



Work experience as part of the occupational home economics teacher preparation program
by Phyllis Marie Dennee

A thesis submitted in partial fulfillment of the requirements for the degree of MASTER OF SCIENCE
in Home Economics

Montana State University

© Copyright by Phyllis Marie Dennee (1982)

Abstract:

The purpose of this study was to review the Vocational Home Economics Education work experience programs of randomly selected colleges and universities preparing teachers for occupational home economics programs at the secondary level. The study sought to ascertain the variables of work experience, variables of teacher preparation programs utilizing work experience, and the variables of state occupational teacher certification requirements for work experience.

After establishing validity, the revised questionnaire was mailed to 120 randomly selected unit administrators and teacher educators identified with programs of Vocational Home Economics' Education. Reliability was determined through the use of test-retest.

' Results of the study determined the most typical work experience program for undergraduates in Vocational Home Economics Education in this survey to have the following major components: (a) was required for some students in the program, while optional for others; (b) re- quired student reports; . (c) included a variety of work experiences in one occupational area; (d) fulfilled stated learning objectives determined by the institution; .(e) was designed to offer credit hours to the participating student; and, (f) could be completed any time in the undergraduate program. Of the colleges and universities surveyed, 54.5 percent did not offer or require work experience in the teacher preparation programs for Vocational Home Economics Education. A significant relationship existed between the college or university's work experience program requirements and the state or territory's work experience requirements for occupational teacher certification.

STATEMENT OF PERMISSION TO COPY

In presenting this thesis in partial fulfillment of the requirements for an advanced degree at Montana State University, I agree that the Library shall make it freely available for inspection. I further agree that permission for extensive copying of this thesis for scholarly purposes may be granted by my major professor, or, in her absence, by the Director of Libraries. It is understood that any copying or publication of this thesis for financial gain shall not be allowed without my written permission.

Signature

Thyllis Marie Dennee

Date

August 3, 1982

WORK EXPERIENCE AS PART OF THE OCCUPATIONAL
HOME ECONOMICS TEACHER PREPARATION PROGRAM

by

PHYLLIS MARIE DENNEE

A thesis submitted in partial fulfillment
of the requirements for the degree

of


MASTER OF SCIENCE


in

Home Economics

Approved:


Chairperson, Graduate Committee


Head, Major Department


Graduate Dean

MONTANA STATE UNIVERSITY
Bozeman, Montana

August, 1982

ACKNOWLEDGMENTS

My sincere thanks to those who aided and guided my research:

My committee chairperson, Dr. Angelina Parsons.

The members of my graduate committee; Dr. Margaret Briggs and Dr.

Leroy Casagrande.

The interested teacher educators and unit administrators who participated in this study as review panel members and questionnaire respondents.

And especially my husband, Bob, and our sons, Jason and Gregory, for support, advice, and patience.

TABLE OF CONTENTS

	Page
VITA	ii
ACKNOWLEDGEMENTS	iii
LIST OF TABLES	viii
ABSTRACT	ix
Chapter	
I. INTRODUCTION	1
Purpose of the Study	2
Need for the Study	2
Objectives	4
Assumption	5
Limitations	5
Definitions	6
II. REVIEW OF LITERATURE	8
History of Vocational Home Economics Education	8
Occupational Home Economics in the Schools	11
Work Experience for Teacher Preparation	13
Occupational Teacher Preparation Standards	15
III. PROCEDURES	17
Population and Sample	17
Survey Instrument	18
Procurement of Data	19
Analysis of Data	19

TABLE OF CONTENTS (continued)

Chapter	Page
IV. RESULTS AND DISCUSSION	21
Characteristics of Undergraduate Vocational Home Economics Programs	23
Undergraduate Majors Completing Work Experience for Vocational Home Economics Education	26
Work Experience Variables	27
Required or Optional	27
Time in Program Completed	27
Length in Clock Hours	29
Breadth of Experience	31
Acceptance of Prior Unsupervised/Unplanned Work into Program	32
Stated Objectives	32
Cost to Institution	35
Cost to Participating Student	35
Credit Hours	36
On-the-Job Compensation	37
Criteria for Student Selection	38
Training Plan	38
Evaluation Guidelines	40
Criteria for Work Stations	41
Student Reports	42

TABLE OF CONTENTS (continued)

Chapter	Page
Supervision	42
States' Requirements for Work Experience	44
Variables of Programs Utilizing Work Experience	45
Vocationally Certified Degree	45
Inservice for Work Experience	47
Difference in Teacher Preparation	47
Student Teaching	48
Teacher Educators' Background	49
Advisory Committee	50
V. SUMMARY, CONCLUSIONS, RECOMMENDATIONS	51
Summary	51
Conclusions	54
Recommendations	58
Implications for Educational Practice	58
Improvement of the Study	60
Use of Results from the Study	61
Implications for Further Research	61
LITERATURE CITED	63
APPENDIXES	66
A. Cover Letter for Review Panel	68
B. Questions for Review Panel	70

TABLE OF CONTENTS (continued)

Chapter	Page
C. Cover Letter for Questionnaire	72
D. Survey Questionnaire	74
E. Follow-up Postcards	82
F. Cover Letter for Retest Questionnaire	84

LIST OF TABLES

Table	Page
1. Number of Institutions in Each State or Territory Responding to the Survey	22
2. Total Responses Used for Analysis of Data	23
3. Institutions Offering a Degree Enabling Graduates to Teach in Consumer and Homemaking and Occupational Programs in Vocational Home Economics	24
4. Number of Respondents with Work Experience Offered or Required in Vocational Home Economics Education Programs	25
5. Time in Undergraduate Home Economics Education Program When Work Experience Most Often Completed	28
6. Length of Work Experience	30
7. Survey Responses Concerning Work Experience Variables	33
8. Responsibility for the Training Plan and Supervision of the Work Experience Student	40
9. Survey Responses Concerning Programs Utilizing Work Experience	46

ABSTRACT

The purpose of this study was to review the Vocational Home Economics Education work experience programs of randomly selected colleges and universities preparing teachers for occupational home economics programs at the secondary level. The study sought to ascertain the variables of work experience, variables of teacher preparation programs utilizing work experience, and the variables of state occupational teacher certification requirements for work experience.

After establishing validity, the revised questionnaire was mailed to 120 randomly selected unit administrators and teacher educators identified with programs of Vocational Home Economics Education. Reliability was determined through the use of test-retest.

Results of the study determined the most typical work experience program for undergraduates in Vocational Home Economics Education in this survey to have the following major components: (a) was required for some students in the program, while optional for others; (b) required student reports; (c) included a variety of work experiences in one occupational area; (d) fulfilled stated learning objectives determined by the institution; (e) was designed to offer credit hours to the participating student; and, (f) could be completed any time in the undergraduate program. Of the colleges and universities surveyed, 54.5 percent did not offer or require work experience in the teacher preparation programs for Vocational Home Economics Education. A significant relationship existed between the college or university's work experience program requirements and the state or territory's work experience requirements for occupational teacher certification.

CHAPTER I

INTRODUCTION

Home economics teacher educators are necessarily concerned with adequately preparing teachers to equip male and female secondary school students with the knowledge, skills, and attitudes necessary for the occupation of homemaker. As significant as the homemaking occupation is to our society, the other component of Vocational Home Economics Education, occupational home economics, also requires specialized and careful preparation of teachers.

With technology and workplace structure changing constantly and rapidly, the teaching of skills and knowledge for wage-earning jobs in occupational home economics is a challenge for secondary school teachers. Teachers must update and revise the curriculum to keep pace with change. Along with updating the curriculum, occupational teachers must possess updated skills before they can train others to perform in various occupations. The unofficial slogan in vocational education is, "If you can't do it; don't teach it." (Grandberg, 1975, p.74)

Preparation of secondary school teachers of occupational home economics, then, must include training for updated skills in wage-earning occupations related to home economics. In many colleges and universities, a practicum or work experience is part of the undergraduate program. In some, it is not. Whether it is called work experi-

ence, practicum, or one of the variety of other related names found in the literature, this study gave answers to the "state of the art" of work experience in occupational home economics teacher preparation.

Purpose of the Study

The purpose of this study was to review the Vocational Home Economics teacher education programs of all land grant institutions and other selected colleges and universities preparing teachers for occupational home economics programs at the secondary level, and to ascertain the types of work experience provided in the preparation process.

Need for the Study

Occupational home economics teacher preparation programs vary across the nation in many aspects. One of these aspects is the inclusion of related work experience as part of the undergraduate requirements for a teaching degree in Vocational Home Economics Education. Even among the programs which have required work experiences, a perusal of college catalogs and a review of the literature showed a diversity in definitions, criteria, and evaluation of on-the-job experience.

Home economics teacher educators are increasingly verbal about the need for standardization in work experience for occupational home economics teacher preparation programs for many reasons.

(Simpson, 1980)

First, the current demands for accountability in teaching required secondary school teachers and others to show measurable learning and progress in students. An occupational home economics teacher in a secondary school must have a clear rationale for designing and teaching the occupational program so that students will attain a measurable set of competencies at the close of each instructional unit. A high school occupational home economics teacher who has had a related work experience in the home economics occupation he/she is teaching will have a better background to decide what competencies are appropriate for the occupations being learned.

Second, recently published standards of vocational home economics, such as those published in June, 1981 from The University of Texas at Austin, suggest work experience or training in one or more occupational areas as a quality indicator for an instructor of occupational home economics. If this is an accepted standard, then home economics teacher educators should incorporate the opportunity for work experience into the preparation program.

Third, the Vocational Education Act of 1963 obligated Vocational Home Economics teachers to establish wage-earning or occupational programs. With that federal directive in mind, home economics educators must continue to respond by insuring that teacher preparation programs actually do provide the prospective teacher of occupational home economics with the appropriate knowledge and skills necessary to establish or maintain an effective occupational program at the

secondary level. Work experience might give prospective teachers the added confidence needed to carry out the federal law by initiating and maintaining viable occupational home economics in secondary schools.

