*. Unpublished master's thesis, California State University, Fresno.

Cooper, K. (1986). *An assessment of students' satisfaction in clothing construction curricula I in secondary school*. Unpublished master's thesis, Utah State University, Logan.

Feather, B. L., Love, C. C., & Dillard, B. G. (1987). **Teachers' self-perceived competence to teach clothing construction to mainstreamed students**. *Home Economics Research Journal* 16, (2) 127-135.\*



*Purpose of the Study:* The purpose of this study was two-fold: “(a) to identify the educational and personal experiences that give home economics teachers’ feelings of self-perceived competence in teaching clothing construction to physically handicapped students and (b) to develop an instrument to measure high school home economics teachers’ self-perceived competence to teach clothing construction to mainstreamed physically handicapped students” (p. 129).

*Research Methodology:* The sample included 495 Missouri high school home economics teachers. Results were based on 303 (60%) returned questionnaires. The questionnaire was developed with four independent variables: education level, years of teaching experience, practical experience, and completion of specialized construction courses. The instrument was designed to measure adaptive processes, alteration skills, and design problem-solving.

*Findings:* Number of years of teaching experience, having taken specialized construction courses, and having personal experience with clothing construction were “significantly related to teachers’ perceived competency to teach clothing construction to handicapped students” (p. 127).

Hilleman, K. (1996). *Perceptual learning of textiles and clothing in Iowa secondary school family and consumer sciences classes*. Unpublished master’s thesis, Iowa State University, Ames.

*Purpose of the Study:* This study was designed “to determine the extent to which Iowa secondary school vocational family and consumer sciences teachers focus on perceptual learning objectives in the textiles and clothing units of their courses” (pp. 60-61).

*Research Methodology:* “A purposive sample of 250 secondary school family and consumer sciences teachers [who were teaching a clothing and textiles unit in an approved family and consumer sciences secondary program] was selected to participate in this study” (p. 61). Teachers responded to a mailed questionnaire that contained items asking for demographic information as well as 81 skill statements to which they responded using a 4-point Likert scale. Ninety-four teachers responded to the survey.

*Findings:* “Results of the ANOVA showed no significant differences among any of the variables” (p. 65).

Hoffman, T. L. (1991). *Status of textiles and clothing courses in vocational home economics programs in the state of Indiana*. Unpublished master’s thesis, Indiana State University, Terre Haute.

Kearney, K. (1986). *A descriptive study of a type of commercial educational program : Idaho fabric shop retailers, their classes, teachers, and clientele, and the extent of cooperation between retailers and their teachers and teachers in public school and cooperative extension sewing programs*. Unpublished master's thesis. University of Idaho, Moscow.

Larson, E. (1987). *Identification of the current status of clothing and textile courses in secondary consumer and homemaking programs in Nebraska*. Unpublished master's thesis, University of Nebraska at Kearney.

Lunsford, M. (1991). *Effectiveness of the inquiry method of instruction in teaching a secondary home economics textiles unit*. Unpublished doctoral dissertation, University of North Carolina, Greensboro. *Dissertation Abstracts International* 52(08), 2844. (AAT No. 9204451). Retrieved on May 28, 2004 from <http://proxy.lib.iastate.edu:2087/dissertations/fullcit/9204451>. \*

*Purpose of the Study:* This study “examine[d] the effect of the inquiry method of instruction on achievement of clothing and textiles secondary students. In addition, relationships among posttest scores, first semester clothing and textile grades, number of class sessions attended, grade classification, and teacher/student attitudes were examined.”

*Research Methodology:* “The nonrandomized control group, pretest-posttest design was used. The experimental group was composed of seven teachers and 74 students; six teachers and 63 students formed the control group. Eight lessons using the inquiry approach developed by the researcher were used for assessment devices.”

*Findings:* “Responses to the teacher questions indicated that teachers in the experimental group reacted favorably to the inquiry method and would use it when appropriate. Most of the teachers reported that students developed inquiry skills and mastered important concepts related to textiles.” With respect to students' attitudes toward the teaching method, “scores of the experimental group were statistically higher than those of the control group.” “Pretest scores, student semester clothing and textiles grades, class attendance, teachers' attitudes, and students in the 12th grade were significant predictors of posttest achievement scores. Results indicated no significant relationships among the dependent variable and students' attitudes and grade classification of students in grades 9, 10, and 11.”

