

SOME FACTORS THAT INFLUENCE THE ELECTION OF  
HOMEMAKING IN SECONDARY SCHOOLS IN  
MONTGOMERY COUNTY, VIRGINIA

by

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Thesis submitted to the Graduate Faculty of the  
Virginia Polytechnic Institute  
in candidacy for the degree of

MASTER OF SCIENCE

in

Home Economics Education  
Department of Vocational Education

December, 1964

Blacksburg, Virginia

## TABLE OF CONTENTS

	PAGE
LIST OF TABLES . . . . .	4
LIST OF FIGURES . . . . .	5
ACKNOWLEDGEMENTS . . . . .	6
CHAPTER	
I. INTRODUCTION . . . . .	7
Purpose of the Study . . . . .	7
Limitations of the Study . . . . .	8
II. REVIEW OF LITERATURE . . . . .	10
Homemaking in Public Secondary Schools . . . . .	10
Studies Indicating Factors Related to Enrollment in Homemaking . . . . .	11
Guidance Philosophy in Public High Schools in Virginia . . . . .	13
Guidance Counselor's Perceptions of the Homemaking Program . . . . .	14
III. PROCEDURE . . . . .	17
IV. ANALYSIS AND INTERPRETATION OF THE DATA . . . . .	21
Factors Concerning the Election of Homemaking . . . . .	21
Some factors that may have a possible relation- ship to the election of homemaking . . . . .	21
Some factors that may influence a girl's decision to elect or not elect homemaking in her high school program . . . . .	28
Perceptions and Beliefs Concerning the Homemaking Program . . . . .	40
V. SUMMARY AND RECOMMENDATIONS . . . . .	47

	PAGE
Summary . . . . .	47
Recommendations . . . . .	50
LITERATURE CITED . . . . .	52
VITA . . . . .	54
APPENDIX . . . . .	55

## LIST OF TABLES

TABLE	PAGE
1 Extent to Which High School Girls in Montgomery County, Virginia, Included Homemaking in Their High School Program During 1963-1964 . . . . .	23
2 Extent to Which High School Girls in Montgomery County, Virginia, Chose Electives Other Than Homemaking During 1963-1964 . . . . .	24
3 Election of Homemaking by High School Girls in Montgomery County, Virginia, During 1963-1964 in Relation to Place of Residence . . . . .	26
4 Highest Educational Level Attained by Parents of Girls Enrolled in High School in Montgomery County, Virginia, During 1963-1964 . . . . .	27
5 Election of Homemaking by High School Girls in Montgomery County, Virginia, During 1963-1964 in Relation to the Level of Education of Parents . . . . .	27
6 Election of Homemaking by High School Girls in Montgomery County, Virginia, During 1963-1964 in Relation to the High School Program in Which Enrolled . . . . .	30
7 Election of Homemaking by High School Girls in Montgomery County, Virginia, During 1963-1964 in Relation to Plans Immediately Following Graduation from High School . . . . .	32
8 Persons Consulted by Girls Enrolled in High School in Montgomery County, Virginia, During 1963-1964 About the Election of Homemaking . . . . .	33
9 Election of Homemaking by High School Girls in Montgomery County, Virginia, During 1963-1964 in Relation to Beliefs About the Importance of Homemaking in Comparison to Other Courses . . . . .	35

## LIST OF FIGURES

FIGURE		PAGE
1	Number of Girls Enrolled in High School in Montgomery County, Virginia, During 1963-1964 Indicating First and Second Reasons for the Election of Homemaking . . . . .	38
2	Number of Girls Enrolled in High School in Montgomery County, Virginia, During 1963-1964 Indicating First and Second Reasons for the Non- Election of Homemaking . . . . .	39

## ACKNOWLEDGEMENTS

The author wishes to express deep appreciation and gratitude to Miss Beth Jordan for her inspirational assistance, guidance, and objective suggestions throughout this study. Grateful acknowledgement is given to Dr. B. C. Bass and Miss Oris Glisson for their assistance and for serving on the graduate committee; to Mrs. Franklin Whiter for her help in processing the data; and to Mr. Raynard Hale and Mrs. Eliza Gordan for their help in planning the study.

Appreciation is expressed to the Giles County School Administration for permitting a pilot study to be conducted in Giles County High School, and to the Montgomery County School Administration for granting permission for the girls and guidance counselors to participate in this study. Gratitude is also expressed to the high school girls and guidance counselors for participating in the study.

The writer gives special acknowledgement to her husband and children for their encouragement, patience, and understanding throughout the study.

To all persons who made this study possible, the author expresses sincere appreciation.