Last, standardization of work experience for occupational home economics, or a step toward that goal, would give Vocational Home Economics Education a greater prestige among other vocational educators who have already established standards for work experience for vocational programs.

Quality home economics occupational teachers will likely come from quality preparation programs. If decisions can be made concerning the standards for quality in terms of work experience for occupational home economics teacher preparation programs based on a review of land grant institution programs and others across the United States, Vocational Home Economics Education will move closer to the goal of excellence in occupational home economics programs at the secondary school level.

Objectives

The objective of this study of land grant and non-land grant institutions preparing teachers of occupational home economics at the secondary level was to determine differences and similarities in work experience in teacher preparation in these areas:

- 1) purpose and extent of work experience,
- 2) organization of program involving work experience (i.e., preparation leading to, prerequisites, admittance and grade point requirements),
- 3) evaluation guidelines used to determine the effectiveness of work experience,
- 4) cost of work experience to the institution and to the participating student,
- 5) number and percentage of vocational home economics education students involved in work experience,
- 6) requirement of work experience for state teacher certification in each state or territory of the institution surveyed, and
- 7) program of inservice for post-graduates.

Assumption

An assumption basic to this study was:

- 1) The value of work experience is recognized and accepted in occupational home economics.

Limitations

The following limitations were determined for this study:

- 1) All land grant colleges and fifty other colleges and universities were surveyed.

- 2) Teacher preparation for secondary school programs in occupational home economics was studied.
- 3) One component of occupational home economics, work experience, was researched. Other components would necessarily be present for a quality teacher preparation program for Vocational Home Economics in the occupational area.
- 4) The time period for this study was April and May of 1982.

Definitions

Some terms used throughout this paper have a variety of interpretations. The following terms used in the study are listed and defined in order to clarify their usage.

Work experiences are those experiences which require less than a baccalaureate degree and are related to the occupation or occupations being taught. Also called practicums or job, wage-earning, non-professional, and employment experiences. (Terrass and Comfort, 1979)

Land Grant designates any of a number of colleges and universities originally given federal lands on condition that they offer instruction in agriculture and the mechanical arts. They are now supported by the individual states with supplementary funds from the federal government. (Webster Dictionary, 1964)

Vocational Home Economics Education is the total program of offerings at the local and state levels which is composed of one

or both types of instructional programs: consumer and homemaking education (unpaid employment in the occupation of homemaking) and occupational home economics education (paid employment in home economics occupations). (The University of Texas at Austin, 1981)

FHA/HERO is the acronym for Future Homemakers of America/Home Economics Related Occupations. The term FHA/HERO is used to identify affiliated chapters of both instructional programs (consumer and homemaking education and occupational home economics education). Home Economics Related Occupations identifies training for wage-earning occupations using home economics knowledge and skills. (The University of Texas at Austin, 1981; Terrass and Comfort, 1979)

CHAPTER II

REVIEW OF LITERATURE

The purpose of this chapter was to present an overview of literature related to the study of work experience in occupational home economics. The literature selected will provide background and perspective in the following areas: (a) history of Vocational Home Economics Education, (b) occupational home economics in the schools, (c) work preparation, and (d) occupational teacher preparation standards.

History of Vocational Home Economics Education

Home economics has been federally funded as vocational education for almost sixty-five years, with the passage of the Smith-Hughes Act of 1917. In home economics' first eighteen years of formal existence before Smith-Hughes, dating from the 1899 Lake Placid Conference, home economists in the profession applied scientific knowledge to improve the quality of life of the home. This home economics training amounted to vocational preparation for homemaking. At that time, 93 percent of all women engaged in the occupation of homemaking. (East, 1980) Federal funding in 1917, however, made waves in the new profession because Vocational Home Economics Education became a federal priority.

The literature since 1917 is filled with the controversy over whether the primary goal of Vocational Home Economics Education

is to prepare students for gainful employment or for the occupation of homemaking. The controversy has not ended. (East, 1980) Indeed, the differences in opinion may well accelerate with another look at the Vocational Amendments of 1968 (Public Law 90-576) and 1976 (Public Law 94-482) which gave more impetus to Vocational Home Economics Education programs.

In 1968, Congress stressed education for students in the dual role of wage earner and homemaker. Since 1976, home economists have been directed to encourage greater participation of males and females at all levels with the elimination of sex discrimination. Also, "unpaid" employment was legislated as acceptable as vocational preparation in 1976. The occupation of homemaking, whether done by male or female in an unpaid situation, was deemed important by the Federal government.

This federal directive reflects an attitude expressed by much current literature: the homemaker is economically and socially important in this society, and must be trained to be knowledgeable in order to do an adequate job. Boulding suggests:

One of the greatest weaknesses in the social structure is this unskilled nature of the household decision-maker . . . If we had any adequate sense of the priorities of our society, it seems to me that we would put ten times as much of both research and education into the area of households as we do now. (1972, p. 119)

East poses a question with the same solution.

Now that men are busy breadwinning, and women are increasingly also breadwinning, who is minding the hearth? . . . the many household functions that are essential to the hearth of any society still need intelligent direction . . . It is time now for a partnership with educated partners. (1980, p. 38)

Equally notable in the literature are statistics and rationale to prove the value of home economics as a training ground for skilled employees in related occupations. Market Data Retrieval (1976) credits the unprecedented number of home economics related job opportunities at present to the increase of women, particularly mothers of young children, entering the job market; the growing need for care of the elderly; and the rising interest in fashion and food service.

Studies also assure educators that home economics related occupations will be needed in the future. Since these jobs are human service-oriented, they are least likely to be automated out of existence. (Terrass, 1979) Weis, Carlos, and Kreutzer concur with Terrass.

. . . as society and the labor market move from factory industry to service industry - one characteristic of a post-industrial society - service jobs should increase in number and new jobs should be created. Thus, occupational home economics is credible as a growth field in the years to come. (1980, p. 5)

Weis et al also add that the recruitment for these occupational home economics programs does not meet the demands. (1980)

Occupational Home Economics in the Schools

Home economists, particularly those involved in education, face a continuing challenge: to assure that each person receives the skills and knowledge to make him/her an efficient household decision-maker and a competent wage-earner. Rudd states:

Individuals need to be made aware of the long-term costs and benefits of decisions related to education, occupation, work experience, and division of household labor so that choices are based on knowledge of alternatives rather than tradition. (1980, p. 28)

Home economics educators at all levels must present coherent, realistic, and top quality programs if students are to attain the dual goal mentioned above. Discussions abound concerning the value of vocational education, the need for vocational education, and the importance of consumer and homemaking education in the vocational curriculum. It is beyond the scope of this review to reiterate and evaluate these discussions. This researcher's focus was to examine the aspects of occupational home economics in vocational education. Are there coherent, realistic, and top quality programs in occupational home economics programs at present?

Several factors make occupational home economics an important priority for research:

- 1) As mentioned earlier, more married women, and especially those with young children, are entering the labor market in search of paid employment. This leaves a void.

Smith asks:

What occurs in households when the full-time homemaker is no longer available to take care of domestic responsibilities? (1979, p. 2)

The answer may well be increased interest in human service jobs; those jobs which are home economics related.

- 2) With higher rates of unemployment each year, men and women have an increased interest in marketable skills and career planning. Terrass and Comfort state:

Today's occupational home economics programs have two objectives: They prepare persons for initial employment or they assist in updating skills or retraining those already in the labor force. (1979, p. 20)

- 3) Organized occupational or wage-earning home economics is comparatively new in vocational education. Although the skills and knowledge needed for entry into paid employment are based on those of consumer and homemaking education, the occupational program needs more specific competencies to enable students to compete for jobs. Weis, Carlos, and Kreutzer (1980) believe that the home economics educators have been slowly initiating wage-earning programs, but that priorities often are with the consumer and homemaking component. Quality preparation takes time and involvement of research.
- 4) Goals in education also dictate that each person's potential for employment and successful adult life be developed.

(Weis, Carlos, Kreutzer, 1980) Without occupational guidance and development of positive work attitudes inherent in an occupational home economics program, an adult would not succeed as happily in employment and life in general.

Work Experience for Teacher Preparation

If a coherent, realistic, and top quality occupational home economics program is a necessity, how can it best be achieved? Butler (1973) contends that the success of a vocational education program is dependent on the teacher(s), and that a shortage of qualified teachers has been a "notable" problem in the establishment and continuation of vocational education programs. More recently, Wenrich states:

If well-qualified teachers are employed, they will be recognized as experts in their occupations by both employers and the practitioners in that occupation and by the students who are preparing to enter it. (1979, p. 48)

Specific competencies related to the occupations taught are mentioned by several studies as being imperative. (Browning, 1980; Home Economics Teacher Educators, 1978; Bowman and Terrass, 1977) These specific competencies can never be guaranteed in teachers following a particular educational program, but some studies are pointing towards directed work experience in the occupation(s) to be taught as useful. (Eggland, 1978) Bowman (1975) suggests actual work experience in an occupation along with a seminar for the worker, while Grandberg believes:

Getting out on the firing line of a real job experience provides insight one cannot gain from laboratory and simulated experiences even though these may be helpful supplements. (1975, p. 75)

Research in evaluation of work experience is sparse, although educators want the experience to be "credible" (Weis, 1980, p. 10), "meaningful" (Bowman and Terrass, 1977, p. 33), "directed" (Egglund, 1978, p. 2), "specialized and appropriate" (Hill, et al, 1979, p. 16), with specific objectives and a plan of procedure. Terrass and Comfort (1979) suggest a routine job for gaining work experience rather than one at a professional level. They believe routine jobs give a teacher a more realistic approach. In a regional study in 1977, Bowman and Terrass reported the consensus of responses from 113 home economists in twelve states, and constructed a model for occupational home economics teacher preparation in terms of work experience considered important. This model includes "options of prior work experience for credit (or no credit) and required supervised work experience as part of pre-service or in-service education." (1977, p. 34) From his research, Egglund concludes:

