

FACTORS RELATED TO THE ADOPTION OF THE CONSUMER
AND HOMEMAKING CURRICULUM BY HOME ECONOMICS
TEACHERS IN VIRGINIA SECONDARY SCHOOLS

by

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Chapter 1

INTRODUCTION

The curriculum of America's schools tends to reflect the social conditions of the times. Public education is faced with the problem of seeking continually to keep pace with the rapid changes occurring in society. To a great extent the content of curriculum offered is determined by the view that individuals within society have of the purposes and functions of education.

Alvin Toffler (1971:405-23), in Future Shock, emphasized that our education system is undergoing rapid change. He stressed further that our curriculum must be based on the future rather than the past if we are to help students adjust to change and that we must also sensitize them to the possibilities and probabilities of tomorrow.

Early in the 1960's, movements gathered sufficient momentum across the nation to effect many changes in traditional subjects and methods of teaching in public school programs. Although change is not considered new in the American school system, the ever-increasing rapidity of change has been viewed nationally as a world-wide phenomenon (Tyler, 1962:527).

Events that occurred in education during the sixties were even more profound. Recognition and attention were given to the poor, the disadvantaged, and to the handicapped; early childhood

education was reemphasized and technology entered the schools; federal legislation and financial support aided the development of innovative programs.

Since World War II, the explosion of knowledge has touched the lives of most people of the world. People aspired to and expected a high standard of living. Old cultural patterns disintegrated in the face of new demands for education, health services, and consumer goods. Scientific and technological developments have produced major industrial and social changes (Tyler, 1962:527).

Home economics in the public schools is concerned with developing those abilities and understandings necessary to help individuals and families improve home environments and the quality of personal and family life. Changes in society, science, technology, and the economy have contributed to significant changes in the lives of individuals and families. All such changes have important implications for the home economics education curriculum and for education curricula generally. In this time of rapid change, it is important for the home economics education profession to examine and revise curricula continually in order to keep pace with the changing needs of individuals and families.

Federal Legislation and Curriculum

Curriculum decisions are influenced at each level of government. State legislatures require the study and updating of subject matter taught. Both state and local school boards are concerned with curriculum decisions. Through the sharing of funds designed to

improve education, the federal government has become an influential agent in curriculum decisions (Kirst and Walker, 1971:498-99).

The Vocational Education Act of 1963 and the Vocational Education Amendment of 1968 gave impetus to development of programs in consumer education, occupational orientation, exploration, and disadvantaged as related to the more traditional home economics education. Although home economics education prior to 1968 emphasized consumer education in the curriculum, the 1968 Amendments mandated the identification of consumer education in the curriculum (U.S. Congressional Record, 1968:22).

Educational Change

B. Othaniel Smith, in his article, "The Anatomy of Change," suggested that at the present time we have only common-sense ways of initiating change and that we have very little way of telling at any given point what progress is being made. He further stated that we neither know what methods are appropriate to what variables, nor how to strengthen or weaken the forces that are operating. He concluded that it is important that we have extended studies of techniques and procedures by which change can be initiated and maintained in a system of known variables. If data from such studies were available, it may be that the modes of influence which we have been using might be replaced by more effective ones (Smith, 1963:9).

Loyd C. Trump (1963:11) contended that we need to answer the question, "How do we bring about educational change?" Failure to answer this question, according to Trump, results in the problem of

time lag between the development of an idea, the tryout of the idea on an experimental basis, and the production of effective changes in the school system.

As a result of new directions for home economics education and the changes in society, the Division of Vocational Education, Home Economics Education Service, Virginia State Department of Education, developed a Guide for Consumer and Homemaking Education for Virginia home economics education programs. Publication of the Guide for Consumer and Homemaking Education was one of several steps recommended for the educational change process. The most significant step appeared to be that of promoting adoption of the proposed curriculum changes by classroom home economics teachers. Selected factors associated with the adoption and implementation of curriculum change as presented in the Guide for Consumer and Homemaking Education in Virginia Secondary Schools (herein referred to as the Guide) were the focus of this research.

DEVELOPMENT OF THE GUIDE FOR CONSUMER AND HOMEMAKING EDUCATION IN VIRGINIA SECONDARY SCHOOLS

Beginning in 1968, home economics teachers, teacher educators, and State Home Economics Staff devoted portions of the annual Vocational Home Economics Teachers Conferences inservice education meetings, workshop sessions, and curriculum committee meetings to the process of developing the Guide. The development of the Guide began with review of current literature pertaining to problems and needs in family living and an analysis of a state-wide research

study, Young Women In Virginia, by Beth Jordan and Rosa H. Loving. The study provided a basis for identification of four major areas in which family living problems occur. Through curriculum committee work it was determined that four family living areas should comprise the structure of the consumer and homemaking program in Virginia. These four areas were: (1) consumption of goods and services in the family, (2) cultural development in the family, (3) individual development in the family, and (4) management in the family.

In addition to the identification of the four family living areas, curriculum committees proposed the home economics subject matter content which would contribute to the development of the competencies in each of the four areas of concentration. Home economics subject matter content was identified on the basis of needs of youth at each grade level of the home economics program. Selected groups of teachers from each of the levels of the consumer and homemaking program examined the proposed content and on the basis of their recommendations, content was revised. Learning experiences were suggested by teachers for each of the levels taught in the family living areas.

Information on progress of the curriculum development project was presented during annual Vocational Home Economics Education Conferences. All of the home economics teachers were given an opportunity to participate in the development of the curriculum materials in actual classroom situations and to suggest changes, additions, and deletions following their use in the classroom.

Participation in Developing the Guide

Consumer and homemaking teachers were involved directly in the development of the Guide through committees and two one-week summer workshops. These teachers reviewed the results of earlier tryouts of the tentative curriculum materials. Recommendations were made and incorporated into the curriculum. Consultants to the committees and workshop groups were teacher educators, local supervisors, and members of the State Home Economics Education Staff.

A final draft of the curriculum Guide was submitted to the staff of the Home Economics Education Service and to the Division of Vocational Education, State Department of Education, for review and approval. Following acceptance of the Guide, it was submitted to the State Board of Education for approval and endorsement in March of 1973 (Guide for Consumer and Homemaking Education in Virginia Secondary Schools).

STATEMENT OF THE PROBLEM

In order to meet mandates of the federal legislation of the 1968 Vocational Education Amendments and the individual and family needs of a changing society, home economics teachers must develop new and/or revise existing curricula. Time lags between changes in society, program requirements, and the adoption and implementation of change in curriculum may constitute a social threat to education. This time span is a significant problem which home economics education faces.

One measure of the success of any curriculum planning and development process is the extent to which teachers adopt and use the new and/or revised curriculum in planning instruction. As a means of bringing about change in home economics education, a Guide for Consumer and Homemaking Education for Virginia's Secondary Schools was developed and disseminated to the home economics teachers in Virginia. Activities related to the development, adoption, and implementation of this change provided the basis for this research study.

The research problem of this study was to examine selected factors which may be related to the adoption and implementation of curriculum change.

SIGNIFICANCE OF THE STUDY

The development of new and/or revised curricula and its subsequent adoption and implementation by local teachers has long been recognized as one of the more effective techniques for bringing about educational change. A new curriculum serves little worthwhile purpose unless it is adopted and used by the classroom teachers as a means of implementing new program goals and objectives. It appears reasonable, then, that a curriculum must be planned, developed, and presented to the teachers in such a manner as to effect maximum adoption and utilization. New curricula place new demands upon teachers. It is necessary for them to: (1) view the subject matter in a new perspective; (2) deal with new content, concepts, and procedures; and (3) modify their methods of instruction.

The Commonwealth of Virginia proposed a change in the home economics education program. There is a need to determine if the home economics teachers have adopted and are using the consumer and homemaking curriculum as a means of bringing about change in the home economics education program. If so, what factors are more closely associated with this adoption? There is an equally important need to study the factors which appear to be more closely associated with adoption of curriculum change.

The information provided by this study may be useful to state and local educational agencies with respect to determining alternative approaches to curriculum planning and development. This study may also be helpful in planning for the adoption of curriculum change by classroom teachers.

Findings from this study may provide useful information to teacher educators in planning and providing inservice training for teachers in making curriculum revision and change. This study should also assist the State Department of Education and local school administration to determine useful approaches in curriculum planning and development, as well as making successful curriculum change.

Knowledge of how ideas spread and become accepted or rejected can guide the planning of strategy to bring about change.

PURPOSE OF THE STUDY

The purpose of this study was to identify and examine selected factors which may be related to the adoption and implementation of the consumer and homemaking curriculum by home economics teachers in

Virginia secondary schools. The major objective was to determine the relationship between the adoption of curriculum change and (1) participation by home economics education teachers in the curriculum development process and (2) selected demographic data. The adoption of curriculum change was viewed as the dependent variable with participation by home economics teachers in the curriculum development process and selected demographic data as independent variables.

The specific objectives of the study were:

1. To determine the relationship between teachers participation in the curriculum development process and adoption of curriculum change
2. To determine the relationship between selected teacher characteristics and adoption of curriculum change
3. To determine the relationship between factors related to school climate and the adoption of curriculum change
4. To determine the relationship between the manner in which the teachers received the Guide for Consumer and Homemaking Education and adoption of curriculum change
5. To determine the relationship between those teachers who teach in a school division having a local supervisor of home economics education and adoption of curriculum change.

RESEARCH HYPOTHESES

Consistent with the objectives of this study, the following null hypotheses were generated and tested for statistical significance:

Hypothesis 1. There is no significant relationship between teacher participation in curriculum development and adoption of curriculum change.

Hypothesis 2. There is no significant relationship between age and adoption of curriculum change.

Hypothesis 3. There is no significant relationship between level of educational preparation and adoption of curriculum change.

Hypothesis 4. There is no significant relationship between area of undergraduate preparation and the adoption of curriculum change.

Hypothesis 5. There is no significant relationship between number of years of home economics teaching experience and adoption of curriculum change.

Hypothesis 6. There is no significant relationship between years taught in present school and adoption of curriculum change.

Hypothesis 7. There is no significant relationship between source of school population and adoption of curriculum change.

Hypothesis 8. There is no significant relationship between type of school in which the home economics teacher teaches and adoption of curriculum change.

Hypothesis 9. There is no significant relationship between size of the school enrollment and the adoption of curriculum change.

Hypothesis 10. There is no significant relationship between the manner in which teachers received the Guide for Consumer and Homemaking Education and adoption of curriculum change.

Hypothesis 11. There is no significant relationship between the presence of a local supervisor of home economics education and adoption of curriculum change.

ASSUMPTIONS

Several assumptions were made with respect to this study:

1. Home economics education program in the public secondary schools of Virginia would be more effective in meeting the needs of individuals, families, and society if the proposed curriculum changes were adopted and implemented by the home economics education teachers.

2. Home economics teachers have a copy of the Guide for Consumer and Homemaking Education and that each teacher has had an equal opportunity to use the Guide in planning her instructional program at the local school level.

3. Home economics teachers responded to the data collection instrument in ways which accurately reflected their perceptions.

LIMITATIONS OF THE STUDY

The scope of this research study was limited in the following ways:

1. The population from which the sample was selected was limited to a stratified systematic random sample of consumer and homemaking teachers employed in Virginia's Public Secondary School system for the year 1973-1974.

2. This was the first full year that all home economics teachers have had the complete Guide for Consumer and Homemaking Education for planning their instructional program.

3. This study was limited to a few selected demographic variables identified for the purpose of this research study.

4. This study was concerned only with the development, adoption, and subsequent implementation of the home economics education curriculum in Virginia.

5. The factor labels derived from the factor analysis procedure are subjective.

DEFINITION OF TERMS

Adoption. Refers to a decision to continue full use of an innovation (Rogers, 1962:12).

Adoption process. Refers to the mental process through which an individual passes from first hearing about an innovation to final adoption (Rogers, 1962:12).

Change. Refers to the act of bringing about noticeable alteration in the goals, objectives, and instructional procedures in the home economics educational program.

Consumer and homemaking education. Refers to education designed to help individuals and families improve home environments and the quality of personal and family life. The subject matter of home economics education includes instruction in foods and nutrition, child care and development, family relationships, clothing

management, housing and management of resources with emphasis on selection, use and care of goods and services, and family budgeting.

Curriculum. Refers to a group of courses and planned experiences which a student has under the guidance of the school (Good, 1963:157). Consumer and homemaking curriculum refers to those experiences in personal and family living for which the school assumes responsibility.

Curriculum change. Refers to an alteration of the curriculum consisting of making different or reconstructing the learning opportunities provided pupils at a given time and place (Good, 1973:158).

Curriculum guide. Refers to a written document and is that portion of a curriculum within which the subject matter selected to carry out goals of the program are contained.

Implementation. Refers to the use of the curriculum Guide for consumer and homemaking education by home economics teachers in planning educational experiences for students.

Rate of adoption. Refers to "the relative speed with which an innovation is adopted by members of a social system." Rate of adoption is usually measured by the length of time required for a certain percentage of the members of the social system to adopt an innovation (Rogers, 1962:134).

Stages of adoption. Refers to the steps or stages an individual goes through from the time he first becomes aware of an innovation to final adoption.

Teacher of consumer and homemaking education. Refers to a person employed in an official capacity for the purpose of guiding

and directing the home economics learning experiences of students in an educational institution.

Teacher participation. Refers to membership by home economics teachers on any committee and/or serving as workshop participants who were engaged in the curriculum development process where efforts contributed in some way toward the production of curriculum resources and/or material.

Non-participants. Refers to those home economics teachers who tried out units of instruction in their own programs and/or those teachers who were in no way involved in the curriculum development process.

School climate. Refers to those factors (type of school, school enrollment, and source of school population) selected for the purposes of this study.

ORGANIZATION OF THE REMAINDER OF THE STUDY

The conceptual framework of educational change undergirding the study and a review of literature pertinent to the problems are presented in Chapter 2. The design of the study, including the description of the population, sampling procedures, constructing and testing the research instrument, collection of data, and methods used to analyze the data are developed in Chapter 3. The findings and results of the study are reported in Chapter 4. The conclusions, implications, and recommendations are presented in Chapter 5.

Chapter 2

CONCEPTUAL FRAMEWORK AND REVIEW OF RELATED LITERATURE

The conceptual framework of this study was based primarily on B. Othaniel Smith's theory of educational change and Everett Roger's five stages in adoption of an innovation. The review of literature included change and adoption theories related to the work of these two researchers, as well as literature pertinent to school climate, teacher characteristics, and teacher participation in curriculum development.

THEORIES OF CHANGE

According to Smith, there are at least three sets of factors in change situations:

One set has to do with the object of change--what is it about the school system that is to be changed. Another set has to do with the unit of change--the number of schools and school systems involved in the change, and a third set with the modes of influence (Smith, 1963:4).

Smith (1963:5) described the object of change as being in complex or simple form; the complex form consisting of a large number of factors while the simple form consisted of a few factors. An example of the complex form was a change from a subject curriculum to a core curriculum which would involve such factors as habit, attitudes of teachers, expectations of students and parents, and

instructional materials. In the simpler form object of change was described as consisting of a few factors. An example was a change in the report card system, such as the number of times a report card is to be issued or the question of whether or not letter grades are to be used.

In the unit of change, Smith (1963:6) considered the size of the local educational agency to be changed. A change in an educational practice may be limited to a single local school or a school system, or change might be extended to the schools of an entire state and/or national system.

The third set of factors was concerned with the modes of influence. Smith referred to the four modes of influence as: (1) the influence of scientific information, (2) the influence of legislative prescription, (3) the influence of change in educational practices, and (4) the influence of change which may be introduced by instruction. In his discussion of the modes of influence, Smith explained that scientific studies are made and their findings and implications are made available to school systems for their application to problem situations; that the influence of legislative prescription involves political measures that modify education practices through acts of legislation. He concluded further that changes which come about through change in educational practices may be the result of modified teaching materials and instructional instruments. Smith stated further that educational change which is brought about through instruction assumes that if teacher's behavior changes, there will be a corresponding change in educational practices. According to Smith,

modes of influence used to bring about educational change at a local school level may not be effective in a change situation involving a state-wide system (Smith, 1963:6-7).

The sets of change factors--object of change, unit of change, and modes of influence--in change situations suggested by Smith (1963:9) appear to be closely related to the "freezing process." The freezing process is the process through which individuals must pass from the old to the new. One of the difficult problems with change is the freezing or adopting of change after it has occurred. It is often possible to make change in school practices, but within a short time teachers revert to their original state, especially when certain supporting forces have been removed.

Several other useful models for thinking about change have been proposed. Among these was the model developed by Kurt Lewin, in which he suggested three phases through which a client must pass from old to new. The first phase is unfreezing the present level; second phase, moving to a new level; and third phase, freezing group life on the new level (Lewin, 1947:34).

Benne and Birnbaum (1969:330) in their article, "Principles of Change," suggested that in change there is an unfreezing of an existing equilibrium; a movement toward a new equilibrium and refreezing of the new equilibrium. In their discussion of Lewin's model, Benne and Birnbaum (1969:329) indicated that change takes place when an imbalance occurs between the sum of the driving forces and the sum of the restraining forces. Such imbalance unfreezes the

existing practice or pattern, and the level then will change until the opposing forces are brought back to equilibrium.

Chin and Benne (1969:34) proposed three types or groups of strategies for changing: (1) empirical-rational, (2) normative-re-educationed, and (3) application of power. The empirical-rational strategies, believed to be most frequently used by men of knowledge, are based on the assumption that all men are rational and that they will follow rational self-interest once it is revealed to them.