## CHAPTER I

## INTRODUCTION

Homemaking has become complex and increasingly challenging. Basic scientific and technological developments of recent times have contributed to making the vocation of homemaking a more demanding one. The traditional roles of family members are in a state of transition. More women are combining wage earning and homemaking - a dual role that requires more knowledge and greater competencies in order to manage both the home and the job successfully. Girls growing up today receive less instruction about homemaking in their parental home than they did in the past (1). Therefore, the homemaker of today needs preparation which will enable her to assume the functions and responsibilities of her role in a way satisfying to herself and her family.

At a time when the need for education for homemaking is so important, enrollment in homemaking in Virginia secondary schools has not kept pace with the over-all increase in enrollment of girls in Virginia high schools (2). As a consequence more high school girls, many of whom marry in their teens, terminate their high school education without including some preparation for homemaking in their educational program. The problem investigated was a study of some of the factors that influence enrollment in homemaking in secondary schools.

The Purpose of the Study

The study was undertaken to determine some of the factors that

affect enrollment in high school homemaking. In 1957 a study was made in several counties in southwest Virginia concerning the factors influencing the election of homemaking (3). Since that study was completed, the state requirements for graduation from high school have changed and the guidance program of the secondary schools has expanded. Because of changes that have occurred, availability of up-to-date information concerning some factors that influence high school girls' educational decisions is important.

The purposes of this study were:

1. To identify factors which seem to influence high school girls to elect or not elect homemaking in high school.
2. To determine the bases guidance personnel of secondary schools use in helping girls decide to include or exclude homemaking as a part of their high school programs.

#### Limitations of the Study

The limitations of this study were:

1. The study was confined to one school division, Montgomery County, Virginia, and the five secondary schools in the division.
2. Factors that influence the election of homemaking selected for investigation were: school enrollment and enrollment in other electives; place of residence; marital status of the girl; level of parental education; plans immediately following graduation; persons with whom girls discussed



their decision about electing homemaking; perception of the homemaking program in relation to other courses; and counselling the girls received.

3. Respondents to the questionnaire were girls enrolled in grades nine through twelve in the above mentioned five secondary schools who were present when the questionnaire was administered.
4. All persons who had designated responsibilities for guidance in the five selected schools were interviewed.

## CHAPTER II

## REVIEW OF LITERATURE

Homemaking in public secondary schools: Homemaking education is concerned with the betterment of family living. The goals and purposes of the homemaking program in public secondary schools are designed to help each individual make his best contribution to family life. The homemaking program seeks to supplement family efforts in encouraging companionship among family members and in developing recognition of the possibilities for creative, satisfying activities within the family unit. It is education that strives to aid in furthering the understanding that family responsibilities and duties make a contribution to family life and are not just redundant chores or ends in themselves (4). It is education that strives not only to develop competencies essential to effective family living but to develop attitudes, appreciations, and understandings that aid in the enrichment of family living and contribute to strengthening the family unit. It is education that offers preparation for woman's most important vocation, that of homemaking.

A study by Moore revealed that young people in secondary schools feel a need to study how to improve parenthood, home life, and marriage. Over three-fourths of the students involved in the study indicated girls should "spend a lot of time in high school" learning homemaking skills. They also stated that they believed that boys should devote some time during high school to learning good management practices. These young

people expressed a firm conviction that education for family life should have equal emphasis with education for scientific and technological competencies (5).

A report by Barkley and Martnell pertaining to teenage marriages emphasizes family life education has a vital role in educating high school youth (6). The need for family life education was also stressed by Wagner who called attention to the fact that family living deserves greater consideration in the educational system of our nation, if our homes are to yield strong effective citizens (7).

A national study in 1959 indicated that homemaking was available in most high schools. Of the schools studied 15,720 public secondary schools, or 95%, offered homemaking. The study also showed that home economics was an elective in the majority of public secondary schools. At the time the study was conducted, 49% of all the girls in the public secondary schools represented were enrolled in homemaking (8).

Both high school youth and adults expressed the belief that education for homemaking is needed at the high school level. A study concerning the factors that affect enrollment in homemaking could provide some bases for a positive approach both to revealing possibilities for more girls to include homemaking in their program and for designing a program that the girls would recognize as being of importance to them.

Studies indicating factors related to enrollment in homemaking: Several studies have been conducted in an effort to identify reasons girls have for electing or not electing homemaking in high school. Two studies, one by Dietrich in 1960 and the other by Graven in 1961, revealed that

the main reason girls elected homemaking was their personal desire to do so (9). The factors found to be the main reasons for girls not enrolling in homemaking were interest in other subjects and schedule conflicts.