While little research is in evidence regarding the nature, purpose, or value of occupational experience to the vocational teacher, opinion abounds within the literature to support the need for occupational experience as a pre-teaching requirement. (1978, p. 12)

Occupational Teacher Preparation Standards

A number of studies have been done concerning aspects of teacher preparation for occupational home economics and other vocational fields. While a majority suggest work experience, a comprehensive study of schools across the nation seemed to be lacking. Bowman and Terrass recommend:

Decisions on work experience competencies for the occupational home economics teacher must be made. This would strengthen teacher preparation and quality of the occupational program. It would also enhance home economists' position in the eyes of other vocational educators who rely on supervised work experiences as necessary preparation for occupational teacher education. (1977, p. 34)

An increased interest in standards for home economics preparation programs has been stimulated by the Vocational Educational Study to determine funding for 1982 and beyond. (Simpson, 1980) Simpson also reported that the Office of Education issued a request for project proposals for:

. . . identifying standards that will ensure quality vocational home economics education (consumer and home-making education and occupational home economics education) programs, . . . developing standards and related handbooks for vocational home economics education programs; and disseminating these standards and handbooks. (1980, p. 19)

Although work experience or practicums are just one part of the preparation process, there are many unanswered questions regarding this experience. From even a casual perusal of college catalogs, one notes a variety of approaches to teacher preparation

for occupational home economics. Many of these institutions have undoubtedly verified results of their program's effectiveness, and could offer valuable information to a researcher in determining the possibilities of a standard program, or efforts in that direction. Every institution should not be forced to establish a program on a hit-or-miss basis, when others are successfully doing an effective job. In establishing or updating occupational home economics teacher preparation programs in terms of work experience, Woodrow Wilson's simple wisdom should apply. "I use not only the brains I have, but all I can borrow."

The Home Economics Teacher Educators report in their preface to Competencies for Home Economics Teachers that:

. . . teachers in higher education are constantly negotiating with others to obtain the learning opportunities desired for home economics teaching majors. (1978, p. vi)

Now is the time to obtain information and negotiate standards across the nation for occupational home economics teacher preparation.

CHAPTER III

PROCEDURES :

The purpose of the study was to review the Vocational Home Economics teacher education programs of land grant universities and other randomly selected colleges and universities preparing teachers for occupational home economics programs at the secondary level, and to ascertain the types of work experience provided in the preparation process.

Population and Sample

The population of this study was all land grant institutions in the United States which prepare teachers of Vocational Home Economics for the secondary level, and all non-land grant institutions (198) in the United States which were listed in the 1981 National Directory of Vocational Home Economics Teacher Educators. The list of land grant institutions was acquired from the National Association of State Universities and Land Grant Colleges.

The land grant institutions were chosen as part of the population for two reasons. First, each land grant institution has a mission to educate the public in home economics. Land grant institutions have been given the opportunity to be leaders in the training of home economics teachers, and this study was aided most by surveying exemplary programs. Secondly, land grant institutions

are located in each state and territory, with twelve states gaining an additional land grant institution in 1890. A study of land grant institutions gave a representative view of the nation's teacher preparation programs in Vocational Home Economics Education. The 1981 National Directory of Vocational Home Economics Teacher Educators was used in view of its currency and applicability to this study..

The sample of this study consisted of all of the seventy land grant institutions plus fifty of the 198 non-land grant institutions. The fifty were chosen by a table of random numbers. One home economics teacher educator or unit administrator was requested to complete the questionnaire in each of the 120 institutions surveyed.

Survey Instrument

This study was developed as descriptive-survey research. A questionnaire was designed to gather information focused on the stated objectives.

As a test of validity, the questionnaire was mailed to ten vocational home economics teacher educators across the nation chosen for their expertise in the occupational home economics area and varied geographic location. The panel members were asked for specific comments about the time spent on the questionnaire, the clarity and topic relevance of questions, the clarity and necessity of the definitions of terms, and the need for additional questions. In a cover letter and comment sheet (Appendix A and B), the panel was

asked to edit and comment on any part of the questionnaire. Seven out of ten panel members completed the questionnaire.

Procurement of Data

The revised questionnaire was mailed in April, 1982 to the identified sample. A postpaid return envelope and cover letter (Appendix C) with an offer to send a summary of the study was enclosed with the questionnaire. (Appendix D) After two and a half weeks, a follow-up reminder postcard was sent to non-respondents. (Appendix E) Two weeks later, another postcard was sent to each non-respondent. (Appendix E) A duplicate questionnaire was sent if requested by the non-respondent by phone, as suggested on the second postcard. Eighty-eight of the surveyed institutions completed the questionnaire, for a response rate of 73.3 percent.

Analysis of Data

Questionnaires were numbered upon receipt and coded as either land grant or non-land grant. Response data were compiled by the researcher and coded for mechanical processing.

The test-retest method was used to determine reliability of the instrument. Three weeks after the original questionnaire was mailed, fifty identical questionnaires with an explanatory cover letter (Appendix F) were mailed to respondents selected by a table of random numbers who had returned the original questionnaire by that date. Thirty-five were returned, or 29 percent of the

study's sample.

The responses given on the survey instrument were primarily dual choice with other responses as multiple-choice. With more than one choice possible, the test-retest of the survey instrument was best analyzed for reliability by use of a comparison method. Responses on the second measure, the re-test, were coded as SAME AS FIRST or DIFFERENT FROM FIRST on all questions which respondents answered on both measures. The total of responses which were the same on the test and on the retest were compared to the total number of responses given on both measures. With the comparison, 84.6 percent of the responses were the same on both the test and the retest.

The data were analyzed to determine differences and similarities in the work experience required or offered in higher institutions preparing teachers of occupational home economics at the secondary level. Variables of work experience, variables of teacher preparation programs utilizing work experience, and variables of state certification requirements were analyzed by percentage. Averages through the use of means and modes were used to determine the most typical work experience requirements in nation-wide occupational home economics teacher preparation programs.

CHAPTER IV

RESULTS AND DISCUSSION

The purpose of this chapter is to present data from the questionnaire used in this study of work experience in the preparation of secondary teachers for occupational home economics programs. One hundred twenty questionnaires were sent, seventy to land grant institutions and fifty to non-land grant institutions. Three land grant institutions responding did not have Vocational Home Economics Education programs. Table 1 indicates the number of colleges and universities in each state or territory responding.

Of the eighty-eight respondents, fifty-seven were land grant institutions and thirty-one were non-land grant institutions. (See Table 2) Information regarding these programs was collected from responses to closed form questionnaire items, as well as from additional information about the programs (packets, pamphlets, and handouts) sent by twenty-one of the respondents, or 24 percent. Many respondents also wrote explanatory comments along with their answers within the questionnaire to further clarify their programs.

Table 1

Number of Institutions in Each State or Territory
Responding to the Survey

Alabama	1	Nevada	1
Arkansas	5	New Hampshire	2
California	4	New Jersey	1
Colorado	1	New Mexico	2
Connecticut	2	New York	2
Delaware	3	North Carolina	2
Florida	1	North Dakota	2
Georgia	3	Ohio	2
Guam	1	Oklahoma	2
Hawaii	1	Oregon	1
Idaho	1	Pennsylvania	2
Illinois	3	Puerto Rico	1
Indiana	1	South Carolina	2
Iowa	1	South Dakota	1
Kansas	1	Tennessee	3
Kentucky	3	Texas	3
Louisiana	2	Utah	1
Maryland	2	Vermont	1
Michigan	4	Virginia	2
Minnesota	2	Virgin Islands	1
Mississippi	3	Washington	1
Missouri	3	West Virginia	1
Montana	1	Wisconsin	3
Nebraska	1		

Table 2

Total Responses Used for Analysis of Data

Type of Institution	Number of Questionnaires Mailed	Number of Questionnaires Returned	Rate of Response (Percent)	Percent of Total Response
Land Grant	70	57	81	65
Non-Land Grant	50	31	62	35
Total	120	88	73.3	100

Although much of the questionnaire data were coded and tabulated with the aid of computer facilities at Montana State University, in many cases the data were so diverse as to require compilation and analysis by the researcher. The results discussed in this chapter reflect data compiled mechanically, as well as information compiled from respondents' comments and additional information.