A change is proposed by some person or group which knows of a situation that is desirable, effective and in line with the self-interest of the person, group, organization or community which will be affected by the change. Because the person (or groups) assumed that he (or they) will adopt the proposed change if it can be rationally justified and if it can be shown by the proposer(s) that he (or they) will gain from the change (Chin and Benne, 1969:34).

The normative-re-educative strategies were based on assumptions about human motivation in relation to sociocultural norms and were believed to effect change only as persons change their normative orientation to old patterns and develop commitments to new ones. These changes involve changes in attitudes, values, skills, and significant relationships (Chin and Benne, 1969:34). Kurt Lewin's contribution, according to Benne, Bennis, and Chin (1969:43), stressed that man must participate in his own re-education if he "is to be re-educated at all," and re-education is normative change as well as a cognitive and perceptual change. Strategies based on the application of power depends on compliance of those with less power to plan directions and leadership of those with greater power. The

strategy may involve getting the authority of administrative policy behind the desired change (Bennis, Benne, and Chin, 1969:34).

The difference between the application of power and the other two groups of strategies may be found in the ingredients of power ultimately responsible for change. The principal ingredient of the empirical-rational and normative-re-educative strategies is knowledge. Men of knowledge represent legitimate sources of power, and the desirable flow of influence or power is from those who possess this knowledge to those who do not (Chin and Benne, 1969: 52).

Benne and Birnbaum (1969:334) stressed that the effectiveness of a planned change is sometimes directly related to the degree to which members at all levels of an institutional organization take part in fact-finding and diagnosing of needed changes and in formulating and reality testing of goals and programs of change.

Planned change is concerned with such programs as (1) the identification of mission and values, (2) collaboration and conflict, (3) control and leadership, (4) resistance and adoption of change, (5) utilization of human resources, (6) communication, and (7) management (Bennis, 1969:65).

It seems important that one recognize that change by person(s) is a product of a sequence of events and influences which operate over time rather than what happens to a person all at once. The idea of time implies the need for sustained efforts over a period of time before action results can be expected. The sequence idea implies that

there is a need for proper ordering of many educational efforts to achieve action ends (Lionberger, 1965:31).

Watson's (1966:5) studies on overcoming the resistance to change indicate the following helpful steps: (1) encourage participation, (2) start with top officials, (3) show that change will decrease rather than increase burden, (4) connect proposal with traditional values, (5) bring out more and exciting aspects, (6) give assurance, (7) try consensus of decisions, (8) empathize with resistors to reduce their fear, (9) build in feedback mechanism, (10) build mutual trust, and (11) keep an open pathway for reappraisal and revisions.

Taba (1966:457-59) listed the following steps in curriculum change: (1) producing pilot units, (2) testing experimental units, (3) revising and consolidating results of tests, (4) developing a framework, and (5) installing and disseminating new units. Taba suggested that the first two steps require teacher participation, the third and fourth regard primarily the tasks of curriculum specialists, and the fifth step deals with the responsibility of administrators.

According to Wiles, the process of curriculum change contains three steps: (1) innovation, (2) diffusion, and (3) integration. According to advocates of directed change, innovations are developed and begun on the outside and the process leads to diffusion and integration. Thus, often external pressures are more influential in initiating a change within a system (1965:8).

According to Clark, Klein, and Burks (1965:438), curriculum change may take place on four levels: (1) the level of individual teacher in the classroom; (2) the level of school unit; (3) the level of school system; and (4) the level of external agents such as state agencies, legislative bodies, accrediting associations, curriculum study groups, program associations, and pressure groups. The first three levels build the curriculum, and the fourth usually provides materials and exerts pressure upon the school systems to provide the type of curriculum experiences they desire. Clark, Klein, and Burks (1965:439) state that the key to curriculum change lies within the individual school and the individuals involved. In the final analysis, the curriculum is determined by the teachers in the classroom.

Literature pointed up the fact that curriculum policy is made at many different levels. State legislatures require the study and revision of course offerings. State and local boards of education identify content to be included and approve course of study; professional personnel of the school and/or school divisions have some influence concerning course of study, textbooks, supplies, and allotments of time, all of which include curriculum policy (Kirst and Walker, 1971:491-98).

Through the many sources of funds designed to improve educational efforts, the federal government has become a powerful force in curriculum decisions. Foundations have also become important in supplementing the efforts of the Federal Government. Sources of

ideas and expertise are major sources of influence, with the major source of ideas and expertise which results in curriculum change coming from the college or university (Kirst and Walker, 1971:495).

Mackenzie presented six focal points of change. These were seen as determinents of the curriculum. The six focal points were: (1) teachers, (2) students, (3) subject matter, (4) methods, (5) materials and facilities, and (6) time. To cause change in the curriculum is to change one or more of these six components (1964:402).

Studies of change regarding the transfer of acceptance from one system to another suggested that this transfer is enhanced by: (1) its simplicity, (2) its consistency with existing values, (3) the prestige of the bearers of novelty, (4) an already changing situation in the receiving system, (5) task of close integration of the receiving system, and (6) long and continued contact.

Trump (1963:12-20), in his article entitled "RX Ingredients of Change," prescribed specific elements required for carefully planned change in an educational system. Six of these elements dealt with public relations: (1) preparing and distributing brochures, (2) having speeches made by knowledgeable parties, (3) providing demonstrations by students and teachers, (4) using mass media, (5) issuing summary reports of changes, and (6) keeping staff members informed.

THEORIES OF ADOPTION

The adoption process as defined by Rogers (1962:76) is "the mental process through which an individual passes from first hearing about an innovation to final adoption." Adoption is an individual

matter requiring a decision by a person. Adoption is one type of decision-making in that adoption is an idea which requires decision by the individual in a sequence of stages with different activities (Rogers, 1962:77-78). Rogers stated that "adoption of a new idea is a bundle of related events flowing through time" (1962:77-78).

Process of Adoption

Rogers (1962:81) identified five stages in the process of adoption. These were: (1) awareness, (2) interest, (3) evaluation, (4) trial, and (5) adoption. He listed the rationale for analysis of the adoption process into stages as being: (1) consistent with the nature of the phenomena, (2) congruent with previous research findings, and (3) potentially useful for practical application. When adoption takes place, it means that the individual has selected a new alternative over those previously in existence (1962:79).

1. Awareness stage. At the awareness stage individuals experience exposure to the innovation or idea, but lacking complete information about it, they do not become motivated enough to seek further information. Rogers suggested "that the primary function of the awareness stage is to initiate the sequence of later stages that lead to eventual adoption or rejection of the innovation" (1962:82).

2. Interest stage. Additional information is sought about the idea during the interest stage. Rogers indicates that "the function of the interest stage is mainly to increase the individual's information about the innovation" (1962:82). The individual's behavior becomes purposive; they are more psychologically involved.

The source from which the individual seeks information and his interpretation of his information is likely to be influenced by such factors as his personality, values, attitudes, and beliefs (Rogers, 1962:83).

3. Evaluation stage. At the evaluation stage a mental trial occurs. The idea is mentally applied to the present and future situations of the individual. The evaluation stage is considered to be the least distinct of the five stages and one of the most difficult about which to obtain empirical data (Rogers, 1962:83).

During this mental trial if the individual feels the advantages of the innovation outweigh the disadvantages, he will decide to try the innovation. The innovation is subject to risk; the individual is unsure of the results of his mental trial. Reinforcement efforts are considered important at this stage to convince the individual that his thinking is in the right direction (Rogers, 1962:84).

4. Trial stage. According to Rogers, "the main function of the trial stage is to demonstrate the new idea in the individual's own situation and determine its usefulness for possible complete adoption" (1962:84-85). He suggested further that most individuals will not adopt an innovation without first trying it out on a small basis (Rogers, 1962:86).

5. Adoption stage. "The main function of the adoption stage is consideration of the trial results and the decision to ratify sustained use of the innovation" (Rogers, 1962:86).

Adoption or rejection of an idea may occur at the end of the adoption process. Adoption may take place and: (1) continue to be

used or (2) may be rejected later. An innovation may also result in rejection at the end of the adoption process but adopted later. Before the adoption process is complete, rejection may take place (Rogers, 1962:89). The rate of adoption was defined by Rogers (1962:134) as "the relative speed with which an innovation is adopted by members of a social system." Rate of adoption may usually be measured by the length of time required for a certain percentage of the members of a social system to adopt an innovation (Rogers, 1962:134).

Categories of Adopters

According to Eichholz and Rogers (1964:313), not all individuals adopt an innovation at the same time. Innovativeness is defined "as the degree to which an individual adopts new ideas relatively earlier than other members of his society." Individual adopters are categorized according to their innovativeness: (1) innovator, (2) early adopter, (3) early majority, (4) late majority, (5) laggards, and (6) non-users (Eichholz and Rogers, 1964:313).

Characteristics of Adopters

Most research on the adoption process utilizes some measure of innovativeness, and much research correlates innovativeness with generally similar variables. Characteristics of adopter categories are usually summarized under the following headings: (1) personal characteristics, (2) communication behavior, and (3) social relationships (Rogers, 1962:172).

Influence on Adoption

Gross, Giacquinta, and Bernstein (1968:3) in their sociologically oriented investigation of the implementation of innovation indicated an unsuccessful installation may result primarily from a minimal amount of implementation.

. . . The assumption is frequently made that an adopted innovation is being properly implemented when outcomes are measured. If no effect is found, its ineffectiveness is typically ascribed either to inadequacies in the innovation itself or to its premature evaluation. Yet it is quite possible that the innovation is having little, if any, effect for another reason. Its actual implementation has been minimal (Gross, Giacquinta, and Bernstein, 1968:3).

Morse and Lorsch (1970:61) contended that the decision-making process used to adopt an innovation should include teachers as codecision-makers rather than mere participants. Therefore, the assumption was made that the successful adoption of an innovation by a school, a school system, and/or state is heavily dependent upon teacher participation in the decision-making process.

Hilfiker stated that teacher participation in the decision to adopt an innovation and the ensuing teacher attitude can be directly related to the social psychological state of the system's organizational climate. This state is reflected in the interpersonal relationships within the system (1959:44). Those systems which reflect interpersonal relationships, built upon openness, trust, adaptiveness, and problem solving, are more likely to establish a social psychological state which is conducive to decentralization of the decision-making authority (Cheslea and Fox, 1967:25-26).

REVIEW OF RELATED RESEARCH

It was the purpose of this section to review the literature pertinent to teacher participation in curriculum development, teacher characteristics, school climate, and teaching experience.

Research Related to Teacher
Participation in Curriculum Development

Proponents of wide participation by teachers in the curriculum planning and development process generally assert that teachers understand and implement curricula which they have helped develop.

The movement for greater teacher participation which began in the early 1930's recognized the positive relationship between teacher participation in curriculum developing activities and the role of the teacher in curriculum implementation.

Floyd replicated a study by Trillingham (1934) in order to discover what changes had occurred in curriculum development practices during the intervening twenty years. Floyd (1947:81) concluded that the most extensive change since Trillingham's study was the increase in teacher participation.

Wiles reviewed group theory and research and deduced that research supported faculty participation in curriculum improvement. From his review of research conducted by Cock and French, Wiles stated, "it would seem that decisions concerning change in program should be made by people who will be able to implement it" (1958: 347-50).

He concluded further that teacher participation in decision making will result in higher morale, keener teacher interest, and greater willingness to change. However, Wiles pointed out that such outcomes provided no guarantee that curriculum change will occur (Wiles, 1958:347-50).

Writers such as Bossing (1947:316-40) and Chamberlain, Kindred, and Mickelson (1966:311-12) agreed that provisions should be made for teacher's participation in curriculum improvement because they are to be the ones to bring the curriculum to life, and they must first understand that which they use. Bellack (1966: 283-92) reflected the general concensus found in the theoretical literature in his call for provisions to be made for the participation of teachers in curriculum development if any such work is to influence classroom behavior. Caswell (1950:48-50) supported the notion, if teachers participate in developing the course of study, they would use it.

Dewar (1961:5-7) suggested that once the teacher has planned the curriculum he is to teach, he has a personal stake in the matter. In a study conducted by Martin (1965:143), the respondents believed that cooperative curriculum development should be considered an integral part of teaching and an aspect of inservice education.

Leese, Frasure, and Johnson (1961:41) stated that:

. . . when teachers are not in sympathy with proposed change, threatened by the different ways in which they are expected to behave, or required to expend extra energy to acquire additional knowledge and skills, they are inclined to resist or to be uninterested in carrying out the details necessary to achieve the broad goals set by others. The early attempts at curriculum reform demonstrated this conclusively.

The authors tended to support the proposition that teacher participation was needed not only because of good ideas but because of what they do in influencing learning; and if teachers plan their part well in curriculum development, the end experience will be better (Leese, Frasure, and Johnson, 1961:40).

Margaret Stuckey (1956:405-407) used a questionnaire to determine the degree of involvement and the effectiveness of participation in junior high curriculum improvement programs. Although total participation had been desired, only two-thirds of the staff felt themselves deeply or moderately involved. She concluded that the attempt to include all staff members in curriculum improvement activities was impractical. Saylor and Alexander (1955:535-49) considered securing more widespread participation the most critical problem in curriculum planning, but contended that all participants neither should nor could participate identically in all steps.

Sharma (1956) reported that teachers wanted more autonomy in schools in which they taught and that significant differences exist between what they desired and current practices insofar as participation was concerned. He also found sharp differences between what teachers desired and current practices with regard to decision making by teachers, particularly when these decisions relate to instruction and curriculum.

The results of Campbell's study (1959) indicated that a significant relationship existed between the extent to which teachers were active in the curriculum experiment and: (1) teachers' ability to expand their concept of the purpose of

education, (2) development toward more student-centered philosophy of education, (3) willingness of teachers to have students share in planning their educational experience, and (4) the interest students indicated in class.

Johansen (1965:79-80), in a study of influence in local curriculum decision making and curriculum implementation, found a significant relationship between teacher participation in curriculum planning and teacher implementation of curriculum. Johansen's conclusions were based on data collected from a random sample of classroom teachers, participants, and non-participants from school systems which had completed a major revision of an elementary curriculum or curriculum guide within the past two previous years. The process used in producing the guide engaged classroom teachers, administrators, and outside consultants.

Johansen (1965:97) developed the Participation Inventory and the Implementation Inventory to measure the degree of teacher participation and the degree of teacher implementation of curriculum guides. His findings led him to conclude that individual teacher participation in curriculum development activities in and of itself increases the likelihood of curriculum implementation. This conclusion was supported by a high positive coefficient of correlation (.671) (.01 level of significance) between participation and implementation. The conclusion was supported further by a highly significant difference (.001 level of significance) between implementation scores of participants and non-participants (Johansen, 1965: 196-97).

It was the belief of Koopman, Miel, and Misner (1943:62) that if the curriculum is to change, the teachers must change and the teachers' change must come through their involvement in curriculum development.

Miel (1946:10) supported the point of view that if the curriculum was to change, the attitudes of the people interacting to shape the curriculum must first change. Hanna (1948:15-16) concurred with Miel when he reported that to get classroom teachers to use a new plan required that change be brought about in the classroom teacher's beliefs, desires, and attitudes about knowledge and skills to be taught. In a study concerned with the effects of teacher participation on morale, Chase (1952) found that teachers who reported opportunities to participate regularly and actively in making policies were more likely to be enthusiastic about their school system. Chase (1952) further concluded that teachers derived considerable satisfaction from participation.

Bent and Unuhr (1969:235) stressed that:

Both society and the individual profit from the practice of the idea of participation for everyone. When people begin to participate in the work of the community, there is evidence that they have assumed responsibility for their own obligations to society as well as responsibility for obligations of their profession. Participation develops strength, skills, understanding, and confidence in the person.

Broderick and Mason (1958:343-46), after surveying elementary and secondary teachers, concluded that neither voluntary or compulsory participation affected the teacher's evaluation of worth. McNeil (1958:46-47) suggested that the opportunity to participate was perhaps more important than the actual participation.

The findings of a research study by Stahl (1972:57-58) indicated that many problems of implementing change might be resolved by greater teacher participation in decisions to adopt and use innovation. Moreover, the data supported the contention that teachers' understanding of the intent and scope of an innovation can be increased by their participation in the decision to adopt it, consequently adding to a more effective implementation. He concluded that participation in the decision-making process leads to a more positive attitude toward the innovation.

Research Related to Teacher Characteristics

The traditional approach to the investigation of teacher characteristics has been to develop a list of descriptive qualities or traits that are assumed to be related to teacher effectiveness. Barbara Kardas (1969:46-53) used this approach to identify twenty-two characteristics of teachers participating in curriculum planning activities. Among these characteristics were: (1) sex, (2) years of teaching experience, (3) years in present position, (4) grade level, (5) age, (6) marital status, (7) number of children, (8) degree of teacher participation, (9) area of curriculum planning activities, (10) salary, (11) years in present system, and (12) inservice education. She found that the degree of participation was correlated positively at the .05 level of confidence with (1) greater number years in the present system, (2) few children, (3) high salary, and (4) with greater participation in inservice education.

Bohn, Butts, and Raur (Undated:9) concluded in their study that teacher characteristics which appear to predict successful teaching of an innovative curriculum are: (1) the grade level being taught and (2) the number of years of teaching experience.

Carlson (1965) indicated that social characteristics, social behavior, and the communication behavior of the school staff were related to the innovativeness of a school system.

Experience in education was considered in a number of studies. In a study summarizing the National Teachers Examination Board scores, Ryans (1941:1-28) reported that teachers with extensive teaching experience did as well, and in some cases slightly better, on some of the tests than did teachers with less experience. In another study, Ryans determined that teaching experience is associated with effective teaching, the five to nine years of experience group being significantly higher in effectiveness than teachers with more than nine years or less than five years experience (1960:1,486-91).