Sixty-eight percent of the girls included in a study by Milton enrolled in homemaking because they liked homemaking. Many of these girls planned to marry and felt a need for preparation for homemaking. The two factors that had the greatest influence on girls not electing homemaking were conflicts in scheduling and interest in other electives (10).

In a study by Chachere the reasons junior and senior girls gave for electing homemaking were: personal satisfactions derived from homemaking, achievement of status, and recognitions received through participation in activities related to homemaking. Chachere's study also showed that the election of homemaking was unrelated to factors such as: employment status of the girls and their parents, vocational plans, plans for marriage, preference for college specialization, extent of home responsibilities or the socio-economic status of the family (11).

In a study of a hundred girls enrolled in grades nine through twelve, Renfro reports that girls in high school felt that enrolling in homemaking made a positive contribution to helping them become well adjusted family members in their parental home and to be better homemakers in the future (12).

After reviewing studies concerned with the reasons girls elect or omit homemaking from their programs, it appeared there was general

agreement that girls elected homemaking because they liked it and because they realized that they needed preparation for homemaking. The girls who did not elect homemaking had other interests or schedule conflicts.

Guidance philosophy in public schools in Virginia: According to two publications of the Virginia State Department of Education, the guidance program in secondary schools is based on the philosophy that there is a unique individual pattern of development for each student. The program is designed to help each student make the most of his talents to attain goals - educationally, socially, vocationally, and personally - that are consistent with his capabilities. Guidance is a continuous service. It is developmental in nature and provides a comprehensive view of the individual (13).

Each school's guidance program is individualized to serve its own needs, but there is some similarity in the organizational patterns followed. The guidance service in a school is usually staffed by one person who is designated as the coordinator, the other faculty members who perform guidance functions work with the coordinator. In addition to the guidance counselors some schools have a guidance committee, composed of a cross section of the teaching staff, which serves in an advisory capacity. The overall guidance program is under the direction of the high school principal (13).

The guidance personnel are aware that students bring to the school a wide range of experiences, abilities, interests, and aspirations (14). It is the goal of the guidance service to help each student know his capabilities and limitations through a sensitive, objective and

highly personalized analysis of his needs, and to help him grow more proficient in making disciplined choices to solve his problems and to attain his educational objectives (15).

The secondary school student may have a schedule that would include five or six teachers during a school day. Such an arrangement makes it difficult for a teacher to know each student individually. Also, the student may find it difficult to find someone with whom he can discuss a problem. The guidance services in the school can help meet such needs, thus the need for a guidance program is evident.

Guidance counselors perceptions of the homemaking program: A review of some studies about guidance counselors' perceptions of homemaking programs showed that most counselors had a favorable attitude toward homemaking education.

According to Pearson, three-fourths of the guidance counselors perceived homemaking as a realistically planned and well executed program that makes a valuable contribution to each student who enrolls. The counselors in this study stated that they recommended homemaking to girls of below average ability because it had much to offer them. They averred that the above average student might have difficulty electing homemaking because of the demands for college preparation (16).

Pearson's study also revealed that the counselors' understanding of the nature and content of the areas of homemaking varied. They were familiar with the content included in the areas of clothing and foods. They did not have a clear idea about the nature of the content and experiences included in the areas of personal development, family living

and child development (16).

Johnson found that guidance counselors have more favorable than unfavorable beliefs about homemaking education. The counselors who were favorable toward homemaking felt that some homemaking should be offered by every high school and that homemaking should be an elective rather than a required course. The findings were inconclusive as to the relative importance of homemaking in relation to other subjects. In the opinion of the counselors the homemaking program was most effective in junior high school, and at the ninth and twelfth grade levels. Those counselors who held less favorable beliefs about homemaking seemed to lack a clear understanding of the nature and scope of the homemaking program, the need for academically talented students to elect homemaking, the importance of homemaking in relation to other subjects, and whether or not homemaking should be an elective (17).

A study of the opinions and perceptions of counselors concerning homemaking by Williams revealed that generally the counselors felt that homemaking had much to offer. They stressed the need for classes in homemaking to be planned to better meet the needs of students whose abilities are above average. The counselors emphasized the need for making homemaking both interesting and challenging (18).

The women counselors thought of homemaking as largely foods and clothing. The men were not sure of the content in any areas of homemaking. The women counselors thought instruction in the area of family living would be beneficial, while the men were not enthusiastic. Both men and women indicated that they thought homemaking makes a very worth-

while and necessary contribution to the below average student. They also stated that instruction in the area of home management would be beneficial to every girl. There was no evidence in this study that counselors advise above average students not to enroll in homemaking (18).