Characteristics of Undergraduate Vocational
Home Economics Education Programs

In response to the question, "Can undergraduates in home economics education obtain a degree enabling them to teach in consumer and home-making programs as well as occupational programs?", sixty-two of the respondents (70.5 percent) answered YES. Forty-two of the sixty-two (67 percent) were land grant institutions and twenty (29.5 percent) were non-land grant institutions. (Table 3)

Table 3

Institutions Offering a Degree Enabling Graduates to Teach
in Consumer and Homemaking and Occupational Programs
in Vocational Home Economics

Type of Institution	Degree to Teach Both Programs	Degree to Teach One Program
Land Grant	42	15
Non-Land Grant	20	11
Total	62*	26**

*62 of 88 = 70.5 percent of total response

**26 of 88 = 29.5 percent of total response

Additional comments on this item were varied. Six respondents mentioned that their programs confer degrees for teaching Consumer and Homemaking programs only. Eight responded that graduates must obtain work experience hours in a home economics related occupational area in order to be eligible for an endorsement or certification to teach Occupational Home Economics. Of those eight respondents, four indicated that students must find their own preservice and/or inservice work experience without the help of the institution granting the degree. Four responded that additional coursework or workshops were necessary to teach Occupational Home Economics. Three responded that both Consumer and Homemaking and Occupational Home Economics require additional coursework for that option, or separate degree programs. Four stated that graduates of their institution can

teach Occupational Home Economics in that state only, or that there is no special preparation in their program for Occupational Home Economics. Two respondents made the additional comment that no graduates have completed the Occupational Home Economics program, although it is offered in their institutions. One respondent stated that student may choose to use electives in order to be certified to teach Occupational Home Economics. A related question was, "Does your institution offer or require a work experience or practicum related to home economics occupations for home economics education majors?" Forty (40) respondents (45 percent of the total response) do offer or require work experience related to home economics occupations for Vocational Home Economics Education majors. Of those forty institutions with work experience, twenty-six or 65 percent are land grant; and fourteen or 35 percent are non-land grant. (Table 4)

Table 4

Number of Respondents with Work Experience
Offered or Required in Vocational Home Economics Education Programs

Categories	Land Grant	Non-Land Grant	Total	Percent of Response
Work Experience	26	14	40	45
No Work Experience	31	17	48	55
Total	57	31	88	100

Again, there were many written comments by the respondents. Two respondents made comments that work experience was limited to specific occupational areas. Six respondents noted that although they did not offer work experience presently, their programs were in revision, or would be revised soon because of changing state certification requirements. One respondent wrote "needed" after the NO response. One respondent noted that students are encouraged to obtain work experience elsewhere, although the program did not offer the opportunity.

Undergraduate Majors Completing Work Experience
for Vocational Home Economics Education

All respondents were asked to indicate the approximate number of undergraduates from July 1, 1980 to June 30, 1981 in each option of Vocational Home Economics Education offered at their institution. The respondents from the institutions with work experience offered or required were also asked to estimate the number of students who completed the requirement of work experience programs from July 1, 1980 to June 30, 1981.

Seventy-six respondents estimated the number of home economics graduates during that time period. The total from those institutions was 2362. Of those 2362, 343 students in Vocational Home Economics Education had completed work experience, comprising 14.5 percent of all Vocational Home Economics Education graduates from July 1, 1980 to June 30, 1981.

Work Experience Variables

As stated, forty of the eighty-eight respondents offered or required work experience for undergraduate Vocational Home Economics Education majors. Following are the data compiled from these forty programs, both from objective items on the questionnaire and from additional comments made by the respondents.

Required or Optional

The most typical work experience in the forty programs surveyed was optional for some and required for some of the undergraduate home economics education majors, fifteen or 37.5 percent of the programs. Thirteen (32.5 percent) indicated their programs of work experience were required for all. Twelve programs (30 percent) were optional for all.

Eight respondents reiterated with their comments that students who chose to get an occupational home economics endorsement or certification are required to complete the work experience, while for Consumer and Homemaking certification, work experience was optional. The thirteen programs which required all undergraduate home economics education majors to complete work experience included both Consumer and Homemaking and Occupational Home Economics options.

Time in Program Completed

The survey question was, "During what time in the undergraduate home economics education program is the work experience most often completed?" The variation in programs was apparent in this question's

forty responses. The item stems with the percentage of respondents answering each is presented in Table 5. Eight respondents marked more than one answer. Respondents (eighteen or 45 percent) marked OTHER more than any other answer. (Table 5)

Table 5

Time in Undergraduate Home Economics Education
Program When Work Experience Most Often Completed

Time	Number of Responses*	Percent Marking Response
Sophomore Year	1	2.5
Summer Between Sophomore/Junior Year	3	7.5
Junior Year	10	25.0
Summer Between Junior/Senior Year	11	27.5
Senior Year	10	25.0
Other	18	45.0

*40 responses; 8 respondents marked more than one answer

Comments explaining OTHER were as follows. Nine respondents (22.5 percent) indicated that students could complete work experience anytime in the four years, interspersed throughout the undergraduate program, or no specified time. One program requires each student to work during all four years. One program's stipulation is only

that work experience is done prior to student teaching. Students in one program usually complete work experience after graduation. For two programs, the work experience had to be completed within five years of graduation/endorsement.

Length in Clock Hours

The most typical length of the work experience for undergraduate students in Vocational Home Economics Education was within the range of 5-300 hours, as shown in Table 6. Seventeen of the forty respondents (42.5 percent) with work experience in their programs gave the range of 5-300 hours as a response. Only three responses fell in the range 301-600 hours, and three responses were between 901-1200 hours. One respondent did not indicate the length of the work experience. One respondent marked two answers with the explanation that unsupervised work experience requires more hours than supervised work experience.

Table 6

Length of Work Experience

Number of Hours	Number of Programs Requiring	Percent of Response
5 - 300 Hours	17	42.5
301 - 600 Hours	3	7.5
601 - 900 Hours	0	0
901 - 1200 Hours	3	7.5
Other	15	37.5
No Answer	1	2.5
Two Answers	1	2.5
Total	40	100.0

The fifteen respondents who marked OTHER specified the length of the work experience as follows. Four programs determined length of work experience by the number of credits for which the student registers. One of these four programs determined that fifty hours of work equals one credit; while another determined 120 hours to be worth one credit. One program required nine full months of work experience from each student, with definitive times in the program established. Three programs required 2000 work hours, one required 3000 work hours, and two required 4000 clock hours of work since the age of sixteen or high school graduation. Three programs required different amounts of work hours dependent on whether those hours are supervised/directed or unsupervised/undirected. The comparison hours for the three programs are (with the lower amount

of hours as the supervised/directed): 360/1000; 2000/4000; and 1500/4000. One program required 300 supervised work experience hours, as well as 2000 unsupervised work hours. One unique program required students to work twelve hours each week throughout their college years, with a total of 1000 work experience hours.

Breadth of Experience

The survey question, "What is the breadth of work experience required or offered?", brought a variety of responses and comments from the forty respondents with work experience programs. The most typical work experience (thirteen out of forty, 32.5 percent) requires a variety of work experiences in one occupational area. The next most typical (nine out of forty, 23 percent) is routine work in one occupational area. Three programs have both of the above components listed as requirements of their work experience programs. Six respondents indicated that the breadth of the work experience was variable/not specified/individual, or that the student was encouraged to pick the best of work experiences. One program planned a variety of work experiences for each endorsement a student received. One respondent stressed that work experience was only one part of the breadth of the practicum; that living away from home/family and gaining experiences with persons of other socio-economic classes were also practicum objectives.

Acceptance of Prior Unsupervised/Unplanned Work into Program

Exactly half (twenty of forty, 50 percent) of the respondents who had work experience in their programs did not accept prior unsupervised/unplanned work experience into the Vocational Home Economics Education program for occupational home economics, as shown in Table 9. The twenty programs which did accept prior unsupervised/unplanned work experience did so under one or more of the following conditions: documentation/verification by employer, a portfolio validating ownership with notarized statements from customers if self-employed, dates and work schedule, task analysis/documentation of experiences, W2 forms, State Department of Education approval, in related area/field of certification sought, and additional readings and research completed. Three respondents indicated that prior work experience would be accepted only as an exception in special cases.

Stated Objectives

In response to the question, "Does your institution state specific objectives for work experience?", fifteen of the forty respondents answered NO. Six respondents indicated that objectives were individually determined for each student in light of one or more of the following components: past experiences, career goals, individual needs, situation/area of work, and consultation with a college advisor. (Table 7)

Table 7

Survey Responses Concerning
Work Experience Variables

Variable	Responding Yes		Responding No	
	Number	Percentage	Number	Percentage
Stated Objectives	25	62.5	15	37.5
Cost to Institution Determined	3	8	36	92
Cost to Student Determined	16	42	22	58
Credit Hours Received	31	84	6	16
On-the-Job Compensation For Student	9	23	8	20
Criteria for Student Selection	17	46	20	54
Written Evaluation Guidelines	27	67.5	13	32.5
Students Complete Written Reports	32	80	8	20

Note: Non-responses and OTHER responses are not indicated on this table.

Of the twenty-five respondents who stated their programs have specific objectives, seventeen listed them briefly or attached a copy to the questionnaire. Those programs had one or more of the following (or similarly worded) objectives:

The student will:

- 1) gain on-the-job (supervised) work experience in at least one area of home economics related occupations,
- 2) identify and demonstrate basic skills and qualities required of successful entry-level workers in a specific occupational area,
- 3) gain understanding of the legal aspects and methods used in business and industry,
- 4) gain insight into situations, behavior norms, and/or problems related to work common to high school students, high school graduates, or dropouts,
- 5) confer effectively with the work supervisor in planning and evaluation of the work contract and total work experience,
- 6) integrate academic/theoretical learning and individual capabilities with practical application of work experience,
- 7) clarify personal and professional goals and develop positive work attitudes and own philosophy of work,
- 8) increase awareness of learning potential in any occupational cluster of home economics careers,
- 9) develop and demonstrate human relations skills,

- 10) develop a basis for a good working relationship between business and potential occupational teachers,
- 11) assess/evaluate work experience in relation to personal or program goals,
- 12) give oral/written report of experiences,
- 13) identify career opportunities within the business,
- 14) relate experience to occupational program at high school level by identifying areas in which high school students need additional knowledge and skills to perform the work competently,
- 15) accumulate required qualifications for occupational endorsement or certification, and
- 16) recommend follow-up of work experience.

Cost to Institution

Of the thirty-nine respondents to the question, "Has your institution determined the cost to the institution of the work experience program on either a per-student basis or total program basis?", thirty-six responded NO (92 percent). Two respondents who answered YES did not specify the amount calculated. One institution has determined the cost to the institution to be approximately \$125 per student.

(Table 7)

Cost to Participating Student

Again, thirty-nine respondents answered the question regarding costs to the participating student for the work experience program.