Myers and Torrance (1961:156-59) studies the personality characteristics of teachers who were resistant to change. Among the characteristics which they identified were authoritarianism, defensiveness, insensitivity to pupils' needs, preoccupation with information functions, intellectual inertness, disinterest in promoting initiative in pupils, and preoccupation with discipline.

Krug (1957:13-14), in his book, Curriculum Planning, suggested that every teacher participates in curriculum planning whether he serves on an organized committee or not. Krug concluded that the teacher is a curriculum director or coordinator in his own

classroom as he works and plans with the learner. He further concluded that every teacher should be regarded as a curriculum planner as this role is connected to his own teaching and to his responsibility for helping to guide educational change in the total school program. He regarded teacher participation beyond this point as a matter of individual interest and ability.

Research Related to School Climate

Andrulis (1970) reported that a number of demographic characteristics such as expenditures per pupil, socioeconomic status of parents, location of school, percentage of students entering college, length of time the principal had been in the school, and provisions for exceptional students appeared to be correlated to the successful installation of a new curriculum in the school.

It was suggested by Frymier and Urick (1963:111), in their review of a study conducted by a graduate class at Ohio State University, that the relationship between the type of community in which the teacher taught and the attitude toward curriculum change appeared to be a fruitful area for consideration.

Eckhardt (1947:46-47) surveyed the curriculum development procedures in high schools of 1947. The teachers in smaller schools were found to be more interested in curriculum development than teachers in medium-size or larger schools. Other studies have examined the organizational climate of schools by means of leadership style, output of the school, and power structure.

Sassa's (1966:160) study suggested that the difference between teachers' and administrators' roles in decision making decreased as

school system size became larger, but the size of the difference had no relationship to that measure of the school's identified curriculum change.

Research Related to Resources

The basic assumption supporting teacher participation in curriculum development is the notion that by teacher participation in the development process, the more probability that the teacher will actually implement the curriculum materials in the classroom.

Krug (1957:213-30) described the curriculum guide as the present day counterpart of the more detailed course of study documents which were extensively produced several decades ago. According to Krug, these guides served desirable purposes in educational improvement such as: helping teachers and administrators do a better job of achieving the goals for which we conduct schools. Krug suggested that guides may be prepared for state-wide or specifically for local use and that they may be prepared by committees made up of persons competent to function effectively as committee members. The writing and editing of curriculum guides would be carried out by those with special talents and interest for this type of activity.

Taba (1966:343) described the curriculum guide at best as only a skeletal affair, which merely describes some of the foundations, outlines of the contents, and possibly suggests types of learning activities. Nault (1955:410-14) supported the proposition that teachers should be involved in curriculum development actively.

He found that the greater number of teachers involved in curriculum materials production, the more probable it was that those materials would be used in the classroom.

The major conclusions drawn from a study conducted by Paul Duet (1972:70-72) were:

The reported degree of teacher participation in curriculum development activities was significantly related to the reported degree of implementation of the curriculum guide and materials.

Those teachers who reported that they were more involved in the work of the curriculum committees in development of the curriculum were more committed to the implementation of the curriculum.

Teachers who worked on the development of the guide materials more actively employed those materials in the classroom to a greater extent than those who were not involved.

There was a significant difference between participants and non-participants related to the implementation of the guide and materials. Further analysis of the data indicated that the difference was attributed to those participants who were most actively involved in the process of developing the materials.

Salinger (1966:267-79), in reporting the findings of this study, found evidence in his data linking guide development and subsequent guide use by the bulk of teachers involved in the process of writing the guide.

Harrington (1968:437-39) called the presentation and introduction of the finished curriculum materials the weakest link in the curriculum development process.

Taba (1966:442), in her book, Curriculum Development: Theory and Practice, suggested that curriculum guides which evolve from and are implemented by concrete teaching learning units prepared by the teachers should be easier to introduce to teachers and more readily understood than when only abstract general guides are available.

Findings from Salinger's (1966:267-79) study indicated that: (1) the respondents used their guide to plan lessons and to get ideas for units, (2) the activities and experiences sections of the guide were considered most useful, (3) involvement in the development of the guide did not necessarily lead to increased use of the guide, and (4) teachers were encouraged to use the guide by the manner in which they received the guide--they tended to be more positive about sections of the guide and to use the guide more. Salinger also found that teachers wanted guides with suggested activities and that respondents indicated that the amount of guide use would depend on the availability of the materials mentioned in the guide. Salinger found that 90 percent of the respondents received their guide at a large meeting. Of the total, 40 percent wanted the guide presented at a small group meeting or workshop session. Salinger concluded that curriculum workers who consider curriculum guides to be important to the instructional program will need to develop a better method of guide introduction, implementation, and follow-up.

Heusner (1963:176), in his research, A Study of the Utilization of Curriculum Guides as Related to Selected Factors in Their Planning and Construction, found that previous contact with curriculum guide materials was a significant behavior of teachers who used the curriculum guide more frequently. He concluded that having taken methods courses in the subject field did not significantly affect the degree of utilization.

CHAPTER SUMMARY

The theory of educational change and the process of adopting proposed change provided the conceptional framework for this study. Educational change is a complex and little understood operation. Change is influenced by what is to be changed, size of the change, and factors which affect change. Adoption of a change is a series of stages through which individuals pass over a period of time.

A review of literature revealed widespread concern about educational change. Research revealed that there is a relationship between educational approach and the process of change with respect to the adoption or rejection of change. Figure 1 illustrates the curriculum change process with factors influencing change and adoption as presented in the conceptual framework.

A review of literature has been presented indicating the relationship between participation in curriculum development, teachers' characteristics, school climate, curriculum resources (guides), and the extent of adoption, and implementing curriculum change. Figure 2 illustrates the relationship of the variables associated with adoption of change which have been identified for the purpose of this study.

A review of literature revealed little research dealing with adoption and implementation of curriculum change by home economics teachers. The lack of research in this area points to the need for studies in the area of adopting and implementing curriculum change and the relationship of adoption to various factors.

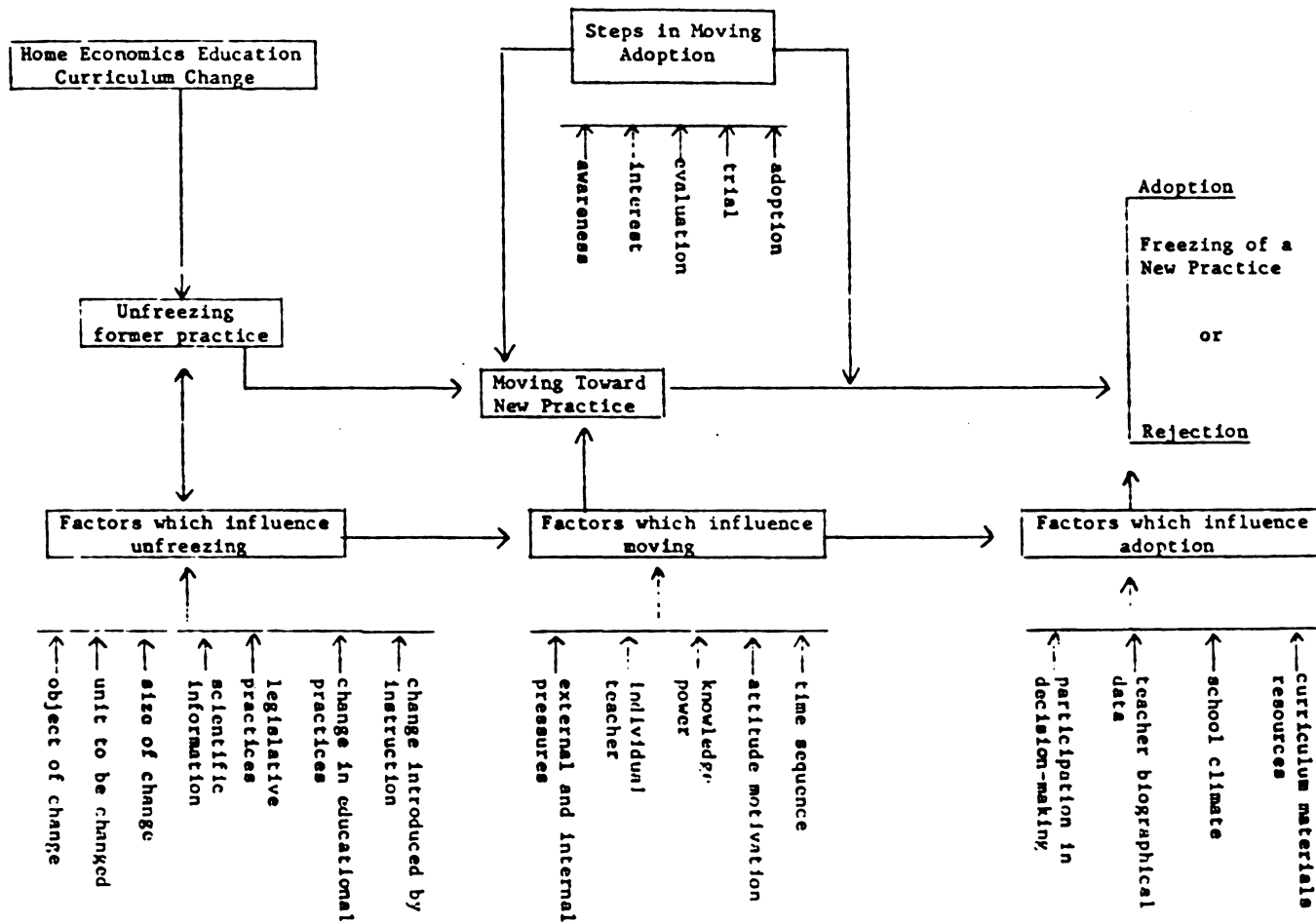


Figure 1

Conceptual Framework for Adoption

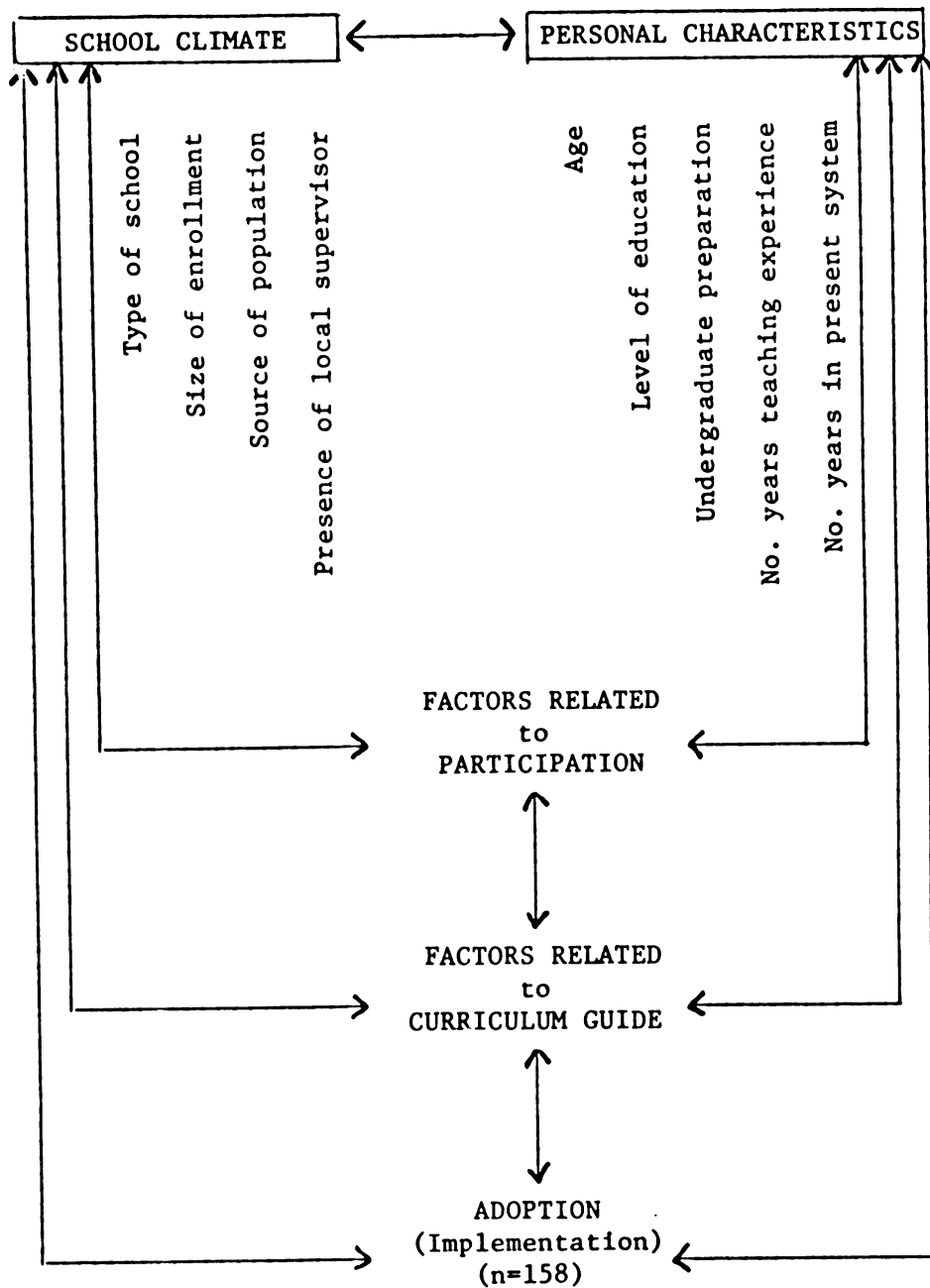


Figure 2

Variable Model

Chapter 3

METHODOLOGY

In Chapters 1 and 2, the introduction to the study, a conceptual framework upon which the study was developed, and a review of related literature were presented. In this chapter on methodology, the population studied, sampling procedures, a description of the development and testing of the research instrument, procedures for collection of data, and statistical methods used in the analysis of data were considered.

DESIGN OF THE STUDY

The purpose of this study was to identify and examine selected factors which are related to the adoption of the consumer and homemaking curriculum by home economics teachers in Virginia's public secondary schools. A survey questionnaire was developed, using a likert-type scale, to determine teachers' perceptions of participation in the curriculum development process and implementation of home economics curriculum change. The questionnaire also included certain demographic data. The questionnaire may be found in Appendix C.

Selection of the Population

The population for this study were the consumer and homemaking teachers employed in the public secondary schools of Virginia for

the school year 1973-1974. The total population included was comprised of 902 consumer and homemaking teachers from 523 schools in the State.

Home economics teachers included in the population taught consumer and homemaking education in grades six through twelve. These grades comprised an enrollment of approximately 98,000 students in consumer and homemaking programs during 1973-1974. Consumer and homemaking programs were located in the middle, intermediate and/or junior high school, four-year high school and/or senior high school, and the comprehensive high school.

Procedures for Sampling

Stratified systematic sampling was used in this study. In this technique the population of consumer and homemaking teachers was initially divided into two subpopulations. The first subpopulation was a smaller group of fifty teachers who participated directly in the development of the curriculum by being members of curriculum committees and/or workshop groups. The second subpopulation was comprised of a larger group of 852 teachers who participated indirectly in the development of the curriculum by trying out the proposed units of instruction in their classroom situations and those who did not participate in any way in the curriculum development process. A 20 percent sample was drawn from each subpopulation.

Developing and Testing the Instrument

The Participation Inventory and the Implementation Inventory as developed by John Johansen for his study, "An Investigation of the

Relationships Between Teachers' Perceptions of Authoritative Influence in Local Curriculum Decision-Making and Curriculum Implementation," (Johansen, 1965) were modified for this study (Appendix A and B). The modified Participation Inventory was used to assess teacher participation on curriculum committees and/or participation in workshop sessions. Both of these activities contributed toward the production of the Guide for Consumer and Homemaking Education in Virginia's Secondary Schools. The modified Implementation Inventory was selected for use in this study to assess classroom teachers' utilization of the curriculum Guide in adopting and implementing change in the home economics education program at the local level.

Certain demographic information was requested from the respondents. They were asked to identify their age group, level of educational preparation, area of undergraduate preparation, years of home economics teaching experience, years of home economics teaching experience in present school, level of consumer and homemaking education taught, certain information pertaining to the school climate, presence of a local supervisor of home economics education, and the manner in which they received the Guide for Consumer and Homemaking Education.

The first draft of the questionnaire contained statements necessary to collect data for the hypotheses. A pilot study of the questionnaire was conducted to determine if the items tended to yield kinds of information needed. The pilot study was completed by the administering of the questionnaire to fourteen consumer and homemaking

teachers in the Virginia Polytechnic Institute and State University area. Suggestions, questions, and comments from the teachers were considered in revising and improving the questionnaire.

As a means of increasing content validity of the instrument it was mailed or delivered to a panel of experts who were considered to be knowledgeable in their field. The panel of experts were asked to complete the questionnaire and make a record of any part of the questionnaire they did not understand, was not well stated, or could not be interpreted. A list of experts can be found in Appendix D. The comments, questions, and criticisms were analyzed for consideration in developing the final draft of the questionnaire. The revised questionnaire (Appendix C) was mailed to the teachers included in the study. A six-point likert-type scale was selected to measure the degree of disagreement and the degree of agreement on both the Participation and Implementation Inventories (Tuckman, 1972:156-57). The response intervals were: (1) strongly disagree, (2) disagree, (3) tend to disagree, (4) tend to agree, (5) agree, and (6) strongly agree. The weighted-scale values were one, two, three, four, five, and six, respectively. Respondents indicated the extent of disagreement or agreement by circling the numbers representing the best response:

Rank	Meaning
1	strongly disagree
2	disagree
3	tend to disagree
4	tend to agree
5	agree
6	strongly agree

RESEARCH VARIABLES

The major objective of this study was to examine the relationship between selected demographic factors and the adoption of the consumer and homemaking curriculum change by home economics teachers in Virginia. The dependent variable was adoption of the consumer and homemaking curriculum change. The independent variables were: (1) age, (2) level of education preparation, (3) area of undergraduate preparation, (4) years of home economics teaching experience, (5) years of home economics teaching experience in present school, (6) level of consumer and homemaking taught, (7) source of school population, (8) type of school, (9) enrollment of school, (10) presence of a local supervisor of home economics education, and (11) manner in which teachers received the Guide.