MacDonald, N. M., Manning, M. A., & Souther, M. D. (1985). *Teaching sewing machine tension concepts to blind and sighted students*. *Home Economics Research Journal*, 14(1), 74-79.\*

*Purpose of the Study:* The purpose of the study was to “develop a lesson plan on sewing machine tension” (p. 75) for sighted and blind students to “determine if tactile aids and verbal directions enabled students to identify and regulate tension independently” (p. 75).

*Research Methodology:* The sample included 42 students (12 blind and 30 sighted) who were divided into seven treatment groups. The researchers developed a lesson plan with tactile aids and directions. This lesson was taught to the experimental groups. Students were assessed based on their performance on three tasks on a five-point rating scale.

*Findings:* Blind and sighted students who received the experimental lesson received higher mean ratings than those students who received the traditional lesson. When compared to the traditional lesson, blind students receiving the experimental lesson had a significantly higher mean rating. Sighted students showed no significant increase in performance; yet, they did receive the highest mean rating when the entire verbal/ tactile lesson was presented.

Moore, C. (1990). *The attitudes toward home economics and teacher concern of middle level studies on clothing and textile projects and non-project units in home economics*. Unpublished master’s thesis, Ohio State University, Columbus.

Murphey, I. C. (1988). *Current trends in clothing and textiles education: How they have affected selected Virginia home economics teachers*. Unpublished master’s thesis, Virginia Polytechnic Institute and State University, Blacksburg.

Norden, C. (1990). *The attitudes toward home economics and teacher concern of middle level students on clothing and textile project and non-project units in home economics*. Unpublished master’s thesis, Ohio State University, Columbus.

Rogers, N. (1989). *Factors influencing computer-aided clothing and textiles instruction in secondary home economics programs in Arkansas*. Unpublished master’s thesis, University of Arkansas, Fayetteville.\*

Rogers, N., Cotton, M., & Thompson, C. (1990). **Factors influencing computer-aided clothing and textile instruction in Arkansas secondary home economics programs**. In Peck J. C. *American Home Economic Association Abstracts of Research Presentations*. Illinois: Meridian Education Corporation, p. 59.\*

Rogers, N., Thompson, C., Cotton, M. & Thompson, D. (1993, Fall/Winter). **Computer-aided instruction in secondary clothing and textiles courses**. *Journal of Vocational Home Economics Education*, 11(2), 22-29.\*

*Purpose of the Study:* "This study was designed to provide information regarding the use of Computer-Aided Instruction (CAI) for teaching clothing and textiles in secondary education in Arkansas. The study examined the extent to which computers are being used and home economics teachers' perceptions concerning computer use" (p. 23).

*Research Methodology:* Data were collected using a three-part questionnaire that "was mailed to 200 randomly selected secondary vocational home economics teachers in Arkansas in Spring 1989" (p. 24). The response rate was 59 percent.

*Findings:* Over three-quarters of reporting classrooms (79 percent) had access to computers either in their classrooms or in a computer lab at their schools. On average, students used computers 1.25 hours per semester. Means for categories of computer use were: 0.32 hours for construction, 0.31 hours for selection, 0.19 hours for textiles, 0.14 hours for careers, 0.18 hours for care of clothing and 0.04 hours for economy (see p. 25). "Significantly greater student use was found when the computer was located in the home economics classroom rather than in a central laboratory. Software appropriate to the clothing and textiles subject areas was the greatest perceived need for implementing computer aided instruction" (p. 22).

Schourek, G. (1995). *Teacher perceptions of textiles, apparel and fashion merchandising course content as it relates to student skill development: implications for tech prep*. Unpublished master's thesis, Northern Illinois University, DeKalb.

Webster, M. (1986). *Factors influencing secondary home economics teachers' choices of topics and time allotments in beginning clothing and textiles courses in Utah*. Unpublished master's thesis, Brigham Young University, Provo.

*Purpose of the Study:* The study identified the factors influencing high school home economics teacher choices of, and time allotted to, topics in beginning clothing and textile courses.

*Research Methodology:* Data were gathered by mailed surveys sent to 96 Utah high schools. Central tendency, rank scores, and relationship between variables constituted data analyses.