The studies reviewed concerning the perceptions of guidance counselors about the homemaking program revealed that most of them felt that homemaking makes a valuable contribution to the student. Because of uncertainty about the content and goals of the homemaking program among the counselors there appears to be a need for more effective interpretation pertaining to the nature of the homemaking program.



## CHAPTER III

## PROCEDURE OF INVESTIGATION

The plans and methodology for this study will be discussed throughout the following chapter. In the 1963 Annual Descriptive Report of Home Economics some proposals for needed research in Virginia were delineated (2). One of the proposals that interested the investigator most was the area of identifying factors influencing enrollment in the high school homemaking program. The State Supervisor of Home Economics Education affirmed the need for this research.

The Montgomery County, Virginia, school division was selected for the study. The schools in this division provided variation in size, location, program offerings, and ethnic groups. The schools were located in convenient proximity for the investigator. The Division Superintendent of Schools was contacted for permission to conduct the study in the secondary schools under his administration. He agreed to the study and delegated the Assistant Superintendent, the Director of Instruction, to serve as consultant with regard to procedures consistent with school policies.

A conference was held with the Area Supervisor of Home Economics Education and the Assistant Superintendent of Schools to discuss the study and to make plans for carrying out the study in the schools. Schedules within the school system were explained and plans for visits to the schools were designed. Suggestions were offered for implementation of the plans. It was agreed that arrangements could be made to administer

the questionnaire to the high school girls during the school day and that appointments could be made with guidance counselors for a personal interview.

A questionnaire was used as a means to discover factors that influence girls to elect or not elect homemaking. The questionnaire was administered to all girls enrolled in grades nine through twelve in the five schools in Montgomery County according to schedules worked out with the high school principals. There were no boys enrolled in homemaking in these schools. A partially structured interview was designed for obtaining information from the guidance counselors of each school.

Since all Montgomery County girls enrolled in grades nine through twelve were to be respondents, permission was obtained from the division superintendent and the high school principal to conduct a pilot study in Giles County High School. The investigator, with the assistance of the guidance counselor, chose a random sample of forty-five girls enrolled in the ninth, tenth, eleventh, and twelfth grades. A date was arranged for administering the questionnaire to the selected sample and appointments were made for conferences with the two guidance counselors of Giles County High School. Analysis of the data obtained led to revisions of the questionnaire and the interview plan.

After revising the instrument and the interview plan, a meeting was held with the principals of the secondary schools in Montgomery County. Plans for conducting the survey were explained and schedules were arranged for administering the questionnaire in the schools. The request was granted for thirty minutes of school time to administer

the questionnaire simultaneously to all girls in grades nine through twelve who were present on the designated day.

Activity periods were used at three schools; the other two schools interrupted classes for the girls to assemble in a central place to respond to the questionnaire. Three of the schools, Blacksburg, Christiansburg, and Christiansburg Institute did not have facilities to seat all girls at one time therefore, the girls were divided into two groups. Christiansburg High School and Christiansburg Institute arranged for the groups to meet consecutively. At Blacksburg High School, the questionnaire was administered on two different dates.

The investigator visited each school on the scheduled date and administered the questionnaire. After the girls assembled, a brief explanation of the purpose of the study and instructions for checking the items were given. The procedure allowed each girl to have the same instructions and the opportunity to clear up questions. Also, a hundred percent return was assured as all of the girls who were in school the day the questionnaire was administered participated in the study.

A personal interview of approximately twenty minutes was held with each guidance counselor in each of the schools.

When the data had been collected from all of the schools included in the study, there were 903 questionnaires and sixteen interviews with guidance counselors for analysis.

Arrangements were made with the data processing center at Virginia Polytechnic Institute to utilize a computer for processing the data from the questionnaires. Investigation was made into the kinds

of analysis possible for the data. It was decided that comparison and percentages would yield the information desired. The tables and percentages given are based on data from an IBM 1620 digital computer. The percentages are given in figures carried to the first decimal place. All numbers beyond the first decimal place are rounded off. In a few instances some respondents did not answer a question, checked more blanks than were indicated in the directions or responded in some other way that made the question impossible to tabulate; therefore, some percentages do not add up to a hundred percent.

## CHAPTER IV

## ANALYSIS AND INTERPRETATION OF THE DATA

This chapter will present the findings related to the factors that influence the election or non-election of homemaking as revealed by the responses to the questionnaire used with the high school girls and the interviews with the high school guidance counselors.