Age

The teachers were asked to indicate their age group. Age groups used in the study were: (1) 25 and under, (2) 26 to 30, (3) 31 to 35, (4) 36 to 40, (5) 41 to 45, and (6) 46 and above.

Education

Teachers were asked to check the highest level of educational preparation. Categories of educational levels were: (1) Master's degree plus 45 quarter hours, (2) Master's degree plus 15 quarter hours, (3) Master's degree, (4) Bachelor's degree, and (5) less than Bachelor's degree. The teachers were also asked to

indicate with a yes-no response if their undergraduate preparation was in home economics education.

Teaching Experience

Teachers were asked to indicate the number of years of home economics teaching experience, as well as to indicate the number of years teaching home economics in their present school. The teachers were asked to check the appropriate levels of consumer and homemaking education taught, combinations of home economics, specialized semester course, or home economics in sixth and/or seventh grades.

School Climate

Teachers were asked to indicate if their school population came from predominantly rural, urban, or suburban communities as well as to check the type of school in which they were teaching. The latter was divided into six categories: (1) middle or junior high, (2) intermediate, (3) four-year high school, (4) senior high school, or (5) comprehensive high school. The teachers were also asked to give approximate enrollment of the school in which they taught.

Local Supervisor

Teachers were able to indicate by a yes-no response the presence of a local supervisor of home economics education in their local school division.

Manner in Which Teachers Received
their Copy of the Guide for
Consumer and Homemaking Education
in Virginia Secondary Schools

Teachers were asked to indicate the manner in which they received their Guide by checking one of the following responses: (1) Home Economics Teachers Conference, (2) by mail from Richmond or Assistant State Supervisor of Home Economics Education, (3) delivered by local supervisor or Assistant State Supervisor of Home Economics Education, (4) in small group meeting, (5) requested the Guide from Assistant State Supervisor of Home Economics Education, or (6) received by other means.

Teacher's Participation in
Curriculum Development

Teachers were asked if they participated in the development of the consumer and homemaking curriculum. If their response was "yes," they were asked to indicate particular way(s) in which they participated. The response columns were: (1) workshop participant, (2) curriculum committee(s), (3) tried out units of instruction in school during the curriculum development process, and (4) did not participate. A list of fourteen statements were formulated with each statement containing six response alternatives: (1) strongly disagree, (2) disagree, (3) tend to disagree, (4) tend to agree, (5) agree, and (6) strongly agree.

Teacher Implementation of Home
Economics Education Curriculum
Guide

Teachers were asked to respond to twenty-three statements which were formulated to determine teachers' adoption and implementation of curriculum change. Each statement contained six response alternatives. The response alternatives were: (1) strongly disagree, (2) disagree, (3) tend to disagree, (4) tend to agree, (5) agree, and (6) strongly agree.

COLLECTION OF DATA

The names and addresses of the consumer and homemaking teachers employed during the school year 1973-1974 were obtained from the State Supervisor of Home Economics Education, State Department of Education. Those teachers who participated in workshop sessions in the development of the curriculum were also identified by the State Home Economics Education staff. Superintendents were contacted for permission to complete the study (Appendix E).

The self-administering questionnaire, along with a cover letter (Appendix F), and self-addressed, stamped envelope were mailed on April 1, 1974, to each individual teacher randomly selected to be included in the study. The cover letter explained the purpose and importance of the study, date of requested return, and necessary instructions for completing and returning the questionnaire to the researcher.

On April 15, 1974, a first follow-up letter (Appendix G) was mailed to each home economics education teacher included in the study.

The first follow-up letter included an expression of gratitude to those who had responded and a reminder to those teachers who had not returned the completed questionnaire. On April 30, 1974, a second follow-up letter (Appendix H) was mailed to thirty non-respondents with a second copy of the questionnaire and a self-addressed, stamped envelope. By May 30, 1974, 89 percent or 161 of the 180 questionnaires had been received by the researcher.

ANALYSIS OF DATA

Multivariate procedures were employed in the analysis of the data. First of all, the two sections of the questionnaire (the Participation and Implementation Inventory) were factor analyzed. Included in this factor analysis were the fourteen items to which only the workshop and/or committee participants (n=28) responded (Appendix I) and the twenty-three items to which all the teachers in the study (n=158) responded (Appendix J). Factor analysis was done in order to determine the number and nature of the underlying variables among items of the two sections of the questionnaire. More specifically, "It is a method of determining k underlying variables (factors) from n set of measures, k being less than n" (Kerlinger, 1974:659).

Following the factor analysis, canonical correlations were computed between the independent and/or demographic variables and linear combinations of the factor scores determined through factor analysis. Canonical correlation is a method of determining the relationship between sets of independent variables and sets of

dependent variables (Kerlinger, 1973:150). In this study the canonical correlations were computed to determine the relationship between independent and/or demographic variables and factor scores. Bivariate correlation coefficients were subsequently computed with the demographic variables considered individually and factor scores considered individually.

Tabulations and cross tabulations were also computed on both sections of the questionnaire (Participation Inventory and Implementation Inventory) in order to determine the frequency of the responses to each of the items in each of the two sections of the questionnaire.

In testing the null hypotheses, the Pearson's correlation coefficient (i.e. point biserial) was computed between the three factor scores related to adoption and the dichotomy of whether or not the respondents had been participants in the curriculum development process.

CHAPTER SUMMARY

The methodology used in the study was described in this chapter. Identification of the factors related to participation by teachers in the curriculum development process and adoption of curriculum change was accomplished through the use of an instrument utilizing a six-point likert-type scale. The participants randomly selected for inclusion in the study also responded to requests for selected demographic data. The instrument was mailed to 180 consumer and homemaking teachers employed in Virginia's

public secondary schools for the school year 1973-1974. One-hundred and sixty-one questionnaires or 89 percent were returned of which 158 were usable.

The analytical procedure employed included factor analysis of the two sections of the questionnaire. Factor analysis was followed by a description of the population and a general analysis was subsequently followed by a more specific descriptive analysis using bivariate correlations and frequency tabulations and cross tabulations. Pearson's correlation coefficient (i.e. point biserial) was computed to test the null hypotheses.

Chapter 4

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

The purpose of this study was to identify and examine selected factors which are related to the adoption and implementation of the consumer and homemaking curriculum by home economics teachers in Virginia. The major objective was to determine the relationship between adoption of curriculum change as a dependent variable with respect to the following independent variables: (1) participation by teachers in curriculum development and (2) selected demographic data.

The focus of this chapter was the results from the data analysis. Results pertaining to the description of the population, factor analysis, factor description, canonical correlations, bivariate correlation coefficient, tabulations, cross tabulations, and hypotheses were described.

FACTOR ANALYSIS

The first step was to factor analyze the data from both sections (Participation Inventory and Implementation Inventory) of the questionnaire using the principal components solution with the varimax solution. The purpose of the factor analysis was to determine the number and nature of the underlying variables among the items in the questionnaire dealing with participation and

implementation. In factor analysis of the fourteen statements of the Participation Inventory with twenty-eight respondents ($n=28$), the 14×14 correlation matrix was reduced to 14×4 factor matrix while the 23×23 correlation matrix for the twenty-three statements on the Implementation Inventory with 158 respondents ($n=158$) was reduced to a 23×5 factor matrix. These initial matrices are in Appendix I and Appendix J, respectively. Inspection of these initial analyses indicated that both factor matrices could be reduced further to include three factors each. Subsequently, the principal component factor analysis with varimax rotation was again performed restricting the number of factors to three in each of the rotations. The factor matrices for these two analyses are found in Table 1 and Table 2, respectively.

Participation Inventory

The rotated factor matrix for the fourteen statements on the Participation Inventory resulted in a factor loading structure with three factors rotated. Heavy factor loading (.50 or above) appeared in factor 1 with seven statements, factor 2 with three statements, and factor 3 with four statements. The statements which loaded together were logically consistent, making it possible to give a name to each of them.

Table 1
Factor Loading Matrix for Three Rotations
(n=28)

Statement	Factor		
	1	2	3
1	0.52831	0.02991	0.32434
2	0.86141	-0.01592	0.18871
3	0.33211	0.00670	0.71065
4	0.49270	-0.10569	0.44078
5	-0.65146	-0.49444	0.01712
6	0.79398	0.00065	0.13280
7	0.77541	-0.12097	0.24802
8	0.18915	-0.71599	0.01301
9	0.14461	-0.20100	0.81348
10	0.07556	0.57543	0.47489
11	0.02073	-0.43170	0.16818
12	0.24951	0.36910	0.69570
13	0.19007	-0.17138	0.83946
14	0.65189	-0.32640	0.21478

Table 2
Factor Loading Matrix for Three Rotations
(n=158)

Statement	Factor		
	1	2	3
1	0.27502	-0.65476	-0.00889
2	0.46214	-0.64041	-0.02498
3	0.13901	-0.65920	-0.09540
4	0.12960	-0.65396	-0.00989
5	0.20621	-0.16478	0.39761
6	0.46788	-0.56832	0.22788
7	-0.44526	0.31960	-0.01152
8	0.43849	-0.48391	-0.12238
9	0.61716	-0.40472	-0.10404
10	-0.04372	-0.40003	-0.36350
11	0.67864	-0.18782	0.00573
12	0.65795	-0.18988	-0.01535
13	0.66185	0.13080	-0.27049
14	0.41588	-0.57210	-0.30673
15	0.61143	-0.62456	-0.01241
16	0.56413	-0.53486	-0.08031
17	0.10034	-0.77854	0.07254
18	0.58172	-0.21627	0.02206
19	0.65854	-0.29755	0.08123
20	0.77103	-0.07800	-0.15564
21	0.67522	-0.30961	0.05404
22	-0.22074	0.01300	0.51604
23	-0.10049	0.20133	0.74846

Factor 1. Participation perceived as meaningful and worthwhile. Factor 1 was comprised of a group of statements which appeared to measure individual respondent's perception of personal participation in the curriculum development process. Factor 1 was thus labeled as, "participation perceived as meaningful and worthwhile." All of the statements possessed a high positive loading with a range of .60 to .78. The statements and their factor loadings are shown in Table 3.

Table 3

Factor 1. Participation Perceived as
Meaningful and Worthwhile

Statement	Factor Loading
15 Being a participant was a meaningful experience in that it helped me become aware of change in the home economics curriculum.	.73
16 I felt that it was my professional responsibility to serve as a participant in curriculum development.	.78
18 The interaction with other participants was an important aspect of the curriculum development process.	.74
20 As a result of my participation experience I would be glad to serve as a participant on future workshops and/or committees.	.74
21 I made a definite contribution to the home economics education program in Virginia as a result of my participation in workshop sessions and/or serving on committee(s).	.70
28 I felt that it was expected of me as a professional person to participate in activities related to curriculum development.	.71

Factor 2. Participation perceived as useful to change and adoption of curriculum change. The statements which loaded on factor 2 were concerned with measuring teacher perception of participation in the curriculum development process as a useful activity in the adoption of change. The statements tended to relate to the implementation of change and were thus labeled as, "participation perceived as useful to change and adoption of curriculum change." All the statements received a high negative loading ranging from $-.74$ to $-.82$. The statements and their factor loadings are in Table 4.

Table 4

Factor 2. Participation Perceived as Useful
to Change and Adoption of Curriculum Change

Statement	Factor Loading
17 Teachers who participate in curriculum development are in a better position to implement curriculum change in their classroom.	$-.74$
23 As a result of my participation I am better able to implement curriculum change.	$-.77$
27 As a result of my participation I feel better prepared to use the curriculum <u>Guide</u> in planning my home economics education program.	$-.82$

Factor 3. Participation perceived as essential to change and adoption of curriculum change. The statements which loaded on factor 3 seemed to be concerned with measuring teacher's perception of their involvement or lack of involvement in curriculum change. Factor 3 was labeled as, "participation perceived as essential to change and adoption of curriculum change."

Statement 24 negatively loaded on the factor. Inspection of the other statements which load high on factor 3, especially statement 19, indicated that this negative loading would be expected due to the fact that the response to this statement would have been in the opposite direction as compared to the other statements.

The statements and their factor loadings are in Table 5.

Table 5

Factor 3. Participation Perceived as Essential to
Change and Adoption of Curriculum Change

Statement	Factor Loading
19 It was not necessary for all home economics teachers to have been involved in the curriculum development project to be able to effectively implement curriculum change.	.59
22 Curriculum study and revision are important parts of all areas of education.	.54
24 I actively solicited the opinions of home economics teachers who were not participants and reported their opinions and reactions to workshop and/or committee members.	-.54

Table 5 (continued)

Statement	Factor Loading
25 The final draft of the <u>Guide for Consumer and Homemaking in Virginia's Public Secondary Schools</u> included some of my suggestions and ideas.	.64

Implementation Inventory

The rotated factor matrix for the twenty-three statements (n=158) produced a factor loading structure with three factors rotated. Heavy factor loading (.50 or above) appeared in factor 1 with ten statements, nine statements loaded on factor 2, and two statements loaded on factor 3. Statements 43 and 44 loaded sufficiently high in both factor 1 and 2 (.61 to .62; .56 to .53). Statements 33, 35, 36, and 38 did not load at .50+ on any of the three rotated factors. The statements which loaded together were logically consistent making it possible to label the three factors.

Factor 1. General acceptance and perceived usefulness of curriculum Guide. Statements which group together in factor 1 appeared to describe the teacher's acceptance and perceived usefulness of the curriculum Guide as a tool for improving instruction. Therefore, factor 1 was labeled "general acceptance and perceived usefulness of curriculum Guide." Statement 44, "I find the Guide helpful in evaluating units," had a loading of .56 on factor 1 and a loading of .53 on factor 2. Due to the nature of the statement,

it was included in factor 1. The statements and their factor loadings are shown in Table 6.

Table 6
Factor 1. General Acceptance and Perceived
Usefulness of Curriculum Guide

Statement	Factor Loading
37 The <u>Guide</u> is more practical than theoretical.	.61
39 The content of the <u>Guide</u> is appropriate for the maturity level of the majority of the pupils at the grade level I teach.	.67
40 The <u>Guide</u> provides many different suggestions for accomplishing each objective.	.65
41 The <u>Guide</u> is consistent in its overall presentation.	.66
44 I find the <u>Guide</u> helpful in evaluating units taught.	.56
46 The <u>Guide</u> enables me to understand the sequence of content that is taught at each grade level.	.58
47 Content in the <u>Guide</u> is appropriate for the social background of the majority of my students.	.65
48 The objectives are so stated that I have no difficulty in determining when they have been met.	.77
49 The <u>Guide</u> has been helpful to me in determining specific skills I should teach.	.67

Factor 2. Adoption and specific use of curriculum Guide in instructional program. Factor 2 contained statements specifically

related to the adoption and use of the curriculum Guide in implementing the home economics education curriculum. Each statement appeared to describe the extent to which teachers use the Guide in program planning. Factor 2 was labeled "adoption and specific use of curriculum Guide in the instructional program." Statement 43, "based on my experience in using the Guide in my home economics programs, I would recommend its use by other home economics teachers," had a loading of .61 on factor 1 and a loading of .62 on factor 2. Due to the nature of the statement, it was included in factor 2. All of the statements were negatively loaded with a range of $-.56$ to $-.77$. The statements and their factor loadings are shown in Table 7.

Table 7

Factor 2. Adoption and Specific Use of Curriculum
Guide in the Instructional Program

Statement	Factor Loading
29 I refer to the <u>Guide for Consumer and Homemaking Education</u> regularly at least once a week in planning ongoing classroom activities.	-.65
30 I find the <u>Guide</u> more helpful for planning units of instruction than other resource materials.	-.64
31 My classroom instruction has been partially recognized in accordance with recommendations made in the curriculum <u>Guide</u> .	-.65
32 I refer to the <u>Guide</u> when deciding whether a particular concept should be taught in my classes.	-.65

Table 7 (continued)

Statement	Factor Loading
34 The overall home economics program would be improved if more teachers used the <u>Guide</u> in planning classroom activities.	-.56
42 The <u>Guide</u> was introduced in such a manner as to motivate me to use it in planning instructional units.	-.57
43 Based on my experience in using the <u>Guide</u> in my home economics program, I would recommend its use by other home economics teachers.	-.62
45 In planning my units of instruction for my classes, my first step is to refer to the <u>Guide</u> .	-.77

Factor 3. Perceived lack of opportunity to learn about use of curriculum Guide. The two statements appearing in factor 3 were associated with the teachers' perception concerning the way in which they received the Guide and their apparent lack of opportunity to learn about the use of the Guide in program planning. Factor 3 was thus labeled "perceived lack of opportunity to learn about use of curriculum Guide." The two statements had high positive factor loadings with a range of .51 to .74. The statements and their factor loadings are in Table 8.