*Findings:* The percentage of time apportioned to teaching other topics is shown below, as an average, aggregate, percent of confidence teachers had in their teaching ability for the ten "most taught" topics, respectively: clothing construction (100 percent), selection and care (99 percent), art and design in clothing (99 percent), wardrobe planning (88 percent), personal grooming (85 percent), textiles (82 percent), consumer skills (79 percent), psychology of clothing (67 percent), family clothing decisions (54 percent), careers in clothing/textiles (51 percent), and clothing for special

populations (25 percent). The only significant factor governing teacher choice of topics and time allotted to them was how confident the teacher was in her preparation to teach the subject, as learned in college or university courses, including intern and student teaching practicum experiences. School size, class size, years of teaching, number of preparations, state scope and sequence, age, or favorite area of home economics were not significant in the choices made by the teachers.

### **Relevant References:**

Brandes, K. & Garner, M. (1997). The case for high school clothing construction classes. *Journal of Family and Consumer Sciences*, 89 (1) 62-65.

Gilbert, Carlotta Sheffield (1980). *The effectiveness of teaching consumer education concepts in clothing and textiles to selected secondary students in home economics*. Unpublished doctoral dissertation, Florida State University, Tallahassee.

Loker, S. (1987). A case for creativity: Sewing in the classroom. *Journal of Home Economics* 79, (1) 15-19.

### **FCS Process Skills**

Bandyopadhyay, S. (1994). *An analytical examination of family problems which affect youth development and the role of home economics in addressing them*. Unpublished doctoral dissertation, The Penn State University, University Park. *Dissertation Abstracts International*, 56 (02), 478. (AAT No. 9518700). Retrieved on June 7, 2004 from <http://proxy.lib.iastate.edu:2087/dissertations/fullcit/9518700>.

*Purpose of the Study:* This study “examine(d) the role of home economics in addressing the needs of adolescents” in the context of the problems adolescents face in the United States.

*Research Methodology:* “Telephone interviews were used in this study to obtain qualitative information from representatives of Pennsylvania's home economists to reflect upon these problems.”

*Findings:* 1) The family “has great impact on youth development. 2) “Society and social conditions have responsibility for the family's situation.” 3) Family needs that need support include increased employment, improved child and health care and “community based initiatives for good family relations.” 4) “Home economics deals with adolescents' self-esteem and teaches life skills which help them to overcome the problems.” 5) “Home economists can help them more through their practical oriented curriculum.”

Edersheim, M. (1988). *The contribution of practical reasoning instruction and other factors to decision-making level of tenth-grade home economics students*. Unpublished master's thesis, Ohio State University, Columbus.

Gebo, E. M. (1988). *Colorado consumer and homemaking teacher recommendations for an updated comprehensive curriculum*. Unpublished doctoral dissertation, Colorado State University, Ft. Collins. *Dissertation Abstracts International* 50(03), 612. (AAT No. 8911803). Retrieved on May 31, 2004 from [http://proxy.lib.iastate.edu:2087/dissertations/fullcit/8911803\\*](http://proxy.lib.iastate.edu:2087/dissertations/fullcit/8911803*)

*Purpose of the Study:* This "research was designed to obtain Colorado consumer and homemaking teacher's recommendations for an updated curriculum."

*Research Methodology:* "Six survey instruments were designed, one for each content area: Coordinating Work and Family, Feeding and Nourishing the Family, Nurturing Human Development, Economics and Managing Resources, Meeting Personal and Family Textile Needs, and Creating a Living Environment. Each of the 559 identified consumer and homemaking teachers in the middle, junior, and senior high schools in Colorado received one of the six instruments through a random interval selection process. An overall response rate of 63 percent was obtained."

*Findings:* "Colorado comprehensive core curriculum should be revised to incorporate the recommendations of the teachers surveyed. Process skills that were communicative and emancipative in nature were identified as those that should receive emphasis in an updated curriculum. Very few technical task-oriented skills were recommended for thorough emphasis in an updated curriculum. The practical problems faced by individuals and families in facing life situations were perceived as appropriate content for a consumer and homemaking curriculum."

Jenkins-Vulgamore, V. (1991). *The relationship of home economics instruction and other factors on early adolescents' decision making skill levels*. Unpublished master's thesis, Ohio State University, Columbus.

Koziolk, K. (1988). *The teaching of thinking skills through clothing and textiles experiences in junior high/middle school*. Unpublished manuscript, Mankato State University, Mankato.

Martin, J. (1988). *The effects of practical reasoning instruction on 10<sup>th</sup> grade students' decision making skill levels*. Unpublished master's thesis, Ohio State University, Columbus.