Twenty-two (58 percent) indicated that there were no costs to the participating students. (Table 7) Respondents who specified costs to students included one or more of the following: tuition/credit fee, instructional packet, living expenses, transportation, expenses of job-seeking, and fee for endorsement to certificate. Twenty-one of the thirty-eight programs charged the participating student a fee for registration, tuition, or credit for at least part of the work experience.

Credit Hours

Respondents to the questionnaire were asked, "Do students receive credit hours for work experience?" Of the forty respondents whose programs offered work experience, thirty-one programs (84 percent) are designed to give credit hours for work experience. (Table 7) In six programs (16 percent) students receive no credit for work experience. In two programs, students receive credit if the work is supervised, and no credit for unsupervised work.

The second part of the question asked respondents who answered YES to specify the number of credit hours received. Many diverse answers were written. Seven respondents noted that students receive credit hours corresponding to the number of clock hours worked. The range of credits received to clock hours worked was from two semester credits for seventy-two hours to four semester credits for 4000 hours. The most typical credit hour/clock hour ratio was one credit/120 work

hours. Five programs have credit hours given for specific courses which have work experience built into it or as a prerequisite. Three respondents indicated the credits are given not only for the clock hours worked, but also for the reports and evaluations completed. Some programs give as little as one credit for work experience, while some offer up to nine quarter credits or six semester credits for work experience. Three programs are designed to allow or require students to earn a specified number of credits for work experience in more than one occupational area.

On-the-Job Compensation

Respondents with work experience programs were asked, "Do students receive on-the-job compensation for work experience?". Of the thirty-nine programs, eight programs (20 percent) indicated that students do not receive on-the-job compensation. (Table 7) Nine others indicated that students do receive compensation: one below minimum wage, six at minimum wage, and two above minimum wage. Twenty respondents marked OTHER, indicating again the diversity of the work experience programs. When specifying OTHER, thirteen of the twenty respondents indicated that wages were not set at a predetermined level, that wages were whatever the students could negotiate, or that wages depended on the job or work station, the occupational area, or the employer. One respondent noted that most often students receive on-the-job compensation which is above minimum wage except students in Child Care Services.

Five programs do not specify that students be paid; they may volunteer. One respondent noted that students must be paid in order to count toward the number of clock hours of work experience required by the state to teach in a cooperative high school program. One respondent noted that if a student secures his/her own job, a wage is possible; but if the department secures a job for the student, there is no wage.

Criteria for Student Selection

Thirty-seven of the forty respondents who have work experience answered the question, "Is the selection or screening of students for work experience based on stated criteria?" (Table 7) Twenty of the thirty-seven respondents (54 percent) marked NO. Of the 46 percent who marked YES, each of them specified one or more of the following stated criteria: required GPA (three programs), at least a junior (two programs), admission to teacher education program (six programs), completion of specific coursework (six programs), and approved job or employer selection (five programs). One of these programs used the guidelines utilized by the credentialing officer set by the State Plan for Vocational Education.

Training Plan

Each of the forty respondents offering or requiring work experience answered the question, "Who is responsible for the training plan for the work experience student?" To aid the respondents in answering this question, the term "training plan" as used in this survey was defined on the title page of the questionnaire as, "an outline of the

learning objectives of the student worker, as well as the tasks and responsibilities of the job". In this survey, the responsibility for the training plan for the student worker was most often given to the training station supervisor and college supervisor cooperatively, as indicated by nineteen of forty respondents (47.5 percent). (Table 8)

Eight programs (20 percent) defined the training plan as the college supervisor's responsibility, while six respondents (15 percent) indicated it was the responsibility of the training station supervisor. Five programs (12.5 percent) had no training plans for the work experience student. One program divided the responsibility of the training plan for the work experience student between the college supervisor and the state supervisor of home economics. One college labeled the work experience for their students as a labor program, a comprehensive training plan covering four years. This college had the training plan for all students well defined. Supervision of the work experience student was the responsibility of the college supervisor with strictly defined guidelines of the college.

Table 8

Responsibility for the Training Plan
and Supervision of the Work Experience Student

Responsibility	Training Plan		Supervision	
	Number	Percentage	Number	Percentage
Training Station Supervisor	6	15.0	6	15.0
College Supervisor	8	20.0	5	12.5
Training Station and College Supervisors Cooperatively	19	47.5	27	67.5
None Required	5	12.5	2	5.0
Other	2	5.0		

Evaluation Guidelines

In answer to the question, "Do you have written evaluation guidelines for work experience?", thirteen of the forty respondents (32.5 percent) indicated NO. (Table 7) Two respondents noted that evaluation is based on students' objectives set prior to work experience, and the job situation. One respondent said the university had guidelines for Cooperative Work Experience which are used. One said that evaluation varies by college supervisor in the Vocational Education Department, while another commented only "very subjective".

Of the 67.5 percent (27 programs) who do have written evaluation guidelines, many respondents (thirteen) listed them or attached a

copy to the questionnaire. One program utilizes an instructional packet which students complete. One respondent noted that the evaluation used by the program is not of the students' performance, but of the type of position.

Six respondents included copies of checklist evaluation forms which work station supervisors complete once or twice during the students' work experience. The wording was variable, but they all included quality or knowledge of work, work habits, human relations, and personal attributes or traits. Five checklist forms encouraged comments concerning one or more of the following: students' strengths, weaknesses, improvement/growth, potential for successful teaching or professional promise, and the supervisor's estimate of student effort.

Three respondents noted that visits and/or evaluative reports of the college supervisor were a necessary part of evaluation. Five respondents mentioned the importance of student self-evaluation during and after the work experience.

Criteria for Work Stations

All forty programs with work experience have one or more criteria for choosing work stations, as shown by the respondents' answers to, "On what criteria are work stations chosen?" The questionnaire had four answer stems to choose from plus OTHER, with directions to circle all which apply.

Work stations for these programs are chosen with the following criteria: thirty-three respondents (82 percent) listed STUDENT CHOICE;

twenty-nine respondents (73 percent) listed VARIETY OF TASKS AVAILABLE RELATED TO OCCUPATIONAL HOME ECONOMICS; twenty-four respondents (60 percent) marked WILLINGNESS OF TRAINING STATION MANAGEMENT TO TRAIN STUDENTS; twenty-two respondents (55 percent) marked LOCATION; one respondent added APPROVAL OF COLLEGE SUPERVISOR; and one respondent added COMPETENCE OF SITE PERSONNEL.

Supervision

The respondents were asked, "Who is responsible for the supervision of the work experience student?" Of the forty respondents with work experience programs, the majority (twenty-seven or 67.5 percent) indicated that the training station and college supervisors were cooperatively responsible for the student's supervision.

(Table 8) Six respondents (15 percent) said the training station supervisor was responsible for supervision, while five respondents (12.5 percent) indicated the college supervisor was responsible. Only two respondents said that no supervision was required in their programs of work experience. Two respondents commented that only directed work experiences are supervised by college supervisors, and three respondents commented that college supervisors supervise through class only and on-site supervision is not done or is minimal.

Student Reports

To the question, "Are work experience students required to complete written reports or forms during or after the work experience program?", thirty-two of the forty respondents with work experience

(80 percent) indicated YES, and eight respondents (20 percent) responded NO. (Table 7) Three respondents explained their NO answers by adding that recommendations or verification of work hours by employers is required, while one NO respondent indicated that student reports are required only for those work experience hours included with courses.

Programs with work experience require students to complete one or more of the following activities, reports, or forms before, during or after the work experience:

- 1) pre-experience determination of student learning objectives (three programs),
- 2) daily or weekly logs of activities/experiences (sixteen programs),
- 3) determination of work contract/agreement (two programs),
- 4) progress reports (three programs),
- 5) descriptive report/evaluation of experience (written or oral) (seven programs),
- 6) job description and/or task analysis of job or job cluster (eight programs),
- 7) report of readings, research, or use of resource materials (four programs)
- 8) attendance at one or more seminars (six programs),
- 9) report of hours worked (four programs),

- 10) report of additional observations on-the-job (three programs),
- 11) related work project and project report (three programs),
- 12) written statement of philosophy of work (one program),
- 13) curriculum development assignment (one program),
- 14) comparison paper of own work operation to contrasting operation in same occupational field (one program),
- 15) and, analysis of experiences using specific personal objectives (three programs).

States' Requirements for Work Experience

The questionnaire asked, "Is work experience required for teaching certification for occupational home economics education in your state or territory?" Thirty-three of the thirty-eight respondents who answered this question marked YES, (87 percent). Five respondents marked NO, and two did not mark any answer. One respondent who marked NO added that the state's requirements are implied, while another noted that work experience will be required by the state in 1984.

The range of work hours required by the states replying in this study was from 180 hours to 4000 hours, with 2000 hours the most typical amount (thirteen of thirty-five, or 37 percent). Seven states required fewer hours of work experience for certification if those hours were supervised/directed, and a greater number of hours if the work experience was unsupervised/undirected. One state surveyed required work experience only for occupational or cooperative home econ-

onics, and two states required fewer work hours for Consumer and Home-making teachers than for Occupational Home Economics teachers. One respondent commented that work experience requirements were in writing only, but were not enforced by the state.

When comparing the states' hours of work experience requirements with the college work experience requirements, all but one of the requirements of the state and college/university were the same. One university required fifteen percent more work hours than the state required.

One respondent explained that in the state there are two routes to certification of occupational home economics teachers: first, a four-year baccalaureate degree in a state-approved program of home economics education; or second, a sixty credit internship program for persons with five years of validated work experience upon completion of an occupational competency examination.

Variables of Programs Utilizing Work Experience

Vocationally Certified Degree

In answer to the question, "Does your institution offer a home economics education degree which is vocationally certified by your state or territory?", thirty-eight of the forty respondents with work experience answered YES, while two responded NO. (Table 9) One NO answer was explained by the comment that the state does not have a vocational certificate. One YES answer was qualified by the comment

that additional courses or more hours of work experience were necessary after graduation in order to be certified by the state.