Table 8

Factor 3. Perceived Lack of Opportunity to Learn
About Use of Curriculum Guide

Statement	Factor Loading
50 I would have been more knowledgeable about how to best use the <u>Guide</u> to implement change in my classroom if it had been introduced in a small group meeting.	.51
51 Utilization of the <u>Guide</u> has never been a part of any inservice activity in which I have been involved.	.74

DESCRIPTION OF POPULATION

A total of 161 or 89 percent of the 180 in the defined population returned the questionnaires for analysis. Three questionnaires were incomplete and judged unusable. Twenty-eight responded that they had been a member of a curriculum committee and/or a workshop participant during the development of the new curriculum Guide for consumer and homemaking education and they completed both the Participation and Implementation Inventory sections of the questionnaire. Eighteen of the respondents had not been anticipated as participants. After deliberation it was decided that the eighteen should be included in the subpopulation of participants. One-hundred and thirty responded that they had not been directly involved in the development of the Guide, and they completed only the Implementation Inventory section of the questionnaire.

The number of respondents by age categories for participants and non-participants are in Table 9. Of the 130 non-participants who reported that they did not participate directly in the curriculum development process, 28 or 21.5 percent were in the 25 and under age category, 24 or 18.5 percent were 26-30 years of age, 14 or 10.8 percent were 31-35 years of age, 9 or 6.9 percent were 36-40 years of age, 12 or 9.2 percent were 41-45 years of age, and 43 or 33.1 percent were in the 46 plus years of age category. Of the 28 teachers who reported that they participated directly in the curriculum development, 2 or 7.1 percent were in the 25 and under age category, 5 or 17.9 percent were 26-30 years of age, 4 or 14.3 percent were 31-35 years of age, 1 or 3.6 percent were 36-40 years of age, 2 or 7.1 percent were 41-45 years of age, and 14 or 50.0 percent were in the 46 plus years of age category.

All of the respondents had obtained an education level of a B.S. Degree or above. Of the 130 non-participants, 102 or 78.5 percent had a Bachelor's Degree, 18 or 13.8 percent had obtained a Master's Degree, 10 or 7.7 percent had a Master's Degree plus 15 hours, and no one had obtained a Master's Degree plus 45 hours. Of the 28 participants, 21 or 75.0 percent had a Bachelor's Degree, 5 or 17.9 percent had a Master's Degree plus 15 hours, and 1 or 3.6 percent had obtained a Master's Degree plus 45 hours credit. Table 10 provides a distribution of respondents by the level of educational preparation.

Table 9
Distribution of Respondents by Age

Group	Age Categories													
	25 and Under		26-30		31-35		36-40		41-45		46+			
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Non-Participants	28	21.5	24	18.5	14	10.8	9	6.9	12	9.2	43	33.1	130	100
Participants	2	7.1	5	17.9	4	14.3	1	3.6	2	7.1	14	50.0	28	100
Totals	30	19.0	29	18.4	18	11.4	10	6.3	14	8.9	57	36.0	158	100

Table 10

Distribution of Respondents by
Levels of Educational Preparation

Group	Level of Educational Preparation										Total	
	Less than Bachelor's		Bachelor's		Master's		Master's + 15 Hours		Master's + 45 Hours			
	#	%	#	%	#	%	#	%	#	%	#	%
Non-Participants	0	0	102	78.5	18	13.8	10	7.7	0	0	130	100
Participants	0	0	21	75.0	5	17.9	1	3.6	1	3.6	28	100
Totals	0	0	123	77.8	23	13.9	11	7.0	1	1.4	158	100

A majority of the respondents, non-participants and participants, indicated that their undergraduate preparation was in the area of home economics education. It may be observed in Table 11 that 116 or 89.2 percent of the non-participants received their undergraduate training in home economics education, while 14 or 10.8 percent reported that their training was in areas of home economics other than education. Of the 28 participants, 24 or 85.7 percent responded that their undergraduate training was in home economics education, with 4 or 14.3 percent indicating that their training was in areas of home economics other than education.

Table 11

Distribution of Respondents According to
Undergraduate Preparation

Group	Home Economics Education				Total	
	Yes	%	No	%	#	%
Non-Participants	116	89.2	14	10.8	130	100
Participants	24	85.7	4	14.3	28	100
Total	140	88.6	18	11.4	158	100

A large number of the respondents, non-participants and participants, indicated that they had had from 0-5 years of home economics teaching experience. Data contained in Table 12 show that of the 130 non-participants, 57 or 43.8 percent were in the 0-5 years

of teaching experience, 25 or 19.2 percent were in the 6-10 years category, 15 or 11.5 percent were in the 11-15 years category, 9 or 6.9 percent were in the 16-20 years category, and 24 or 18.6 percent reported 20 years plus of teaching experience. Of the 28 participants, 7 or 25.0 percent were in the 0-5 years category, 7 or 25.0 percent were in the 6-10 years category, 4 or 14.3 percent were in the 11-15 years category, 4 or 14.3 percent also reported 16-20 years experience, and 6 or 21.4 percent reported 20 years plus of teaching experience.

Table 12

Number of Years of Home
Economics Teaching Experience

Group	Years Experience										Total	
	0-5		6-10		11-15		16-20		20+			
	#	%	#	%	#	%	#	%	#	%	#	%
Non-Participants	57	43.8	25	19.2	15	11.5	9	6.9	24	18.6	130	100
Participants	7	25.0	7	25.0	4	14.3	4	14.3	6	21.4	28	100
Total	64	40.8	32	20.0	19	12.0	13	8.2	30	19.0	158	100

Data pertaining to the number of years of home economics teaching experience in present school were shown in Table 13. Analysis of the data revealed that of the 130 non-participants, 84 or 64.6 percent fell in the 0-5 years category, 22 or 16.9 percent were in the 6-10 years category, 12 or 9.3 percent were in the 11-15

years category, 6 or 4.6 percent were in the 16-20 years category, and 6 or 4.6 percent reported 20 plus years of teaching experience in present school. Of the 28 participants, 13 or 46.6 percent were in the 0-5 years category, 9 or 32.1 percent were in the 6-10 years category, 6 or 21.3 percent responded that they had been in their current position from 11-20 years plus.

Table 13

Number Years of Home Economics
Teaching Experience in Present School

Group	Years Experience in Present School										Total	
	0-5		6-10		11-15		16-20		20+			
	#	%	#	%	#	%	#	%	#	%	#	%
Non-Participants	84	64.6	22	16.9	12	9.3	6	4.6	6	4.6	130	100
Participants	13	46.6	9	32.1	2	7.1	2	7.1	2	7.1	28	100
Total	97	61.4	31	19.6	14	8.8	8	5.1	8	5.1	158	100

Of the 130 non-participants responding to the questionnaire, 61 or 47 percent reported teaching in rural communities, 28 or 21.5 percent reported teaching in urban communities, and 41 or 31.5 percent reported teaching in suburban communities. Of the 28 participants responding to the questionnaire, 11 or 39.3 percent reported teaching in rural communities, 8 or 28.6 percent reported teaching in urban communities, and 9 or 32.1 percent reported teaching in

suburban communities. Table 14 provides a breakdown of responses according to type of school community in which teachers worked.

Table 14
Distribution of Respondents
According to Type of Community

Group	Community Description						Total	
	Rural		Urban		Suburban			
	#	%	#	%	#	%	#	%
Non-Participants	61	47	28	21.5	41	31.5	130	100
Participants	11	39.3	8	28.6	9	32.1	28	100
Total	72	43.7	36	22.8	50	33.5	158	100

A view of Table 15 indicates that of the 130 non-participants, 56 or 43.0 percent taught in middle, junior high, and/or intermediate schools, and 74 or 57.0 percent reported teaching in a high school setting. Of the 28 participants, 13 or 46.5 percent taught in middle, junior high, and/or intermediate schools, and 15 or 53.5 percent reported teaching in a high school setting.

Data pertaining to the distribution of respondents according to size of school enrollment are presented in Table 16. Of the 130 non-participants, 15 or 11.6 percent reported teaching in a school with an enrollment of 0-500, 61 or 46.9 percent reported teaching in a school with 501-1,000 students, 49 or 37.7 percent reported teaching in a school with 1,001-2,000 students, and 5 or 3.8 percent reported

teaching in a school with 2,001 plus students. Of the 28 participants, 2 or 7.1 percent were teaching in schools with 0-500 students, 11 or 39.3 percent in schools with 501-1,000 students, 10 or 35.8 percent in schools with 1,001-2,000 students, and 5 or 17.8 percent were in schools with 2,001 plus students.

Table 15
Distribution of Respondents
According to Type of School

Group	Type of School				Total	
	Middle, Jr. High, or Intermediate		Senior, 4 Yr. High School, Comprehensive, or Other			
	#	%	#	%	#	%
Non-Participants	56	43.0	74	57.0	130	100
Participants	13	46.5	15	53.5	28	100
Total	69	43.6	89	56.4	158	100

Table 16
Distribution of Respondents
According to School Enrollment

	School Enrollment								Total	
	0-500		501-1,000		1,001-2,000		2,001+			
	#	%	#	%	#	%	#	%	#	%
Non-Participants	15	11.6	61	46.9	49	37.7	5	3.8	130	100
Participants	2	7.1	11	39.3	10	35.8	5	17.8	28	100
Total	17	10.6	72	45.6	59	37.5	10	6.3	158	100

Data pertaining to the distribution of teachers according to the presence of a local supervisor of home economics are presented in Table 17. Of the 130 non-participants, 49 or 37.7 percent reported teaching in a school division having a local supervisor, while 81 or 62.3 percent responded that they were teaching in a school division not having a local supervisor of home economics education. Of the 28 participants, 15 or 46.4 percent indicated that they were in school divisions with local supervisors, while 13 or 53.6 percent responded that they were teaching in a school division not having a local supervisor of home economics education.

Table 17

Distribution of Respondents
According to the Presence of
A Local Supervisor of Home Economics Education

Group	Presence of Local Supervisor				Total	
	Yes		No			
	#	%	#	%	#	%
Non-Participants	49	37.7	81	62.3	130	100
Participants	15	46.4	13	53.6	28	100
Total	64	40.5	94	59.5	158	100

Of the 130 non-participants, 72 or 55.4 percent reported receiving the Guide during the annual Vocational Home Economics Teachers Conference, 33 or 25.4 percent received the Guide from the Assistant State Supervisor of Home Economics Education in her area, and 25 or 19.2 percent reported receiving the Guide by other means. Of the 28 participants, 18 or 64.3 percent received the Guide during the annual Vocational Home Economics Teachers Conference, 4 or 14.3 percent received the Guide from the Assistant State Supervisor of Home Economics Education in her area, and 6 or 21.4 percent reported receiving the Guide by other means. Table 18 contains the results of the data pertaining to the manner in which teachers received the Guide.

Table 18

Distribution of Respondents According to
the Manner in Which They Received
the Guide

Group	Manner of Receiving Guide							
	Home Economics Teachers Conference		Assistant Supervisor Home Economics Education		Others			
	#	%	#	%	#	%	#	%
Non-Participants	72	55.4	33	25.4	25	19.2	130	100
Participants	18	64.3	4	14.3	6	21.4	28	100
Totals	90	57.2	37	23.4	31	19.4	158	100

PARTICIPATION FACTORS

The three factor scores generated in factor analysis of the fourteen statements (n=28) were used in both the canonical correlations and in the bivariate correlations. It was deemed inappropriate to combine linearly the demographic variables and correlate this linear combinations of factor scores. However, the linearly combined factor scores were canonically correlated with each of the demographic variables. These correlations are in Table 19. It is apparent that none of the canonical coefficients are greater than .28 and none were statistically significant at the .05 level of significance.

Table 19

Canonical Correlation Between Linearly Combined
Factor Scores and Demographic Variables
(14 statements n=28)

Demographic Variable	Canonical Correlation
1. Age	.280
2. Level of educational preparation	.014
3. Home economics undergraduate preparation	.021
4. Number of years of home economics teaching experience	.134
5. Number of years of home economics teaching experience in present school	.013
6. Type of school community	.024
7. Type of school	.076
8. School enrollment	.145
9. Presence of a local supervisor of Home Economics Education	.018
.05 level of significance	

IMPLEMENTATION FACTORS

The three factor scores generated in factor analysis of the twenty-three statements (n=128) were also used in both the canonical correlations and the bivariate correlations. The linearly combined factor scores were canonically correlated with each of the demographic variables. The correlations are found in Table 20. Again, none of the correlations were statistically significant.

Table 20

Canonical Correlations Between Linearly Combined
Factor Scores and Demographic Variables
(23 statements n=158)

	Canonical Correlation
1. Age	.308
2. Level of educational preparation	.241
3. Home economics undergraduate preparation	.100
4. Number of years of home economics teaching experience	.174
5. Number of years of home economics teaching experience at present school	.137
6. Type of school community	.235
7. Type of school	.119
8. School enrollment	.217
9. Local Supervisor of Home Economics Education	.203
10. Manner of receiving curriculum Guide	.162
11. Participation in (A or B)	.159

.05 level of significance

BIVARIATE CORRELATION COEFFICIENTS

Bivariate correlation coefficients were subsequently computed between each of the factor scores and each of the demographic variables. As expected, based upon the results of the canonical correlations, only one of the correlation coefficients was statistically significant. The correlations are computed in Table 21.

Table 21

Bivariate Correlation Coefficients Between
Factor Scores (3) and Demographic Variables
(14 statements n=28)

Variable	Factor Scores		
	1	2	3
Age	.0288	.0136	-.2087
Level of educational preparation	.0761	.2811	-.0836
Home economics undergraduate preparation	.1823	.1209	-.1018
Type of school community	.1893	.3064*	-.3463*
Type of school	.1425	-.1442	-.3747**
Manner of receiving the Guide	-.2359	.1075	-.3470*
Years home economics teaching experience	.0188	-.2493*	-.2021
Years home economics teaching experience in present school	.1198	.0769	.2048
School enrollment	-.2141	.3412	-1.058

**Statistically significant correlation coefficient ($\alpha=.05$), critical value of $r = .374$

*Low positive correlation, but not statistically significant

The only correlation coefficient statistically significant, ($r=-.3747$) at the .05 level of significance, indicated that home

economics teachers teaching in high school tended to support those statements clustering in factor 3 more than those teachers teaching in middle, junior high, and/or intermediate schools. Factor 3 is presented in Table 5.

Other variables showing a low correlation, but not significant at the .05 level were interpreted as follows: Consumer and homemaking teachers who reported teaching in rural school communities tended to support those statements appearing in factor 3, Table 5 ($r = -.3463$) as well as those statements clustering in factor 2, Table 4 ($r = .3064$). (Factor 2 was labeled "participation perceived as useful to change and adoption of curriculum change" and factor 3 was labeled "participation perceived as essential to change and adoption of curriculum change.")

Consumer and homemaking teachers who received the Guide for Consumer and Homemaking Education at the Vocational Home Economics Education Teachers Conference tended to support those statements clustering in factor 3, Table 5, more than teachers receiving the Guide by other means ($r = -.3470$). Consumer and homemaking teachers with less number years of home economics teaching experience tended to support those statements clustering in factor 2, Table 4, more than those teachers with more years of home economics teaching experience ($r = -.2493$).

TABULATIONS

In an attempt to explain the results that only a few of the bivariate correlations were statistically significant, the responses for each of the fourteen statements were tabulated. Results of the tabulations are in Table 22.

Table 22
Frequency Distributions
(14 statements n=28)

Variables*	Frequency						Totals			
	1	2	3	4	5	6	Disagree		Agree	
	SD	D	TD	TA	A	SA	#	%	#	%
1	1	-	1	5	9	12	2	7	26	93
2	-	2	-	4	10	12	2	7	26	93
3	-	4	1	3	11	9	5	18	23	82
4	-	-	-	5	8	15	0	0	28	100
5	1	3	8	6	9	1	12	43	16	57
6	2	-	-	6	15	5	2	7	26	93
7	-	1	2	13	10	2	3	11	25	89
8	-	-	-	2	5	21	0	0	28	100
9	-	1	1	6	13	7	2	7	26	93
10	3	3	10	9	3	-	16	57	12	43
11	-	1	1	7	17	2	2	7	26	93
12	1	-	5	7	12	3	6	21	22	79
13	-	1	1	10	11	5	2	7	26	93
14	-	-	1	9	11	7	1	3.5	27	95.5

*Refer to Appendix C

As observed in Table 22, respondents tended to answer positively that they agreed with all statements except statement 10.

As indicated earlier, statements 15, 16, 18, 20, 21, and 28 clustered in factor 1, Table 3. At least 25 or 89 percent of the respondents reacting to each statement agreed that participation was a meaningful and worthwhile experience. Twenty-six or 93 percent of the respondents agreed with statements 17, 23, and 27 which clustered in factor 2, that being a participant was useful to change and adoption of curriculum change. All of the respondents, 100 percent, were in positive agreement with statement 22 that curriculum study and revision are important to all areas of education. Twenty-seven or 95.5 percent of the respondents agreed that the final draft of the Guide for Consumer and Homemaking Education included some of their ideas and suggestions. Approximately the same number of teachers agreed as disagreed with statements 19 and 24, indicating no relationship in that all respondents tended to respond to the statement in the same way.

CROSS TABULATIONS

The data dealing with the twenty-three items in the Implementation Inventory section of the questionnaire were cross tabulated to determine the frequency to which respondents (non-participants and participants) tended to agree or disagree with each of the statements. Further analysis transformed the frequency count to percentages. The results of the cross tabulations are in Table 23.