Park, J. S. (1993). *Testing for critical thinking skills in selected courses*. Unpublished doctoral dissertation, Oregon State University, Corvallis. *Dissertation Abstracts International*, 54 (05), 1705. (AAT No. 9327046). Retrieved on June 7, 2004 from <http://proxy.lib.iastate.edu:2087/dissertations/fullcit/9327046>.

*Purpose of the Study:* This study was designed “to assess the gain in critical thinking skills with a consideration of grade point averages during a semester in two high school home economics courses, and one language arts course which was used as a control group.”

*Research Methodology:* “The California Critical Thinking Skills Test: College Level (CCTST) as a pretest and a posttest to students (n = 101) in three classes; Food Science, (grades 10-12), Nutrition and Food Preparation, (grades 10-12), and Intermediate Composition, (grade 11).”

*Findings:* “Students with higher [GPA’s] were found to be significantly higher on CCTST mean scores. No statistically significant main effect was found for levels of class group. In addition, no statistically significant interaction was observed between levels of class groups and grade point average. As a result of the findings, it is concluded that the students did not have statistically significant gain in critical thinking skills in any of the tested classes as assessed by the CCTST.”

Plavcan, P. (1991). *Enhancing nutrition education using critical thinking theory: An experimental study*. Unpublished master’s thesis, University of Wisconsin, Madison.\*

Pleskac, S. M. (1990). *Assessment of importance and competence of problem solving and decision-making skills in the home economics classroom*. Unpublished master’s thesis, Northern Illinois University. (ERIC Document Reproduction Service No. ED 329718).

*Purpose of the Study:* “This study examined the problem-solving and decision-making concepts included in the Consumer and Homemaking curricula in Illinois.”

*Research Methodology:* “Data were taken from a larger study, ‘Evaluating Program Outcomes: Occupation of Homemaking,’ conducted under the auspices of the Illinois State Board of Education. Through telephone interviews, 333 randomly selected Illinois high school graduates (between 1979 and 1984) rated each concept on a 10-point Likert scale. Each concept was rated twice: once, to rate importance of the concept to adult functioning and second, the graduates’ competence. Of the 57 concepts included in the Consumer and Homemaking curricula, 16 related to problem solving and decision making.”

*Findings:* “Using a t-test, differences were found between those who had enrolled in one or more home economics courses and those who had no home economics course. A confounding variable is that consumer education is required of every high school graduate in Illinois. When data were analyzed according to course taken, three courses showed significant differences for competence. Respondents enrolled in home economics courses did perceive the importance of problem-solving and decision-making processes for adult living higher than respondents not enrolled in home economics courses. Results also showed enrollment in home economics courses increases the perceived competence of problem solving and decision making processes.”

Reicks, M., Stoebner, T., Hassel, C., & Carr, T. (1996). *Evaluation of a decision case approach to food biotechnology education at the secondary level*. *Journal of Nutrition Education*, 28(1), 33-38.\*

*Purpose of the Study:* The purpose of this study was to evaluate a secondary consumer biotechnology education program using a decision case approach.

*Research Methodology:* Eight teachers in six public and private schools implemented the program in food science, horticulture, biology, and science classes. The sample include 200 high school students who completed pretest/posttest instruments before and after the program to assess changes in attitudes and abilities. Six of the teachers completed a survey about preparation and strategies for teaching.

*Findings:* Results revealed “students were more aware of how biotechnology affects their life” (p. 36). With regard to the decision case method, students described it as a positive experience, and involvement “was reported as moderate or high by 95% of the students, indicating that the decision case method of learning successfully engaged student” (p. 36). The participating teachers acknowledged this method as “an effective teaching tool” (p. 36).

Rogers, J. (1987). *The effects of a curriculum on adolescent perception of their problem-solving behavior and attitudes*. Unpublished master’s thesis, Brigham Young University, Provo.

Rowley, M. (1989). *A naturalistic case study of higher cognition in academic tasks performed by secondary students*. Unpublished doctoral dissertation, Brigham Young University, Provo. *Dissertation Abstracts International* 51(5), 1556. (AAT No. 9013386). Retrieved on June 4, 2004 from <http://proxy.lib.iastate.edu:2087/dissertations/fullcit/9013386>.



*Purpose of the Study:* This study was conducted “to observe and assess student development of higher cognitive skills in the secondary [home economics] classroom.”

*Research Methodology:* “The teacher-defined academic tasks and Resnick's definitions of higher order thinking (1987) formed the parameters of the naturalistic multi-site case study.”