Table 9
Survey Responses Concerning Programs
Utilizing Work Experience

Variable	Responding YES		Responding NO	
	Number	Percentage	Number	Percentage
Acceptance of Prior Work	20	50	20	50
State Vocationally Certified Degree	38	95	2	5
Program for Inservice	26	67	13	33
Background Preparation Differs for <u>Consumer and Homemaking</u> and <u>Occupational Home</u> <u>Economics</u>	18	47	20	53
Requirement for Occupational Home Economics Students to Student Teach in Existing Program	11	29	27	71
Requirement for Teacher Educators to Have Specific Occupational Background	12	31	27	69
Established Advisory Committee for Work Experience	14	36	25	64

Inservice for Work Experience

Thirty-nine respondents answered the question, "Does your institution have a plan or program of work experience as inservice or training for teachers already employed?", Twenty-six, or 67 percent responded YES, while thirteen, or 33 percent, responded NO. (Table 9)

Of those respondents who described their work experience plans or programs for inservice, nine respondents (23 percent) stated that it was the same as the preservice or undergraduate program. Seven programs (18 percent) are sponsored or planned through the State Department or State Education Agency. Fourteen programs (36 percent) offer inservice training through special coursework called professional practice, project update, practicum, internship, cooperative or supervised work experience, or independent study/individual problems. Two programs have offered inservice for work experience in the past, but are not currently doing so because of lack of demand by teachers.

Difference in Teacher Preparation

All respondents were asked, "Does the background preparation of occupational home economics teachers differ from that preparation of consumer and homemaking teachers in your institution?" Of the thirty-eight respondents answering this question, twenty (53 percent) answered NO. (Table 9) Two of those programs will differ in the next two years explained respondents, and one respondent indicated that it is recommended for students seeking occupational teaching

positions to gain work experience and program-related subject matter coursework.

Eighteen of the thirty-eight respondents (47 percent) indicated the background preparation of occupational home economics teachers was different from that of consumer and homemaking teachers in their programs. Nine respondents (23 percent) stated that the core of courses was the same for both, but occupational home economics education majors complete one or more additional courses, some as many as twenty-four semester hours more. Two respondents indicated that students in occupational home economics education take an additional course/s plus work experience. Three programs differ only in the requirement of work experience for occupational home economics education majors. Five respondents explained that Occupational Home Economics majors and Consumer and Homemaking Education majors have one or more of the following differences in their programs: different content courses (more depth for Occupational Home Economics, more breadth for Consumer and Homemaking), different advanced methods courses, different settings for student teaching, and different settings for work of field experiences. One respondent noted that in that university Occupational Home Economics is an add-on endorsement to the Vocational Home Economics certification.

Student Teaching

Thirty-eight respondents answered the question, "Are home economics education students who plan to teach in occupational home econ-

omics required to student teach in a school with an existing occupational program?" Twenty-seven respondents (71 percent) marked NO. (Table 9) Six of those NO answers were qualified by comments such as: ENCOURAGED, BUT NOT REQUIRED; IF POSSIBLE; WE ASK FOR INTEREST IN OCCUPATIONAL PROGRAMS AND TRY TO PLACE ACCORDINGLY; and OPPORTUNITY EXISTS FOR THOSE WHO DESIRE EXPERIENCE. Eleven respondents (29 percent) marked YES.

Teacher Educators' Backgrounds

Since forty programs incorporated work experience into the preparation program of home economics teachers, the next question was aimed at any special preparation of this kind for the teacher educators in these programs. The question was, "Are the home economics teacher educators in your institution required to have specific background or experience related to occupational home economics?"

Twenty-seven of the thirty-nine people responding (69 percent) answered NO. Three respondents commented that they did have work experience, even though it was not required. Two respondents answering NO mentioned that work experience was recommended or preferred for teacher educators.

Twelve institutions (31 percent) require the teacher educator/s to have specific background or experience related to occupational home economics. (Table 9) Respondents' comments indicated those institutions require one or more of the following: certification or

endorsement in related occupational area/s (six programs), additional related coursework (five programs), related work experience (four programs), high school teaching experience (two programs), and related supervision experience (one program).

Advisory Committee

The last question concerning the work experience programs of the forty respondents was, "Does your institution have an advisory committee established to advise concerning the work experience program?" If respondents marked YES, they were asked to explain the types of individuals selected and their specific role.

Twenty-five of the thirty-nine people responding (64 percent) marked NO. (Table 9) Two programs are in the process of establishing advisory committees for this purpose, while five respondents clarified that the advisory committee established for the program, department, or school also advised concerning work experience as a portion of their duties.

Eleven of the thirteen respondents who marked YES also explained the types of individuals selected for the advisory committee. Those ten programs selected two or more of the following individuals: director of vocational education, extension agents, state supervisors, department heads, city supervisors, teacher educators from other institutions, high school home economics teachers (both Consumer and Homemaking and Occupational), representatives from home economics related businesses and industries, students, and alumni.

CHAPTER V

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

The purpose of this chapter is to summarize the study completed, draw conclusions and implications, and make recommendations based on the information gained from the study. The study was based on the responses of teacher educators and unit administrators across the United States to the questionnaire developed to collect data. In addition, the written comments of respondents explaining the programs were utilized for the summary, conclusions, and recommendations presented in this chapter.

Summary

This study was designed to examine work experience, one component of some university programs in the United States in Vocational Home Economics Education, and particularly, occupational home economics. A review of literature showed diversity in the work experience programs which existed, as well as a stated need for more work experience programs and more standardization of the existing programs.

The objective of this study, then, was to determine differences and similarities in the programs of work experience offered by land grant and non-land grant institutions during the preparation process of secondary level teachers in Vocational Home Economics Education, and specifically in occupational programs. To meet this objective,

the researcher designed a survey instrument to gather data regarding the following aspects of existing work experience programs:

- 1) purpose and extent of work experience,
- 2) organization of program involving work experience,
- 3) evaluation guidelines used to determine the effectiveness of work experience for individual students,
- 4) cost of work experience to the institution and to the participating student,
- 5) number and percentage of Vocational Home Economics Education students involved in work experience,
- 6) requirement of work experience for state teacher certification in each state or territory of the institution/s surveyed, and
- 7) program of inservice for post-graduates.

The questionnaire was tested for validity by a panel of seven teacher educators, and for reliability by test-retest in which 29 percent of the sample drawn participated. The reliability of the questionnaire was sufficient for the study.

The questionnaire was mailed to a random sample of 120 teacher educators or unit administrators identified as having programs in Vocational Home Economics Education. Seventy questionnaires were mailed to land grant institutions, and fifty questionnaires to non-land grant institutions. The rate of return responses was 73.3 percent.

Fulfilling the study's objective, data from the questionnaires were analyzed to determine differences and similarities of the work experience programs, which were offered in forty of the Vocational Home Economics Education programs responding. Variables of work experience, variables of teacher preparation programs offering or requiring work experience, and variables of state certification requirements were analyzed by percentage. The most typical work experience program in nationwide Vocational Home Economics Education teacher preparation programs was determined by use of modes.

In addition to the components of the typical program of work experience determined by use of modes from closed form questions on the survey instrument, information about the institution was also gathered. The typical institution with work experience for Vocational Home Economics Education did offer a home economics degree which was vocationally certified in that state or territory, did not have differences in the background preparation of occupational home economics teachers versus consumer and homemaking teachers, did not require vocational home economics students who plan to teach occupational home economics to student teach in a school with an existing program, and did not require home economics teacher educators in the institution to have any specific background or experience related to occupational home economics. Results also showed that from July 1, 1980 to June 30, 1981, approximately fourteen percent of the undergraduates in Vocational Home Economics Education from the responding institutions had completed a work experience program.

The results of this study might be used by colleges and universities interested in initiating or revamping a work experience program for undergraduates in Vocational Home Economics Education. The typical work experience program could be utilized if an institution desired to establish a program which reflected the most often used components. However, the less used techniques and components plus the respondents' comments to the survey instrument as explained in this study might inspire the establishment of a less typical, but successful work experience program for the Vocational Home Economics Education student of that institution.

Conclusions

In the following section, conclusions drawn from this study are listed. Since the response rate was 73.3 percent, these conclusions could be generalized to the total population of the study from which the sample was randomly selected, i.e., land grant institutions in the United States and the 198 colleges and universities listed in the 1981 National Directory of Home Economics Teacher Educators which were not land grant institutions. The conclusions are as follows:

- 1) Work experience programs surveyed in Vocational Home Economics Education on the college level in the United States were diverse in the following components: purpose, length, breadth, organization, and evaluation.
- 2) A comparatively small percentage of undergraduate students

(14 percent) in Vocational Home Economics Education completed the requirements for work experience programs from July 1, 1980 to June 30, 1981.

- 3) Requirements for work experience for state teacher certification correlate closely with requirements of work experience programs offered by colleges and universities in that state.
- 4) Despite the diversity of the components of the forty work experience programs responding to the survey instrument, the most typical work experience program:
 - a) required for some students in Vocational Home Economics Education, while optional for some in Vocational Home Economics Education,
 - b) could be completed any time in the undergraduate program (no specified time),
 - c) was in the range of 5 - 300 clock hours in length,
 - d) included a variety of work experiences in one occupational area,
 - e) could/could not be substituted by acceptance of prior unsupervised/unplanned work experience,
 - f) fulfilled specific stated learning objectives determined by the institution,
 - g) did not include a charge or cost to the participating student,

- h) did not have a per-student or program cost to the institution determined,
- i) was designed to offer credit hours to the participating student,
- j) did not have a specified wage to the student determined,
- k) did not have stated criteria for selection or screening of work experience students,
- l) determined the responsibility of the training plan and supervision of the working student to be that of the work station and college supervisors cooperatively,
- m) had written evaluation guidelines for the work station supervisor and the college supervisor,
- n) had one or more criteria for choosing work stations, with "student choice" and "variety of tasks available related to occupational home economics" as the most utilized criteria,
- o) required working students to complete one or more written reports or forms before, during, or after the work experience, with daily or weekly logs of activities or experiences utilized most often,
- p) did not have an advisory committee established to advise concerning the work experience program,
- q) did have a plan or program of work experience as in-

service or training for teachers already employed, and
r) was closely related with the state's or territory's
work experience requirements for occupational certifi-
cation.