Table 23

Cross Tabulations of Frequencies and Percentages Related to the
23 Statements Dealing with Implementation (n=158)

Groups	Statement	SD 1		D 2		TD 3		TA 4		A 5		SA 6		Totals		
		F	%	F	%	F	%	F	%	F	%	F	%	#	D%	A%
Non-Participants	29	11	8.5	21	16.2	31	23.8	30	23.1	25	19.2	12	9.2	130	48.5	51.5
		1	3.6	4	14.3	5	17.9	6	21.4	7	25.0	5	17.9	28	35.8	64.3
Participants	30	6	4.6	10	7.7	24	18.5	44	33.3	32	24.6	14	10.8	130	30.8	69.2
		2	7.1	4	14.3	4	14.3	7	25.0	8	28.6	3	10.7	28	35.7	64.3
Non-Participants	31	3	2.3	7	5.4	13	10.0	42	32.3	50	38.5	15	11.5	130	17.7	82.3
		0	0.0	0	0.0	1	3.6	12	42.9	12	42.9	3	10.7	28	3.6	96.4
Participants	32	5	4.6	5	3.8	8	6.2	49	37.7	48	36.9	14	10.8	130	14.6	85.4
		1	3.6	2	7.1	3	10.7	12	42.9	7	25.0	3	10.7	28	21.4	78.6
Non-Participants	33	24	18.4	32	24.6	43	33.1	16	12.3	11	8.5	4	3.1	130	76.1	24.9
		2	7.1	7	25.0	12	42.9	1	3.6	1	3.6	1	3.6	28	75.0	25.0
Participants	34	6	4.6	9	6.9	19	14.6	54	41.5	28	21.5	14	10.8	130	26.1	73.9
		1	3.6	0	0.0	4	14.3	13	46.4	7	25.0	3	10.7	28	17.9	82.1
Non-Participants	35	16	12.3	45	34.6	41	31.5	18	13.8	9	6.9	1	.9	130	78.4	21.6
		5	17.9	8	28.6	6	21.4	6	21.4	1	3.6	2	7.1	28	67.9	32.1
Participants	36	5	3.9	6	41.6	15	11.5	55	42.3	43	33.1	6	4.6	130	20.0	80.0
		1	3.6	1	3.6	5	17.9	9	32.1	10	35.7	2	7.1	28	25.1	74.9
Non-Participants	37	16	12.3	18	13.8	36	29.2	33	25.4	20	15.4	5	3.8	130	55.2	44.7
		3	10.7	2	7.1	6	21.4	6	21.4	9	32.1	2	7.1	28	39.2	60.8
Participants	38	28	21.6	48	36.9	31	23.8	11	8.5	9	6.9	3	2.3	130	58.5	41.5
		5	17.9	11	39.3	6	21.4	5	17.9	1	3.6	0	0.0	28	52.0	48.0
Non-Participants	39	6	41.6	12	9.2	26	20.0	46	35.4	34	26.2	4	4.6	130	33.8	67.2
		2	7.1	3	10.7	2	7.1	8	28.6	9	32.1	4	14.3	28	24.4	75.6
Participants																

Table 23 (continued)

Groups	Statement	SD 1		D 2		TD 3		TA 4		A 5		SA 6		Totals		
		F	%	F	%	F	%	F	%	F	%	F	%	#	DZ	AZ
Non-Participants	40	3	2.3	10	7.7	18	13.8	45	34.6	41	31.5	13	10.0	130	23.8	76.2
Participants		0	0.0	1	3.6	2	7.1	9	32.1	13	46.4	3	10.7	28	10.7	89.3
Non-Participants	41	2	1.6	2	1.5	10	7.7	51	39.2	53	40.8	12	9.2	130	10.8	89.2
Participants		0	0.0	0	0.0	1	3.6	8	28.6	17	60.7	2	7.1	28	3.6	96.4
Non-Participants	42	15	11.5	17	13.1	19	14.6	28	21.5	39	30.0	12	9.2	130	38.2	61.8
Participants		1	3.6	4	14.3	2	7.1	8	28.6	10	35.7	3	10.7	28	25.0	75.0
Non-Participants	43	3	2.3	7	5.4	20	15.4	40	30.8	41	31.5	19	14.6	130	23.1	76.9
Participants		1	3.6	0	0.0	1	3.6	11	39.3	8	28.6	7	25.0	28	7.2	92.8
Non-Participants	44	4	3.1	12	9.2	34	26.2	34	26.2	38	29.2	8	6.2	130	38.5	61.5
Participants		1	3.6	2	7.1	5	17.9	8	28.6	8	28.6	4	14.8	28	28.6	71.4
Non-Participants	45	4	3.1	9	6.9	19	14.6	36	27.7	39	30.0	23	17.7	130	24.6	75.4
Participants		0	0.0	2	7.1	2	7.1	8	28.6	12	42.9	4	14.3	28	28.6	71.4
Non-Participants	46	2	1.6	3	2.3	16	12.3	34	26.2	52	40.0	23	17.7	130	24.6	75.4
Participants		0	0.0	3	10.7	1	3.6	8	28.6	12	42.9	4	14.3	28	42.8	57.2
Non-Participants	47	8	6.2	21	16.2	29	22.3	42	32.3	26	20.0	4	3.1	130	16.2	83.8
Participants		1	3.6	2	7.1	4	14.3	15	53.6	3	10.7	3	10.7	28	25.0	75.0
Non-Participants	48	4	3.1	16	12.3	34	26.2	42	32.3	31	23.8	3	2.3	130	44.7	55.3
Participants		1	3.6	2	7.1	3	10.7	8	28.6	12	42.9	2	7.1	28	21.6	79.0
Non-Participants	49	8	6.2	11	8.5	26	20.0	40	30.8	38	29.2	7	5.4	130	34.7	65.3
Participants		1	3.6	4	14.3	5	17.9	7	25.0	8	28.6	3	10.7	28	35.8	64.2
Non-Participants	50	7	5.4	10	7.7	22	16.9	30	23.1	32	24.6	29	22.3	130	20.0	80.0
Participants		1	3.6	2	7.1	6	21.4	8	28.6	9	32.1	2	7.1	28	32.1	67.9
Non-Participants	51	35	26.9	22	17.7	16	12.3	10	7.7	24	18.3	22	16.9	130	55.9	44.1
Participants		10	35.7	7	25.0	1	3.6	2	7.1	6	21.4	2	7.1	28	64.3	35.7

It was observed from the cross tabulation of the frequencies and percentages presented in Table 23 that a large proportion of the respondents (non-participants and participants) tended to agree with the positive statements while a majority of the respondents tended to disagree with the negative statements.

A majority, or 76.1 percent of the non-participants and 75 percent of the participants, were in disagreement that they used the Guide more extensively than other home economics teachers in their schools. In responding to statement 31, 70 or 55 percent of the non-participants tended to disagree that the Guide was more practical than theoretical, while only 11 or 39.5 percent of the participants were in disagreement with the statement. More than half or 58.5 percent of the non-participants and 52 percent of the participants tended to disagree that other home economics teachers in their school or school division had influenced them to use the Guide in planning classroom activities.

One or 3.6 percent of the participants and 14 or 10.8 percent of the non-participants were in disagreement that the Guide was consistent in its overall presentation. It is noted that 26 or 92.8 percent of the participants would recommend the use of the Guide to other home economics teachers while 100 or 76.9 percent of the non-participants would recommend its use to other home economics teachers.

A majority of the respondents (non-participants and participants) were in agreement that the Guide enabled them to understand

the sequence of content to be taught at each grade level. Of the 130 non-participants, 109 or 83.8 percent were in agreement in this regard while 24 or 85.7 percent of the participants were in agreement. Most of the 130 non-participants, 91 or 80 percent, felt that they would have been more knowledgeable about how to best use the Guide to implement change in her classroom had it been introduced in small group meetings. Of the 28 participants, 19 or 67.9 percent were in agreement. More than half, 73 or 55.9 percent, of the non-participants and 18 or 64.3 percent of the participants were in disagreement that utilization of the Guide had not been a part of any inservice activity in which they had been involved.

HYPOTHESES TESTING

Five specific research questions were to be answered in this study. They were:

1. What is the relationship between teacher participation in the curriculum development process and adoption of curriculum change?
2. What is the relationship between selected teacher characteristics and adoption of curriculum change?
3. What is the relationship between factors related to school climate and adoption of curriculum change?
4. What is the relationship between the manner in which teachers received the curriculum Guide and adoption of curriculum change?

5. What is the relationship between those teachers who teach in school divisions where there was a local school supervisor of home economics education and adoption of curriculum change?

In order to answer research question one, "What is the relationship between teacher participation in the curriculum development process and adoption of curriculum?", the following null hypothesis was tested.

Null Hypothesis 1. There is no significant relationship between teacher participation in the curriculum development process and the adoption of curriculum change.

In testing the null hypothesis, the Pearson's product moment correlation coefficient (i.e. point biserial) was computed between the three factor scores related to adoption to which 158 teachers responded and the dichotomy of whether or not the respondents had been a participant in the curriculum development process. Table 24 presents the correlation coefficients between participation and adoption of curriculum change. Inspection of these data shows that there is no significant relationship between participation by home economics teachers and the three factor scores related to adoption. Thus, the above null hypothesis of no relationship was accepted.

In order to answer research question two, "What is the relationship between selected teacher characteristics and adoption of curriculum change?", the following null hypotheses were tested:

Table 24

Correlation Coefficients Between Participation
and 3 Factor Scores (23 statements)
in the Implementation Inventory

Group	Factor Scores		
	1	2	3
Participants	.1313	.0200	.0761
No. Cases	158	158	158

Critical value of $r = .195$ ($\alpha = .05$)

Null Hypothesis 2. There is no significant relationship between age and adoption of curriculum change.

Null Hypothesis 3. There is no significant relationship between level of educational preparation and adoption of curriculum change.

Null Hypothesis 4. There is no significant relationship between the area of undergraduate preparation and adoption of curriculum change.

Null Hypothesis 5. There is no significant relationship between number years home economics teaching experience and adoption of curriculum change.

Null Hypothesis 6. There is no significant relationship between the number of years home economics teaching experience in present school and adoption of curriculum change.

Null hypothesis 2 stated that there is no significant relationship between age and adoption of curriculum change. Based on

the data in Table 25, null hypothesis 2 of no relationship was rejected since there was a significant correlation of $r=.267$ at the .05 level of significance between age of the teachers and those items appearing in factor 2, Table 7, "adoption and specific use of the curriculum Guide in the instructional program." This indicated that teachers falling in the older age group tended to support those statements clustering in factor 2 more than teachers in the younger age group.

Table 25
Correlation Coefficients Between Selected
Teacher Characteristics and
3 Factor Scores

Teacher Characteristics	Factor Scores		
	1	2	3
Age	.100	.267	.115
Level of educational preparation	.159	.087	.106
Undergraduate major	.097	.048	.050
Years home economics teaching experience	.067	.158	.029
Years home economics teaching experience in present school	.101	.080	.044

Critical value of $r=.195$ ($\alpha=.05$)

Null hypothesis 3 stated that there is no significant relationship between level of educational preparation and adoption of curriculum change. Based on data presented in Table 25, null hypothesis 3 of no relationship was accepted.

Null hypothesis 4 stated that there is no significant relationship between area of undergraduate preparation and adoption of curriculum change. Based on data in Table 25, null hypothesis 4 of no relationship was accepted.

Null hypothesis 5 stated that there was no significant relationship between number of years of home economics teaching experience and adoption of curriculum change. Based on data in Table 25, null hypothesis 5 of no relationship was accepted.

Null hypothesis 6 stated that there was no significant relationship between number years of home economics teaching experience in present school and adoption of curriculum change. Based on data in Table 25, null hypothesis 6 of no relationship was accepted.

In order to answer research question three, "What is the relationship between certain factors related to school climate and adoption of curriculum change?", the following three null hypotheses were tested:

Null Hypothesis 7. There is no significant relationship between source of the school population and adoption of curriculum change.

Null Hypothesis 8. There is no significant relationship between the type of school in which the teacher teaches and adoption of curriculum change.

Null Hypothesis 9. There is no significant relationship between the size of the school enrollment and adoption of curriculum change.

Null hypothesis 7 stated that there was no significant relationship between source of school population and adoption of curriculum change. Based on data in Table 26, null hypothesis 7 of no relationship was accepted.

Table 26
Correlation Coefficient Between School
Climate and 3 Factor Scores

School Climate	Factor Scores		
	1	2	3
Rural-urban-suburban	.004	.125	.016
Type of school	-.292	.083	.032
Size of school enrollment	.096	.141	.132

Critical value of $r=.195$ ($\alpha=.05$)

Null hypothesis 8 stated that there was no relationship between type of school in which the teacher taught and adoption of curriculum change. Based on data presented in Table 26, null hypothesis 8 of no relationship was rejected. Data indicated that there was a statistically significant negative correlation of $r=-.292$ at the .05 level of significance between the type of school in which the teacher taught and those statements clustering in factor 1, Table 6. This factor was labeled, "general acceptance and perceived usefulness of the curriculum Guide." The coefficient indicated that teachers who taught in high school tended to support the statements more than those teachers who taught in junior, intermediate, and/or middle school.

Null hypothesis 9 stated that there is no relationship between the size of the school enrollment and adoption of curriculum change. Based on data in Table 26, null hypothesis 9 of no relationship was accepted.

In order to answer research question four, "What is the relationship between the manner in which the teachers received the curriculum Guide and adoption of curriculum change?", the following null hypothesis was tested.

Null Hypothesis 10. There is no significant relationship between the manner in which the teachers received the Guide for Consumer and Homemaking Education and adoption of curriculum change.

Null hypothesis 10 stated that there was no significant relationship between the manner in which the teacher received the Guide and adoption of curriculum change. Based on the data in Table 27, null hypothesis 10 was rejected. The data indicated that there was a statistically significant correlation of $r=.202$ at the .05 level of significance between the teachers who received their curriculum Guide at the Vocational Home Economics Teachers Conference and statements clustering in factor 2, Table 7. Factor 2 was labeled "adoption and specific use of curriculum Guide."

In order to answer research question five, "What is the relationship between teachers who teach in a school division in which there was a local supervisor of home economics education and adoption of curriculum change?", the following null hypothesis was tested:

Table 27

Correlation Coefficients Between Manner in
Which Teachers Received Guide, Presence
of Local Supervisor and 3 Factor Scores

	Factor Scores		
	1	2	3
Manner of receiving Guide	.048	.202	.062
Presence of local supervisor	.184	.080	.011

Critical value of $r=.195$ ($\alpha=.05$)

Null Hypothesis 11. There is no significant relationship between the presence of a local supervisor of home economics education and adoption of curriculum change.

Null hypothesis 11 stated that there was no relationship between the presence of a local supervisor of home economics education and adoption of curriculum change. Based on data in Table 27, null hypothesis 11 of no relationship was accepted.

CHAPTER SUMMARY

This chapter included a description of the respondents, factor analysis, factor descriptions, canonical correlation, bivariate correlation coefficients, tabulations and cross tabulations, and hypotheses testing.

There were 158 home economics teachers who responded to the questionnaire; of these 28 were labeled as participants and 130 as non-participants. Of the 28 teachers who reported that they

participated directly in curriculum development, 50 percent were in the 46 plus age category. A combination of the non-participants and participants resulted in 36.1 percent of the respondents falling in the older age group, 46 plus years. Of the 158 teachers, 77.8 percent had a B.S. degree, 13.1 percent a Master's degree and 7.1 percent having earned hours beyond a Master's. A majority, 140 or 88.6 percent, of the teachers indicated that their undergraduate preparation was in the area of home economics education.

A large number of teachers, 64 or 40.6 percent, reported that they had from 0-5 years home economics teaching experience, while 19 percent reported 20 years plus. Further analysis of the data showed that 61.4 percent of the teachers had been teaching in their present school for 0-5 years, in contrast to 5.1 percent who had been in their present school for 20 years plus.

Of the 158 teachers returning the questionnaire, 77 or 44.9 percent reported that they taught in a rural community, while 50 or 33.5 percent taught in a suburban community. It was observed further from the data that 69 or 43.6 percent taught in the middle, junior high, and/or intermediate school. Eighty-nine or 56.4 percent reported that they taught in schools with enrollments of 1,000 students or less. More than half of the respondents, 94 or 59.5 percent reported that they taught in school divisions which did not have a local supervisor of home economics education. Ninety or 57.2 percent of the respondents reported that they received their Consumer and Homemaking Curriculum Guide at the annual Vocational Home Economics Conference.

A factor analysis was computed using the fourteen statements on the Participation Inventory and twenty-three statements on the Implementation Inventory. Examination of the successive computer runs resulted in a factor loading matrices with three factors rotated both for the fourteen statements and twenty-three statements. The factors were given descriptive names, and the statements were listed with their respective factor loadings.

The data were analyzed further using canonical correlations and bivariate correlation coefficients. Significant findings from the data analysis included:

1. Consumer and homemaking teachers who taught in high school tended to support statements clustering in factor 3, Table 5, more than those teachers teaching in middle, junior high, and/or in intermediate schools.
2. All of the consumer and homemaking teachers tended to answer the statements appearing in the Participation Inventory with a positive response.
3. Consumer and homemaking teachers teaching in rural communities tended to support those statements clustering in factor 2, Table 4. Teachers who received a copy of the Guide at the Vocational Home Economics Teachers Conference tended to support those statements appearing in factor 3, Table 5, more than those teachers receiving the Guide by other means.
4. Twenty-five of the consumer and homemaking teachers who participated in curriculum development process felt that participation

was a meaningful and worthwhile experience. Twenty-six or 93 percent of the participants agreed that participation was useful to change and adoption of curriculum change.

Five specific research questions were answered in this study. To answer the questions, eleven null hypotheses were tested for significance. Significant findings from the data analyses included the following:

1. There was no significant relationship between participation in curriculum development and the adoption of curriculum change.

2. There was a significant relationship between age of the teachers and adoption of curriculum change.

3. There was a significant relationship between type of school in which the teachers taught and adoption of curriculum change.