*Findings:* “Key elements of Resnick's definitions could be identified in the performance by the students of the academic tasks at the case study sites. Analyses of data resulted in identification of seven dominant patterns of interactions and activities that supported use of higher cognition by the students. The teachers at the case study sites often chose to implement learning activities that incorporated strategies to support higher order thinking, but the decision was not consciously based upon a wish to develop student higher cognition, and higher order thinking occurred as a nurturant effect. The instructional strategies were chosen to enhance student ability to learn discipline-related concepts considered by the teachers to be important to student progress and well being, and sometimes teaching decisions stopped critical and/or creative thinking from being acted out by the students.”

Tabbada, E. (1987). *Exploring the development of critical thinking in home economics*. Unpublished doctoral dissertation, University of Illinois, Champaign. *Dissertation Abstracts International*, 49 (01), 49. (AAT No. 8803216). Retrieved on June 7, 2004 from <http://proxy.lib.iastate.edu:2087/dissertations/fullcit/8803216>.

*Purpose of the Study:* This study was designed to determine “whether achievement in home economics foods and nutrition classes could be increased by assigning critical thinking tasks and to determine whether critical thinking could be developed in grade seven home economics classes by implementing selected critical thinking strategies.” This study also examined “the reactions and experiences of teachers while using selected strategies in their attempt to develop critical thinking.”

*Research Methodology:* “Forty-three students served as an experimental group and thirty students as a control group.” Following a five week unit comprised of “activities which elicited critical thinking tasks using varied strategies,” members of “each group was pre [-] tested and post [-] tested with a foods and nutrition achievement test and the Cornell Critical Thinking Test, Level X.” Teachers’ viewpoints and reactions to teaching critical thinking were gathered through interviews and responses to a questionnaire.”

*Findings:* “Achievement in foods and nutrition may be increased through the assignment of critical thinking tasks as shown in this study by incorporating

teaching strategies such as problem solving, open-ended discussion and small-group discussion. There was a moderately high correlation between achievement and critical thinking. The nonsignificant difference in the mean scores of the experimental and control groups inferred that the treatment lessons were not effective while the qualitative data suggested that critical thinking cannot be accurately measured by critical thinking tests. The teachers exhibited favorable reactions and enriched viewpoints about critical thinking after the study.”

Watkins, M. L. (1988). *Attitude change of seventh grade home economics students toward problem solving*. Unpublished master’s thesis, Utah State University, Logan.

Watkins, M. & Moss, D. (1988). *Attitude change of seventh-grade home economics students toward problem-solving*. In J. Gritzmahcer & R. Lovingood (Eds.). *1988 Annual Meeting Research Abstracts, American Home Economics Association* (p. 72). Bloomington, IL: Meridian Education Corp.

### **Relevant Reference:**

Department of Home Economics Education. (1986). *Proceedings/international conference, thinking and problem solving in home economics*. Ohio State University, Columbus.

Jones, J. & Safrit, R. D. (1992). Critical thinking: Enhancing adolescent decision making. *Journal of Home Economics* 84, (3) 4-7.

Kato, S. L. (1994). Promoting creativity in culturally diverse classrooms. *Journal of Family and Consumer Sciences* 86, (4) 17-22.

Laster, J. F. (1987). Instructional strategies for teaching practical reasoning in consumer homemaking classrooms. In R. G. Thomas (Ed.) *Higher order thinking: Definition, meaning, and instructional approaches* (pp. 44-61). Washington, DC: Home Economics Education Association.

Rehm, M. (1989). Factors affecting creativity: Perspectives from home economics teachers and student teachers. *Journal of Vocational Home Economics Education*, 7(2), 13-27.

Schlautman, N. (1992). *A paradigm for the thinking process involved in early adolescents’ decision making*. Unpublished master’s thesis, Iowa State University, Ames.

Thomas, R. (1985). Home economics in secondary education and the development of human competence. *Journal of Home Economics*, 77(3) 2-6.

Thomas, R. (1996). Thinking "in relation": A family and consumer sciences perspective on higher order thinking. Chapter 22 in S. Redick (Ed.), *Review and synthesis of family and consumer sciences education research 1985-1995*, pp. 233-240. Peoria, IL: Education and Technology Division American Association of Family and Consumer Sciences.

Way, W. (1989). Examining critical thinking in home economics education: An empirical/analytical perspective. *Journal of Vocational Home Economics Education*, 7(1), 1-9.