- 5) In addition to the components of this typical program, the typical institution with work experience responding did offer a home economics degree which was vocationally certified in that state or territory, did not have differences in the background preparation of occupational home economics teachers versus consumer and homemaking teachers, and did not require Vocational Home Economics Education students who planned to teach occupational home economics to student teach in a school with an existing program.
- 6) Respondents showed their concern for the topic of work experience in Vocational Home Economics Education teacher preparation programs by writing additional comments on the unstructured item responses of the questionnaire, as well as in addition to their answers to the structured, or closed form, items. Fifty-four percent of the respondents with work experience programs also enclosed additional information about their work experience programs with the questionnaire in the form of packets, pamphlets, and handouts; a notable display of interest.

- 7) More than one half (54.5 percent) of the colleges and universities surveyed did not offer or require work experience in the teacher preparation for Vocational Home Economics Education.
- 8) Since 69 percent of the colleges and universities offering or requiring work experience for undergraduates in Vocational Home Economics Education did not require teacher educators in that program to have specific background or experience related to occupational home economics, it could be concluded that in some cases institutions are requiring more of undergraduate students than of teacher educators.

Recommendations

This study disclosed valuable information concerning the state of the art of work experience programs for undergraduate students in Vocational Home Economics Education. Through analyzing data and drawing conclusions, implications for use and for further research were determined.

Implications for Educational Practice

Based on the findings of this study and the review of literature preceding the study, this researcher determined the following recommendations to be useful for educational practice.

- 1) An exemplary program for work experience in Vocational Home Economics Education would have components of the typical

program as discussed previously. However, the researcher discerned less typical components of some work experience programs surveyed as potentially valuable to include in an exemplary program. Since a study of the effectiveness of these components had not been completed, however, the exemplary program of work experience was not verified as successful. An exemplary program for work experience in Vocational Home Economics Education might include:

- a) required work experience for prospective teachers of consumer and homemaking as well as occupational home economics programs,
- b) supervised work experience in a work station selected by stated criteria,
- c) prior unsupervised work experience accepted only in exceptional circumstances,
- d) routine work experience in a cluster of occupations related to home economics, with the work determined by a training plan and work contract with the employer,
- e) specific learning objectives determined by the institution, and altered if necessary to fit individual student needs as arranged in consultation with a college advisor,
- f) written reports by student worker to include task

analysis of several jobs, analysis of labor market needs in occupation chosen for work experience, development of philosophy of work, identification of basic skills and qualities necessary for successful entry into the job, and

- g) specific related coursework completed prior to work experience, as well as seminar sessions during or after work experience.
- 2) Teacher educators in Vocational Home Economics should be endorsed or certified by the state in related occupational areas, should have home economics related work experience, and should have high school teaching experience.
 - 3) Prospective Vocational Home Economics teachers interested in teaching occupational programs should be encouraged and/or required to student teach in schools with existing occupational programs.

Improvement of the Study

If this study was replicated, it was recommended that:

- 1) the survey instrument be revised with a greater number of structured or closed form items in an effort to aid data analysis. Additional alternative responses which were added to the questions by respondents in this study could

- be included as answer stems in a replicated study, and
- 2) the survey instrument be refined to emphasize to respondents that the survey is directed only to work experience related to home economics occupations in teacher preparation programs in Vocational Home Economics Education; not including internships or field experiences required for other options in home economics, or student teaching in Vocational Home Economics Education.

Use of Results from the Study

Results of this study could be used by teacher educators and unit administrators interested in initiating or revising programs of work experience for undergraduates, and possibly graduates, enrolled in Vocational Home Economics Education. The most typical work experience could be used to give direction to a program which would reflect the state of the art of work experience programs. Less typical components, as mentioned in the Recommendations section, could also be used in curriculum planning to specialize or individualize a work experience program to meet the needs of a university and its students in Vocational Home Economics Education.

Implications for Further Research

Many implications for further research were determined as a result of this study.

- 1) The study should be replicated with another population of colleges and universities offering degrees in Vocational Home Economics Education.
- 2) Follow-up studies should be designed to determine the effectiveness of existing work experience programs; both the ones that are close to the typical model, and programs that are unique. Programs with different work experience variables should be compared and contrasted for effectiveness.
- 3) A long-term study should be designed to determine whether work experience as an undergraduate in Vocational Home Economics Education degree program affects job attainment and retention in selected states during the five-to-ten year period after graduation.
- 4) Research designed to correlate teacher educator preparation and work experience in Vocational Home Economics Education to effective Vocational Home Economics Education programs, especially in occupational home economics, should be conducted.

LITERATURE CITED

LITERATURE CITED

- Boulding, Kenneth E. "The Household as Achilles' Heel". Journal of Consumer Affairs (Winter, 1972): 110-119.
- Bowman, Mary Nell. "Criteria for the Supervised Home Economics-Related Work Experience Program for College Credit," Kansas State University, 1975.
- Bowman, Mary Nell and Joyce J. Terrass. "Work Experience - A Necessary Ingredient in Occupational Home Economics". Journal of Home Economics (May, 1977) 69(3):33-34.
- Browning, Ruth. University of Pittsburgh, Pittsburgh, Pennsylvania: Department of Higher Education, Dissertation in progress, May, 1980.
- Butler, Roy L. Cooperative Vocational Education Programs: Staff Development. Information Series No. 70. Columbus, Ohio: Eric Clearinghouse on Vocational and Technical Education, 1973.
- East, Marjorie. Home Economics: Past, Present, and Future. Boston: Allyn and Bacon, 1980.
- Egglund, Steven A. The Development and Evaluation of a Directed Occupational Experience Program. Final Report. University of Nebraska, Lincoln, 1978.
- Grandberg, Grace. "If You Can't Do It, Don't Teach It". Illinois Teacher. (November/December, 1975): 74-75.
- The Guide to Vocational Education in America: Trends to 1978. Market Data Retrieval Inc., 1976.
- Hill, Alberta D., Twyla Shear, Camille H. Bell, Aleene A. Cross, Enid A. Carter, and Leora N. Horning. "Vocational Home Economics Education: A Statement by the Vocational Education Coalition". Journal of Home Economics (Winter, 1979) 71(4): 12-16.
- Home Economics Teacher Educator. Competencies for Home Economics Teachers. Ames, Iowa: The Iowa State University Press, 1978.
- Morgan, Vesta. "Competencies Needed by Occupational Home Economics Instructional Personnel", Instruments for Assessing Selected Professional Competencies for Home Economics Teachers. Ames: The Iowa State University Press, 1978.

- Nelson, Helen Y. Review and Synthesis of Research on Home Economics Education. Second Edition. Columbus, Ohio: ERIC Clearinghouse on Vocational and Technical Education, 1970.
- Rudd, Nancy M. and Patrick C. McHenry. "Working Women: Issues and Implications". Journal of Home Economics (Winter, 1980) 72(4): 26-29.
- Simpson, Elizabeth J. "Vocational Education Study: Implications for Home Economics". Journal of Home Economics (Spring, 1980) 72(1): 18-19.
- Smith, Ralph E., Ed. The Subtle Revolution: Women at Work. Washington, D.C.: The Urban Institute, 1979.
- Terrass, Joyce. "Let's Get Going with Occupational Home Economics". Journal of Home Economics (February, 1974) 66(2):23-24.
- Terrass, Joyce J. and Carolyn Holman Comfort. Teaching Occupational Home Economics. Peoria, Illinois: Chas. A. Bennett Co., Inc., 1979.
- University of Texas at Austin. Standards for Vocational Home Economics Education. Washington, D.C.: U.S. Government Printing Office, June, 1981.
- "Vocational Home Economics Education: The Legislative Aspects". Journal of Home Economics (March, 1976) 68(2): 34-35.
- Weis, Susan F., Ellen A. Carlos, and Judith R. Kreutzer. Foundations of Occupational Home Economics. Washington, D.C.: Home Economics Education Association, 1980.
- Weis, Susan F. and Dorothy Pomraning, National Compilers. 1981 National Directory of Vocational Home Economics Teacher Educators. Altoona, Pennsylvania: National Association of Teacher Educators for Vocational Home Economics and Charles A. Bennett Company, 1981.
- Wenrich, Ralph C. "Leadership in Vocational Instruction". Vocational Instruction. Arlington, Virginia: The American Vocational Association, Inc., 1979.

APPENDICES

APPENDIX A
Cover Letter for
Review Panel

Because of the outstanding reputation of your home economics teacher education program, you have been chosen as one of ten educators to review and comment on the enclosed questionnaire. This questionnaire is scheduled to be sent to more than 100 home economics teacher educators in the spring of 1982. Your suggestions for its improvement will be very worthwhile and greatly appreciated.

Isolating just one area of concern to Vocational Home Economics teacher educators, this nationwide survey will focus on the work experience offered or required as part of the prospective home economics teacher's preparation. Results of this study will be valuable for planning and/or updating teacher preparation programs across the nation. A summary of the results will be available to all respondents requesting them.

Please return the questionnaire by March 22nd. If you have any questions regarding the study, I will be happy to answer them if you write or call. The phone number is 406-994-3240. If I am not available, I will return your call as soon as possible.

Thank you very much for your assistance.