4. There was a significant relationship between the manner in which the teacher received the Guide and adoption of curriculum change.

5. There was no significant relationship between the presence of a local supervisor of home economics education in the school division and adoption of curriculum change.

Chapter 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The development of new and/or revised curriculum and its subsequent adoption and implementation by local classroom teachers has long been recognized as one of the more effective techniques for bringing about educational change. A new curriculum serves little worthwhile purpose unless it is adopted and used by teachers as a means of implementing new program goals and objectives. Curriculum must be planned, developed, and presented to teachers in such a manner as to effect maximum adoption and utilization.

SUMMARY

The purpose of this study was to identify and examine selected factors which are related to the adoption and implementation of the consumer and homemaking curriculum by home economics teachers in Virginia's public secondary schools. The major objective was to determine the relationship between the adoption of curriculum change and: (1) participation by home economics education teachers in the curriculum development process and (2) selected demographic data.

The population for this study were the consumer and homemaking teachers employed in Virginia's public secondary schools for the year 1973-74. Stratified systematic sampling procedures were used. In this technique the population of consumer and homemaking teachers were

divided into two subpopulations. The first subpopulation were teachers who participated directly in curriculum development activities. The second subpopulation were teachers not directly involved in curriculum development activities. From each of these two subpopulations, a 20 percent sample was taken. Of 180 teachers included in the samples, 161 responded to the study. Three questionnaires were incomplete and judged unusable.

Survey research was the method used during this study. Johansen's (1965) modified questionnaire contained a list of fifty-one items. The three sections of the questionnaire included demographic data, participation and implementation inventories. A likert-type scale, ranging from one (strongly disagree) to six (strongly agree) was used to determine the strength of disagreement or agreement on the selected statement pertaining to participation in curriculum development and implementation of curriculum change.

The instrument along with a cover letter and a self-addressed, stamped envelope were mailed to each participant. Approximately ten days after the initial mailing, a thank-you letter was mailed to those who had responded and a reminder to those who had not returned the completed questionnaire. On April 30, 1974, a second follow-up letter was mailed to the non-respondents. The response rate was 89 percent.

The data were statistically analyzed by factor analysis, canonical correlations, bivariate correlation coefficients, tabulations, and cross tabulations. Pearson's product-moment correlation

coefficient (i.e. point biserial) was computed to test null hypotheses. The data were also analyzed according to distribution of respondents by demographic data categories.

A factor analysis was computed using the fourteen statements on the Participation Inventory and twenty-three statements on the Implementation Inventory. Examination of the successive computer runs resulted in a factor loading matrices with three factors rotated both for the fourteen statements and the twenty-three statements. The factors were given descriptive names as follows:

Participation Inventory - (fourteen statements)

Factor 1 - Participation perceived as meaningful and worthwhile

Factor 2 - Participation perceived as useful to change and adoption of curriculum change

Factor 3 - Participation perceived as essential to change and adoption of curriculum change

Implementation Inventory - (twenty-three statements)

Factor 1 - General acceptance and perceived usefulness of curriculum Guide

Factor 2 - Adoption and specific use of curriculum Guide in instructional program

Factor 3 - Perceived lack of opportunity to learn about use of the curriculum Guide

Canonical correlations were computed between linearly combined factor scores and demographic data on both the Participation Inventory (n=28) and the Implementation Inventory (n=158). Data

analyses revealed no statistically significant correlations between the three combined Participation and the three combined Implementation factor scores and the demographic variables. Bivariate correlation coefficients were also computed between each of the factor scores and each of the demographic variables. Significant findings, Table 21, from these data analyses included:

1. Consumer and homemaking teachers who reported that they taught in high school tended to support statements ($r = -.3747$) clustering in factor 3, Table 5, more than those teachers teaching in middle, junior high school, and/or in intermediate schools.

2. Consumer and homemaking teachers who reported teaching in rural communities tended to support ($r = -.3463$) those statements clustering in factor 2, Table 4, more than teachers teaching in other types of communities.

3. Consumer and homemaking teachers who received their Guide at the annual Vocational Home Economics Education Teachers Conference tended to support ($r = -.3470$) those statements appearing in factor 3, Table 5, more than teachers receiving the Guide by other means.

4. Consumer and homemaking teachers with less number years of home economics teaching experience tended to support (low negative correlations of $r = -.2493$) those statements clustering in factor 2, Table 4, more than those teachers with more years experience.

Tabulations and cross tabulations were computed on both sections of the questionnaire in order to determine the frequencies of

the responses to each of the statements. Significant findings from these data analyses included:

1. All of the consumer and homemaking teachers responding to the participation section of the questionnaire tended to answer a majority of the statements with a positive response.

2. A majority of the respondents, participants and non-participants, were in agreement with the positive statements appearing in the implementation section of the questionnaire.

3. Twenty-five of the twenty-eight consumer and homemaking teachers who participated in the development of the consumer and homemaking curriculum felt that participation was a meaningful and worthwhile experience. Twenty-six of the twenty-eight teachers who participated also agreed that participation was useful to change and the adoption of curriculum change.

4. A majority of the participants and non-participants would recommend the use of the Guide to other home economics teachers.

5. Ninety-one or 80 percent of the non-participants felt that they would have been more knowledgeable about how to use best the Guide to implement change in her classroom had it been introduced in small group meetings, while only nineteen or 67.9 percent of the participants were in agreement.

Five specific research questions were answered in this study. To answer the questions, eleven null hypotheses were tested for significance. Significant findings for these data analyses included:

1. There was no significant relationship between participation in the curriculum development process and the adoption of curriculum change.

2. There was a significant relationship between age of the teacher and adoption of curriculum change. Teachers falling in the older age group tended to support those statements clustering in factor 2, Table 7, more than teachers in the younger age group.

3. There was a significant relationship between type of school in which the teacher taught and adoption of curriculum change. The coefficient indicated that teachers who taught in high school tended to support those statements appearing in factor 1, Table 6, more than those teachers teaching in middle, junior high, and/or intermediate school.

4. There was a significant relationship between the manner in which the teacher received the Guide and adoption of curriculum change. Those teachers who reported receiving their Guide for Consumer and Homemaking Education in Virginia's Secondary Schools at the Vocational Home Economics Education Teachers Conference tended to support those statements clustering in factor 2, Table 7, more than teachers receiving the Guide by other means.

5. There was no significant relationship between level of educational preparation, area of undergraduate preparation, number years home economics teaching experience, number years in present school, sources of school population, size of school enrollment, and

the presence of a local supervisor of home economics education and adoption of curriculum change.

CONCLUSIONS

Findings from this study would seem to justify the following conclusions:

1. Individual consumer and homemaking teacher participation in curriculum development activities was not related to adoption and implementation of curriculum change.

The absence of a significant difference between participation and non-participation and the adoption and implementation of curriculum change does not support the findings of Duet (1972) and Johansen (1965) but does support the findings of Salinger (1966). Salinger reported that there was no concrete evidence in his data linking guide development and subsequent guide implementation.

One explanation for this apparent difference might be attributed to the fact that Johansen's (1965) results were based on elementary teacher involvement in developing a science curriculum, whereas the findings of this study were based on consumer and homemaking teacher involvement.

Another consideration might be the procedure used by the State Home Economics Education Service in developing the consumer and homemaking curriculum. The procedures employed by Virginia were in agreement with those suggested by Taba (1966). Steps suggested by Taba (1966) included: (1) producing pilot units, (2) testing

experimental units, (3) revising and consolidating results of units, (4) developing a framework, and (5) installing and disseminating new units. Furthermore, it is a possibility since the non-participants were a part of (attended) the Vocational Home Economics Teachers Conference where reports and sessions were devoted to curriculum development, that those people who were identified as non-participants interacted with participants and shared in discussions and gained knowledge and information about the proposed curriculum. Heusner (1963) reported that previous contact with curriculum materials was a common occurrence among teachers who use curriculum guides more frequently. Morse and Lorsch (1970) contended that the decision-making process used to adopt an innovation should include the teachers as codecision-makers rather than mere participants. The process used in Virginia included both the participants and non-participants in the decision-making process.

2. Data from this research indicated a statistically significant relationship between age and adoption of curriculum change. Consumer and homemaking teachers falling in the older age group appear to use the curriculum Guide more than younger teachers in planning the instructional program.

3. Adoption of curriculum change was not related to the level of educational preparation, area of undergraduate preparation, years home economics teaching experience, and number years in present school. The results reported by Kardas (1969) do not support these findings. In a study of twenty-two teacher characteristics of

teachers participating in curriculum development activities. Kardas reported that the degree of participation was positive correlated with greater number years in present system.

4. Data from this research indicated a statistically significant relationship between the type of school in which the teacher taught and the adoption of curriculum change. Consumer and homemaking teachers who taught in high school generally accepted the curriculum Guide more than those teachers in the junior, intermediate, and/or middle school.

5. Data from this research did not indicate that adoption of curriculum change is related to the source of the school population and size of the school enrollment.

6. The method used to introduce and disseminate curriculum materials was related to the subsequent use by teachers in planning the instructional program. Consumer and homemaking teachers who received the Guide at the Annual Vocational Home Economics Teachers Conference reported activities of adoption and specific use of curriculum Guide. These data were supported by the findings reported by Salinger (1966) and Heusner (1963).

7. Data from this research did not indicate a relationship between the presence of a local supervisor of home economics education in the school division in which the teacher taught and the adoption of curriculum change.

8. Participation was perceived to be a meaningful and worthwhile experience as well as being essential to curriculum

change. The findings substantiate other findings in the literature cited--Leese, Frasure, and Johnson (1961); Chase (1952); McNeil (1958); and Broderick and Mason (1958).

9. The consumer and homemaking curriculum Guide was perceived to be a useful instrument for planning the instructional program. A majority of the consumer and homemaking teachers would recommend the use of the Guide to other home economics teachers.

10. It is apparent from the findings of this study that both those consumer and homemaking teachers who participated and those who did not participate in the curriculum development activities were utilizing the curriculum Guide to implement change in the home economics program at the local level. In order to explain the results of this study it may be necessary to look at the home economics teacher. Through her training and experience and the nature and purpose of the home economics profession, home economics teachers must daily try to influence others to change and to help families and individuals benefit from advances in science, knowledge, and family and individual resources.

RECOMMENDATIONS

Based on the findings of this study and the conclusions drawn, the following recommendations are offered:

1. Results of this study should be disseminated to teacher training institutions and State Department of Education personnel

for their use in making curriculum development decisions and promoting inservice education with respect to curriculum change.

2. In view of the findings of this study, special consideration should be given to re-evaluating (studying) the Guide for Consumer and Homemaking Education in Virginia's Public Secondary Schools as to its appropriateness and value of its content for students in middle, junior high, and/or intermediate schools.

3. Local administrators and State Department personnel should give careful consideration to the process of selecting participants for curriculum development activities. Special consideration should be given to manner of selection, age, experience, type of community, and type of school in which the teacher teaches so as to include persons from all levels and/or areas of education.

4. Efforts should be made by teacher training institutions to train prospective teachers in the use of curriculum materials (guides) in planning for classroom instruction.

5. State Department personnel, local administrators, and teacher training institutions should give careful consideration to the manner in which curriculum materials are presented and disseminated to teachers.

6. Inservice education should be used as a means of helping teachers become more knowledgeable about how to use best curriculum materials in planning their instructional program.

7. Factors identified in this study which have a relationship to adoption and implementation of curriculum change should be considered in future curriculum development activities.

RECOMMENDATIONS FOR FUTURE RESEARCH

Based on the findings of this study and the conclusions drawn, the following recommendations for future research are offered:

1. This research should be replicated to add validity to the research procedures, instrument, and methodology. There is also a need to replicate this study by extending the research to home economics teachers of other geographical areas in order to insure that the findings are generalizable to other populations.
2. Future research should be directed specifically at determining if home economics teachers differ from other groups of teachers with respect to adoption of curriculum change.
3. Future research should be designed to determine if the utilization of prepared curriculum materials (guides) are an effective means of implementing change in the home economics education program.
4. Future research efforts should be undertaken to identify and examine a more comprehensive list of variables which may influence home economics teachers to adopt and implement curriculum change.
5. Future research should investigate the influence of the school's organizational climate on the adoption and implementation of home economics curriculum change. One aspect of school climate which might be studied relates to the behavior of local administration on the adoption and implementation process.

6. Future research should attempt to determine the extent to which the process of selecting participants in the curriculum development process is related to adoption and implementation.

7. In view of the findings of this study, it is recommended that research is needed to determine if the process used in developing the consumer and homemaking curriculum is different from other curriculum development processes employed by other groups.

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SELECTED BIBLIOGRAPHY

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APPENDIXES

APPENDIX A

Letter of Request to Researcher



COLLEGE OF EDUCATION

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Blacksburg, Virginia 24061

March 22, 1974

DIVISION OF VOCATIONAL-TECHNICAL EDUCATION

Dr. John H. Johansen
Associate Professor
Department of Education
Educational Administration and Services
Northern Illinois University
DeKalb, Illinois 60115

Dear Dr. Johansen:

For a doctoral dissertation at Virginia Polytechnic Institute and State University I am proposing a study of Factors Related to the Adoption of the Consumer and Homemaking Curriculum by Home Economics Teachers in Virginia. The purpose of this study is to investigate the relationship between certain selected factors and the adoption of the curriculum in implementing change in the home economics education program.

I would like very much to have permission to use your instruments, The Participation and Implementation Inventories, for the purpose of collecting data necessary for my study. If granted permission, it would be necessary to modify the statements in both the Participation and Implementation Inventories to fit the purposes of my study.

I would appreciate your consideration in granting me permission to use your instruments.

Thank you.

Sincerely yours,

Sue B. Mays (Mrs.)
Instructor
Home Economics Education

APPENDIX B

Letter of Transmittal from Researcher



NORTHERN ILLINOIS UNIVERSITY

An Equal Opportunity Employer

DEKALB, ILLINOIS 60115

Office of the Dean
COLLEGE OF EDUCATION

April 4, 1974

Area Code 815
Telephone 251 1451

Mrs. Sue B. Mays, Instructor
Home Economics Education
Virginia Polytechnic Institute and State University
Blacksburg, Virginia 24061

Dear Mrs. Mays:

You have my permission to use the Participation and Implementation Inventories from *An Investigation of the Relationship Between Teachers' Perceptions of Authoritative Influences in Local Curriculum Decision-Making and Curriculum Implementation*.

I would be interested in seeing the way in which you modify the statements.

Sincerely yours,

John H. Johansen
Associate Dean

JHJ:lc

APPENDIX C

Survey Questionnaire

ADOPTION OF THE CONSUMER AND HOMEMAKING CURRICULUM
BY LOCAL HOME ECONOMICS TEACHERSDEMOGRAPHIC DATA

1. In which of the following age categories are you?

☐ 25 and under	☐ 31 to 35	☐ 41 to 45
☐ 26 to 30	☐ 36 to 40	☐ 46 and above

2. What is your highest level of educational preparation?

☐ Less than a Bachelor's	☐ Master's plus 15 quarter hours
☐ Bachelor's	☐ Master's plus 45 quarter hours
☐ Master's	

3. Was your undergraduate preparation in Home Economics Education?

YES ☐ NO ☐

4. If question number 3 was answered "NO", in which of the following area(s) was your undergraduate work?

☐ General Home Economics	☐ Foods and Nutrition
☐ Home Economics Subject matter	☐ Clothing and Textiles
☐ with Home Economics Education	☐ Housing and Management
☐ option	☐ Others
☐ Family and Child Development	

5. What is the number of years of home economics teaching experience?

6. What is the number of years you have taught home economics in your present school?

7. What level(s) of consumer and homemaking are you now teaching?
-
- (Check all which apply)

☐ Consumer and Homemaking I
☐ Consumer and Homemaking II
☐ Consumer and Homemaking III
☐ Consumer and Homemaking IV and/or Family Living
☐ Combination of Consumer and Homemaking and Occupational Home Economics
☐ Combination of Consumer and Homemaking and Academic Subjects

- ☐ Specialized Semester Courses
☐ Home Economics in the 6th and/or 7th grades
☐ Others

8. From what population does your student enrollment come?

- ☐ Predominantly rural ☐ Predominantly suburban
☐ Predominantly urban

9. In what type of school do you now teach?

- ☐ Middle or Junior High ☐ Comprehensive High School
☐ Intermediate School and/or Senior High
☐ 4 Year High School ☐ Others
☐ Senior High School

10. What is the approximate enrollment of your school? _____

11. Is there a local supervisor of home economics education in your city or county school division? YES _____ NO _____

12. In what way did you receive your copy of The Guide for Consumer and Homemaking Education in Virginia Secondary Schools?

- ☐ Home Economics Teachers Conference
☐ By mail from Richmond or assistant state supervisor
☐ Delivered by local or assistant state supervisor
☐ In small group meeting
☐ Requested it from assistant state supervisor
☐ Other

13. Was The Guide for Consumer and Homemaking Education in Virginia Secondary Schools made available to you by your supervising and/or cooperating teacher in your methods classes and/or student teaching (Check if question applies to you) YES _____ NO _____

TEACHER PARTICIPATION IN CURRICULUM DEVELOPMENT

14. Which of the following represent your participation in the development of the consumer and homemaking curriculum which led to the production of The Guide for Consumer and Homemaking Education in Virginia Secondary Schools?

- A. ☐ Workshop participant
 B. ☐ Curriculum Committee(s)
 C. ☐ Tried out units of instruction in my school during the curriculum development process
 D. ☐ Did not participate

If you checked "A" and/or "B" in the above question, continue with question number 15 of the questionnaire. If you checked "C" and/or "D", you may skip to question number 29 of the questionnaire.