Sincerely yours,

Phyllis M. Dennee

APPENDIX B

Questions for
Review Panel

Questions for ten review panel members:

As part of the review panel, your comments are welcome anywhere on the questionnaire. Please feel free to edit and comment on any questions you feel need improvement. After you have completed the questionnaire, I would like your responses to the following questions.

Please note that this is a working copy of the questionnaire. The final copy will be professionally printed.

1. Approximately how much time did you spend on the questionnaire?

2. Are the questions clearly stated? _____

3. Do all of the questions relate to the topic? _____

4. Were the initial definitions clear and helpful? Were they necessary?

5. Are there additional questions you believe should be asked?

Again, all of your comments are very much appreciated. Thank you for your time and effort.

APPENDIX C

Cover Letter
for Questionnaire

Home economics teacher educators of the present are realistically and necessarily concerned with adequately preparing prospective home economics teachers, both in consumer and homemaking and related occupations. In an attempt to isolate one area of concern, the enclosed questionnaire focuses on the work experience offered or required as part of the prospective home economics teacher's preparation.

Your institution has been selected as one of the programs to be surveyed nationwide. In order that the results truly represent each state and territory in the nation, it is extremely important that every questionnaire be completed and returned.

I hope you will take some time from your busy schedule to answer this questionnaire, regardless of whether your program offers or requires work experience or not.

Results of this study will be valuable for planning of teacher preparation programs. A summary of the results will be available to all respondents requesting them. We will send a copy of the summary as soon as it is available.

Return of the questionnaire by May 3 will be greatly appreciated. If you have any questions regarding this study, I will be happy to answer them if you write or call. The telephone number is 406-994-3240. If I am not available, I will return your call as soon as possible.

Thank you very much for your assistance.

Sincerely yours,

Phyllis M. Dennee

APPENDIX D

Survey
Questionnaire

Please complete this questionnaire, place it in the postpaid, addressed envelope and return by May 3.

WORK EXPERIENCE IN HOME ECONOMICS
TEACHER PREPARATION PROGRAMS

Definitions of terms used in this questionnaire:

Work Experience or Practicum - an on-the-job experience related to the home economics occupation or occupations being taught.

Work Training Station - the on-site business or service where the student worker gains experience

Training Plan - an outline of the learning objectives of the student worker, as well as the tasks and responsibilities of the job

DIRECTIONS:

Please complete each question with one or more answers, as applies to your institution. Circle your answer or answers.

If you wish to receive a summary of the results of this study, please check the box below.

1. Name and Location of your institution. _____

2. Your name. _____
3. Your title or position. _____
4. Options or emphases of undergraduate home economics education degrees offered by your institution. _____
 Approximate number of undergraduates in each option from July 1, 1980 to June 30, 1981 _____

5. Can undergraduates in home economics education obtain a degree enabling them to teach in consumer and homemaking programs as well as occupational programs?

1. NO
 2. YES

6. Does your institution offer or require a work experience or practicum related to home economics occupations for home economics education majors?

1. YES
 2. NO

 If you circled NO, the remainder of the questionnaire does not apply to your program. However, we would appreciate any comments you have concerning work experience related to preparation of occupational home economics teachers. If you circled NO, please return this questionnaire in the enclosed envelope. Thank you.

7. Is the work experience required or optional for undergraduate home economics education majors?

1. REQUIRED FOR ALL
 2. OPTIONAL FOR ALL
 3. OPTIONAL FOR SOME: REQUIRED FOR SOME (Please estimate the number of students who completed the requirement for work experience programs from July 1, 1980 to June 30, 1981)
- _____

8. During what time in the undergraduate home economics program is the work experience most often completed?
1. SOPHOMORE YEAR
 2. SUMMER BETWEEN SOPHOMORE/JUNIOR YEAR
 3. JUNIOR YEAR
 4. SUMMER BETWEEN JUNIOR/SENIOR YEAR
 5. SENIOR YEAR
 6. OTHER _____
9. What is the length of the work experience, if required?
1. 5 - 300 HOURS
 2. 301 - 600 HOURS
 3. 601 - 900 HOURS
 4. 901 - 1200 HOURS
 5. OTHER (Please specify) _____
10. What is the breadth of work experience required or offered?
1. ROUTINE WORK IN ONE OCCUPATIONAL AREA
 2. ROUTINE WORK IN TWO OCCUPATIONAL AREAS
 3. ROUTINE WORK IN THREE OCCUPATIONAL AREAS
 4. VARIETY OF EXPERIENCES IN ONE OCCUPATIONAL AREA
 5. VARIETY OF EXPERIENCES IN TWO OCCUPATIONAL AREAS
 6. VARIETY OF EXPERIENCES IN THREE OCCUPATIONAL AREAS
 7. OTHER (Please specify) _____
11. Is prior unsupervised/unplanned work experience accepted in your program?
1. NO
 2. YES (If yes, under what conditions?) _____

12. Does your institution state specific objectives for work experience?

1. NO

2. YES If YES, please briefly list them on the back of this page or attach a copy of the objectives. Thank you.

13. Has your institution determined the cost to the institution of the work experience program on either a per-student basis or total program basis?

1. NO

2. YES If YES, please specify below.

14. Is there a cost to the participating student for the work experience program?

1. NO

2. YES If YES, please specify below.

15. Do students receive credit hours for work experience?

1. NO

2. YES If YES, please specify below.

16. Do students receive on-the-job compensation for work experience?

1. NO

2. YES; BELOW MINIMUM WAGE

3. YES; MINIMUM WAGE

4. YES; ABOVE MINIMUM WAGE

5. OTHER (Please specify) _____

17. Is the selection or screening of students for work experience based on stated criteria?
1. NO
 2. YES (Please specify) _____

18. Who is responsible for the training plan for the work experience student?
1. TRAINING STATION SUPERVISOR
 2. COLLEGE SUPERVISOR
 3. TRAINING STATION AND COLLEGE SUPERVISORS COOPERATIVELY
 4. NO TRAINING PLAN REQUIRED
 5. OTHER (Please specify) _____
19. Do you have written evaluation guidelines for work experience?
1. NO
 2. YES (If YES, please explain briefly on the back of this page or attach a copy.)
20. On what criteria are work stations chosen? (Circle all which apply)
1. STUDENT CHOICE
 2. VARIETY OF TASKS AVAILABLE RELATED TO OCCUPATIONAL HOME ECONOMICS
 3. LOCATION
 4. WILLINGNESS OF TRAINING STATION MANAGEMENT TO TRAIN STUDENTS
 5. OTHER (Please specify) _____
21. Who is responsible for the supervision of the work experience student?
1. TRAINING STATION SUPERVISOR
 2. COLLEGE SUPERVISOR
 3. TRAINING STATION AND COLLEGE SUPERVISORS COOPERATIVELY
 4. NO SUPERVISION REQUIRED

22. Are work experience students required to complete written reports or forms during or after the work experience program?
1. NO
 2. YES If YES, please attach an available copy, or briefly state its contents on the back of this page.
23. Is work experience required for teaching certification for occupational home economics education in your state or territory?
1. NO
 2. YES If YES, how many hours are required? _____
24. Does your institution offer a home economics education degree which is vocationally certified by your state or territory?
1. NO
 2. YES
25. Does your institution have a plan or program of work experience as in-service or training for teachers already employed?
1. NO
 2. YES (If YES, please describe it briefly.) _____

26. Does the background preparation of occupational home economics teachers differ from that preparation of consumer and homemaking teachers in your institution?
1. NO
 2. YES (If YES, explain briefly.) _____

27. Are home economics education students who plan to teach occupational home economics required to student teach in a school with an existing occupational program?
1. NO
 2. YES

28. Are the home economics teacher educators in your institution required to have specific background or experience related to occupational home economics?
1. NO
 2. YES (If YES, explain briefly.) _____

29. Does your institution have an advisory committee established to advise concerning the work experience program?
1. NO
 2. YES (If YES, please explain the types of individuals selected and their specific role on the back of this page.)

Thank you for completing this questionnaire. Please attach copies of any information you believe will be of assistance.

APPENDIX E

Follow-Up Postcards

82

Department of Home Economics
Montana State University
Bozeman, Montana 59717

May 8, 1982

Just a reminder about the questionnaire I sent recently concerning work experience in Occupational Home Economics. I'd appreciate a small amount of your time to fill it out as soon as possible.

If you have already returned the questionnaire, thanks!!

Phyllis M. Dennee

1-406-994-3240

DID YOU FORGET?

June 4, 1982

Just a reminder about the questionnaire on work experience in teacher preparation programs which I sent to you in April.

I'd appreciate your response soon!!

If you have misplaced the questionnaire, I will send another if you call.

Thank you again.

Sincerely,

Department of Home Economics
Montana State University
Bozeman, MT 59715

Phyllis M. Dennee
1-406-994-3240

APPENDIX F

Cover Letter
For Retest
Questionnaire

I appreciate the time and effort you took to complete the questionnaire I sent to you a few weeks ago. Because I realize you are very busy, I hesitantly ask you to take a little more of your time to complete the questionnaire again. Do not bother to send any additional information to supplement your answers this time, however. Simply answer the questions about your program as briefly as you can.

Obviously, I am establishing the reliability coefficient for the questionnaire, and it is imperative that I receive every response back. I am sure you recall the importance of this procedure to thesis research or any other research.

Please return this questionnaire as early as possible, or at least by May 25. As I promised in my first letter, I will send a copy of the summary of the results of this survey as soon as it is available.

Thank you very much for your cooperation.

Sincerely yours,

Phyllis M. Dennee



3 1762 00109661 7

N378
 D418
 cop.2

Dennee, P. M.
 Work experience as
 part of the occupational
 home economics teacher..

DATE	ISSUED TO
2 WEEKS	USE INTERLIBRARY LOAN 8-10-83
R 16	9-6-83 2 more cks.
R 16	P Colver 1 Bellacur u-4046
GAY	N378 D418 cop 2