The following statements contain possible descriptions of your participation in the curriculum development project, as well as descriptions of attitudes you may have about teacher participation in curriculum development activities. Circle the number which indicates the extent to which you agree or disagree with each statement. If you feel that you cannot react to a given statement, you may leave it blank.

RANK	MEANING	STRONGLY DISAGREE	DISAGREE	TEND TO DISAGREE	TEND TO AGREE	AGREE	STRONGLY AGREE
1	Strongly Disagree						
2	Disagree						
3	Tend to Disagree						
4	Tend to Agree						
5	Agree						
6	Strongly Agree						
15.	Being a participant was a meaningful experience in that it helped me become aware of change in the home economics curriculum.	1	2	3	4	5	6
16.	I felt that it was my professional responsibility to serve as a participant in curriculum development.	1	2	3	4	5	6
17.	Teachers who participated in curriculum development are in a better position to implement curriculum changes in their classrooms.	1	2	3	4	5	6
18.	The interaction with other participants was an important aspect of the curriculum development process.	1	2	3	4	5	6
19.	It was not necessary for all home economics teachers to have been involved in the curriculum development project to be able to effectively implement curriculum change.	1	2	3	4	5	6
20.	As a result of my participation experience I would be glad to serve as a participant on future committees of similar nature.	1	2	3	4	5	6

	SD	D	TD	TA	A	SA
21. I made a definite contribution to the home economics education program in Virginia as a result of my participation in workshop sessions and/or serving on committee(s).	1	2	3	4	5	6
22. Curriculum study and revision are important parts of all areas of education.	1	2	3	4	5	6
23. As a result of my participation I am better able to implement curriculum change.	1	2	3	4	5	6
24. I actively solicited the opinions of home economics teachers who were not participants and reported their opinions and reactions to workshop and/or committee members.	1	2	3	4	5	6
25. The final draft of <u>The Guide for Consumer and Homemaking Education in Virginia Secondary Schools</u> included some of my suggestions and ideas.	1	2	3	4	5	6
26. My classroom procedure has changed as a result of my participation in curriculum development workshops and/or serving on committees.	1	2	3	4	5	6
27. As a result of my participation I feel better prepared to use the curriculum <u>Guide</u> in planning my home economics education instructional program.	1	2	3	4	5	6
28. I felt that it was expected of me as a professional person to participate in activities related to curriculum development.	1	2	3	4	5	6

TEACHER IMPLEMENTATION OF HOME ECONOMICS CURRICULUM CHANGE

This section of the questionnaire is designed to investigate the extent to which teachers use The Guide for Consumer and Homemaking Education in Virginia Secondary Schools and the value teachers place upon it as a tool for planning classroom instruction. Circle the number which indicates the extent to which you agree or disagree with each statement. If you feel that you cannot react to a given statement, you may leave it blank.

RANK	MEANING	STRONGLY DISAGREE	DISAGREE	TEND TO DISAGREE	TEND TO AGREE	AGREE	STRONGLY AGREE
1	Strongly Disagree						
2	Disagree						
3	Tend to Disagree						
4	Tend to Agree						
5	Agree						
6	Strongly Agree						
29.	I refer to the <u>Guide for Consumer and Homemaking Education</u> regularly (at least once a week) in planning on-going classroom activities.	1	2	3	4	5	6
30.	I find the <u>Guide</u> more helpful for planning units of instruction than other resource materials.	1	2	3	4	5	6
31.	My classroom instruction has been partially reorganized in accordance with recommendations made in the curriculum <u>Guide</u> .	1	2	3	4	5	6
32.	I refer to the <u>Guide</u> when deciding whether a particular concept should be taught in my classes.	1	2	3	4	5	6
33.	I use the <u>Guide</u> more extensively than other home economics teachers in my school.	1	2	3	4	5	6
34.	The overall home economics education program would be improved if more teachers used the <u>Guide</u> in planning classroom activities.	1	2	3	4	5	6
35.	I find the <u>Guide</u> limits me in planning learning experiences for my students.	1	2	3	4	5	6
36.	The content of the <u>Guide</u> is based on today's social, economic, technological, and educational trends.	1	2	3	4	5	6
37.	The <u>Guide</u> is more practical than theoretical.	1	2	3	4	5	6
38.	Other teachers in my school or school division influenced me to use the <u>Guide</u> in planning classroom activities.	1	2	3	4	5	6

	SD	D	TD	TA	A	SA
39. Content of the <u>Guide</u> is appropriate for the maturity level of the majority of the pupils at the grade level I teach.	1	2	3	4	5	6
40. The <u>Guide</u> provides many different suggestions for accomplishing each objective.	1	2	3	4	5	6
41. The <u>Guide</u> is consistent in its overall presentation.	1	2	3	4	5	6
42. The <u>Guide</u> was introduced to me in such a manner as to motivate me to use it in planning instructional units.	1	2	3	4	5	6
43. Based on my experience in using the <u>Guide</u> in my home economics program I recommend its use by other home economics teachers.	1	2	3	4	5	6
44. I find the <u>Guide</u> helpful in evaluating units taught.	1	2	3	4	5	6
45. In planning a unit of instruction for my classes my first step is to refer to the <u>Guide</u> .	1	2	3	4	5	6
46. The <u>Guide</u> has enabled me to understand the sequence of content that is taught at each grade level.	1	2	3	4	5	6
47. Content in the <u>Guide</u> is appropriate for the social background of the majority of my students.	1	2	3	4	5	6
48. The objectives of units of instruction are so stated that I have no difficulty in determining when they have been met.	1	2	3	4	5	6
49. The <u>Guide</u> has been helpful to me in determining specific skills I should teach.	1	2	3	4	5	6
50. I would have been more knowledgeable about how to best use the <u>Guide</u> to implement change in my classroom if it had been introduced in a small group meeting.	1	2	3	4	5	6

	SD	D	TD	TA	A	SA
51. Utilization of the <u>Guide</u> has never been a part of any inservice activity in which I have been involved.	1	2	3	4	5	6

Teacher Comments: _____

APPENDIX D

Panel of Experts

Mrs. Martha Akers, Supervisor
Home Economics Education
Roanoke City Schools
Roanoke, Virginia

Mrs. Kathleen Burchett, Assistant State Supervisor
Home Economics Education
222 Oak Street
Bristol, Virginia 24201

Mrs. Marguerite Griffith, Instructor
Home Economics Education
College of Education
Virginia Polytechnic Institute and State University
Blacksburg, Virginia 24061

Dr. Ruth Harris, Program Leader
Home Economics Education
College of Education
Virginia Polytechnic Institute and State University
Blacksburg, Virginia 24061

Mrs. Norma Keesee
Home Economics Teacher
Blacksburg Vocational Center
Blacksburg, Virginia 24060

Miss Carolyn Litchfield, Instructor
Distributive Education
College of Education
Virginia Polytechnic Institute and State University
Blacksburg, Virginia 24061

Mrs. Helen Simmons, Research Assistant
Division of Vocational and Technical Education
College of Education
Virginia Polytechnic Institute and State University
Blacksburg, Virginia 24061

APPENDIX E

Letter of Request to Superintendents



VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

COLLEGE OF EDUCATION

Blacksburg, Virginia 24061

DIVISION OF VOCATIONAL-TECHNICAL EDUCATION

March 26, 1974

TO: Division Superintendents

FROM: Dr. Dewey A. Adams, Division Director, Vocational and Technical Education

SUBJECT: Superintendents' permission for Home Economics teacher participation in research study

One of our doctoral students, Sue B. Mays, is conducting a research study on the Factors Related to the Adoption of the Consumer and Homemaking Curriculum by Home Economics Teachers in Virginia.

The sample for this study is to be randomly drawn from the consumer and homemaking teachers employed in Virginia's Public Schools for the school year 1973-74.

If one or more of the Home Economics Teachers in your school division is randomly selected for inclusion in this study we would like to have your permission to include this teacher or teachers. You may indicate your permission by simply signing the bottom of this letter and returning to Dr. Dewey A. Adams, Division Director, Vocational and Technical Education, College of Education, Virginia Polytechnic Institute and State University, Blacksburg, Virginia.

If we do not hear from you by April 2, 1974 we will assume that it is in order to include your Home Economics Teacher(s) in this study.

Thank you for your consideration.

ss

cc: George Orr
Sue B. Mays
Nancy Devier
Karl Hereford

APPENDIX F

Cover Letter to Consumer and Homemaking Teachers



COLLEGE OF EDUCATION

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Blacksburg, Virginia 24061

April 1, 1974

DIVISION OF VOCATIONAL-TECHNICAL EDUCATION

Ms. Jane Doe
Home Economics Teacher
Rivermont Senior High School
Rivermont, Virginia 00000

Dear Ms. Doe:

As a graduate student in Vocational and Technical Education at Virginia Polytechnic Institute and State University, I am engaged in a research project. The purpose of this study is to identify the factors related to teacher adoption of the state-wide consumer and homemaking curriculum. The Guide for Consumer and Homemaking Education for Virginia's Secondary Schools has been developed and recently distributed to the State's consumer and homemaking teachers. Since the Guide proposes some significant changes in the home economics program in Virginia, it is important to know how the consumer and homemaking teachers are implementing the proposed changes in local school programs.

The enclosed survey form is developed to collect data needed for this study. The significant findings of the study, conclusions drawn, and recommendations made will be valuable to future curriculum development projects. Information should prove helpful to teacher education institutions and to the state home economics staff in planning both inservice and preservice curriculum offerings. The information obtained from the survey forms will be analyzed as group data and will assure anonymity of participants.

Will you as one of the consumer and homemaking teachers randomly selected, please answer the questionnaire as completely and accurately as possible and use the enclosed self-addressed, stamped envelope to return it to me by April 15, 1974.

If you would like to receive a summary of the findings, you may receive a copy by filling out the request form and returning to me now or at some future date.

Thank you so much for your valuable time and assistance.

Sincerely yours,

Sue B. Mays

Enclosures

REQUEST FORM FOR RESULTS OF THE STUDY

NAME _____

ADDRESS _____

APPENDIX G

Thank-You Letter to Consumer
and Homemaking Teachers



COLLEGE OF EDUCATION

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Blacksburg, Virginia 24061

April 15, 1974

DIVISION OF VOCATIONAL-TECHNICAL EDUCATION

Ms. Jane Doe
Home Economics Teacher
Rivermont Senior High School
Rivermont, Virginia 00000

Dear Ms. Doe:

About two weeks ago I solicited your participation in a research study in which I am involved as part of my graduate program at Virginia Polytechnic Institute and State University. The purpose of this study is to identify the factors related to teacher adoption of the state-wide consumer and homemaking curriculum. For this study to be of value and show significant results it is important that I have a high percentage of responses.

If your completed questionnaire has been returned, please accept my sincere appreciation for your time and cooperation. However, if you have not yet mailed the questionnaire, would you please complete it and mail to me by April 26, 1974.

As previously indicated, information obtained in this study will be analyzed as group data and will assure anonymity of participants.

Thank you again for your assistance and consideration in taking time to give me the information requested. Best wishes for continued success in your home economics program.

Sincerely yours,

Sue B. Mays

APPENDIX H

Follow-Up Letter to Consumer
and Homemaking Teachers



COLLEGE OF EDUCATION

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Blacksburg, Virginia 24061

April 30, 1974

DIVISION OF VOCATIONAL-TECHNICAL EDUCATION

Ms. Jane Doe
Home Economics Teacher
Rivermont Senior High School
Rivermont, Virginia 00000

Dear Ms. Doe:

This letter is a follow-up of an earlier letter and questionnaire in which I solicited your participation in a research study which is a part of my graduate program at Virginia Polytechnic Institute and State University. The purpose of this study is to identify those factors related to the adoption of the state-wide consumer and home-making curriculum.

I urgently need your help. For this study to be of value and show significant results it is important that I have a high rate of returns. If you have not completed the earlier questionnaire, I would appreciate your taking about 15 minutes of your time to complete the enclosed questionnaire.

I do know that you have an extremely busy schedule at the end of the school year, so I doubly appreciate your time.

Thank you so much and best wishes for a good summer.

Sincerely yours,

Sue B. Mays

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Enclosure

APPENDIX I

Factor Loading Matrix for Four Rotations
(Participation Inventory n=28)

Items	Factor Loadings			
	1	2	3	4
1	0.74453	-0.31596	-0.09393	-0.14618
2	0.81866	-0.14163	-0.13135	0.33243
3	0.17837	-0.80222	0.00403	-0.10556
4	0.53955	-0.47339	0.16734	-0.29502
5	-0.56444	-0.10149	0.52559	0.15601
6	0.73109	-0.14524	0.10096	-0.14635
7	0.71383	-0.21119	-0.02359	0.39437
8	0.29240	-0.11217	0.76290	-0.03741
9	0.24402	-0.79111	0.03184	0.19233
10	0.10575	-0.38332	-0.60748	-0.16163
11	-0.00674	-0.09745	0.13186	0.91842
12	0.13878	-0.67057	-0.46059	-0.02855
13	0.17435	-0.84195	0.01840	0.21338
14	0.65513	-0.23589	0.29970	0.00774

APPENDIX J

Factor Loading Matrix for Five Rotations
(Implementation Inventory n=158)

Items	Factor Loadings				
	1	2	3	4	5
1	0.61358	0.22105	0.03299	-0.11604	0.26988
2	0.60563	0.36149	-0.05991	-0.03604	0.35319
3	0.57632	-0.04139	-0.10122	-0.10175	0.38352
4	0.72898	0.20366	-0.07675	0.01815	-0.06080
5	0.19496	-0.10037	-0.09869	0.68232	0.32992
6	0.51475	0.24893	0.06040	0.20884	0.50057
7	-0.18819	-0.21965	-0.03441	0.06825	-0.56612
8	0.35198	0.11503	-0.20177	-0.02175	0.64649
9	0.33051	0.42652	-0.16136	-0.02466	0.49957
10	0.27870	0.00504	0.03269	-0.62420	0.14033
11	0.06563	0.47598	0.02664	-0.05528	0.59149
12	0.15110	0.65909	0.06760	-0.12075	0.28896
13	-0.13612	0.54433	-0.39700	0.04718	0.26577
14	0.59165	0.42877	-0.29842	-0.17610	0.12148
15	0.58213	0.43867	-0.12509	0.05418	0.47000
16	0.49473	0.53891	-0.00816	-0.16543	0.31473
17	0.76639	0.03199	0.02774	0.00226	0.20446
18	0.29360	0.69456	-0.02890	0.05285	0.00117
19	0.20473	0.37227	-0.07554	0.16169	0.62781
20	0.04145	0.65186	-0.21976	-0.00170	0.38833
21	0.33350	0.72299	0.04402	0.00424	0.18116
22	-0.11176	-0.10371	0.84518	-0.17796	0.04966
23	-0.07765	0.06910	0.58883	0.49161	-0.29647

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FACTORS RELATED TO THE ADOPTION OF THE CONSUMER
AND HOMEMAKING CURRICULUM BY HOME ECONOMICS
TEACHERS IN VIRGINIA SECONDARY SCHOOLS

by

Sue B. Mays

(ABSTRACT)

The purpose of this study was to identify and examine selected factors related to the adoption and implementation of curriculum change by home economics teachers in Virginia's public secondary schools. The major objective was to determine the relationship between the adoption of curriculum change and: (1) participation by home economics teachers in curriculum development activities and (2) selected demographic data.

The population selected for the study were the consumer and homemaking teachers employed in Virginia's public secondary schools for 1973-1974. Stratified systematic sampling procedures were employed in which the teachers were divided into two subpopulations. The first subpopulation were teachers who participated directly in curriculum development activities. The second subpopulation were teachers not directly involved in curriculum development activities. A total of 180 teachers were included in the study; 161 responded for a response rate of 89 percent.

The instrument (questionnaire) contained a list of fifty-one items. The three sections of the questionnaire included demographic data and participation and implementation inventories. A likert-type scale, ranging from one (strongly disagree) to six (strongly agree) was used to determine the strength of disagreement and agreement on the selected statements pertaining to participation in curriculum development and implementation of curriculum change.

The responses were analyzed statistically by factor analysis, canonical correlations, bivariate correlation coefficients, tabulation and cross tabulations, and Pearson's correlation coefficients were computed to test the null hypotheses. Factor analysis of the responses resulted in the identification of three factors rotated for both the fourteen statements and the twenty-three statements. Canonical correlations and bivariate correlation coefficients were computed to determine if there was a significant relationship between the factor scores and each of the demographic variables. Pearson's product-moment correlation coefficients were computed to test the null hypotheses for significance.

The findings indicated that there was no significant relationship between participation and adoption of curriculum change. A significant relationship was found between the age of the teacher, type of school, and manner in which the teachers received the Guide and teachers' adoption of curriculum change. No significant relationship was found between the level of educational preparation, area of undergraduate preparation, number of years experience, years in present system, source of school population, size of school

enrollment, presence of a local supervisor of home economics education and adoption of curriculum change. Findings indicated a significant correlation between teachers who reported teaching in high school, teaching in rural communities, receiving the Guide at the annual Vocational Home Economics Teachers Conference, less number years of home economics teaching experience and participation perceived to be useful and essential to curriculum change and adoption.

In view of the findings of this study, it is recommended that careful consideration should be given to the selection of teachers for participation in curriculum development activities and the manner in which curriculum materials are presented and disseminated to teachers. It is recommended that the Guide be re-evaluated as to its appropriateness for students in the middle, junior, and/or intermediate schools. It is further recommended that factors identified in this study which have a relationship to adoption and implementation of curriculum change should be considered in future curriculum development activities.