I. Factors Concerning the Election of Homemaking were Considered in Two Categories.

- A. Some factors that may have a possible relationship to the election of homemaking.
1. School enrollment and enrollment in other electives.
  2. Place of residence.
  3. Marital status.
  4. Educational attainment of parents.
- B. Some factors that may influence a girl's decision to elect or not elect homemaking in high school.
1. High school program selected.
  2. Plans of the girl immediately following graduation from high school.
  3. Persons with whom the girl discussed her decision about electing homemaking.
  4. The girls' impressions of the homemaking program and her opinion of how her friends, her parents, and other adults feel about the program in comparison to other courses.
  5. The girls' reasons for electing or not electing homemaking.

II. Guidance Counselors' Perceptions and Beliefs Concerning the Homemaking Program.

Some Factors That May Have a Possible Relationship to the Election of

Homemaking

School enrollment and enrollment in other electives: There seemed to be a relationship between the school enrollment and the enrollment in homemaking. In the larger schools where a variety of electives were

offered, the percentage of girls enrolled in homemaking was not as large as in the smaller schools where fewer electives were offered (see Table 1). A total of 28 electives were named by the respondents. Of the 28 electives mentioned Blacksburg offered 23; Christiansburg, 19; Christiansburg Institute, 15; Alleghany District, 16; and Auburn, 11. The variety of electives available in a school might account for the lower percentage of girls electing homemaking in the larger schools (refer to Table 2).

The respondents were asked to name the electives included in their program if homemaking was omitted. Many girls did not follow the directions for the question. Data received concerning electives came from girls who did and those who did not elect homemaking. Some respondents who had elected homemaking listed the other electives included in their program. Some did not appear to know which courses were elective and which were required. Because of the misunderstanding and confusion concerning the elective courses, further study concerning the relationship of homemaking to other electives would be necessary to formulate valid conclusions.

Business education, offered in all schools, was elected by more girls than was any other elective course mentioned. Languages, mathematics, and science, in that order, ranked high as electives. Courses such as these are the ones generally included in a program of study for college entrance. Band and choral music were elected frequently by girls in all five schools.

TABLE 1

EXTENT TO WHICH HIGH SCHOOL GIRLS IN MONTGOMERY COUNTY,  
VIRGINIA, INCLUDED HOMEMAKING IN THEIR HIGH  
SCHOOL PROGRAM DURING 1963-1964

School	Girls Enrolled*	Girls Who Partici- pated in the study	Girls Who Have Homemaking in Their Program		Girls Who Do Not Have Homemaking in Their Program	
			No.	%	No.	%
Alleghany District	103	93	84	90%	9	10%
Auburn	99	88	86	98%	2	2%
Blacksburg	396	338	269	80%	69	20%
Christiansburg	319	272	200	75%	72	26%
Christiansburg Institute	119	112	110	98%	2	2%

\*These numbers are based on the September 1963 enrollment.

TABLE 2

EXTENT TO WHICH HIGH SCHOOL GIRLS IN MONTGOMERY COUNTY,  
VIRGINIA, CHOSE ELECTIVES OTHER THAN HOME MAKING

Number Enrolled According to Schools					
Electives	Blacks- burg	Christians- burg	Christians- burg Institute	Alleghany District	Auburn
<b>Business Education</b>					
Typing	258	206	42	160	17
Shorthand					
Bookkeeping					
General Business					
Business Math					
<b>Mathematics</b>					
Advanced Math	189	68	7	27	15
Algebra, Geometry					
<b>Languages</b>					
Latin, French	124	44	14	21	8
Spanish					
<b>Art</b>	73	53	0	0	0
<b>Science</b>					
Biology	45	22	27	5	4
Chemistry					
Physics					
<b>VOT, ICT, DE*</b>	20	36	0	0	0
<b>Band, Choral Music</b>	41	91	39	20	9
<b>Social Studies</b>	1	9	1	11	0
Civics, World					
History, Geography					
Journalism					
<b>Cosmetology</b>	0	0	19	0	0
<b>Physical Education</b>	0	0	3	1	6

\*VOT - Vocational Office Training

ICT - Industrial Cooperative Training

DE - Distributive Education



Marital status: The percentage of girls who marry and remain in school appeared almost negligible. Thirty-eight, or 4%, of the girls in the study indicated they were married. Slightly over three-fourths of the married girls included homemaking in their program. This finding indicates that a relatively high proportion of married girls who remain in school include homemaking in their program.

Place of residence: There did not seem to be a marked relationship between the place of residence and the election of homemaking in the schools in Montgomery County, Virginia. However, information from this study showed slightly more of the girls who live in rural areas elect homemaking (see Table 3).

Approximately two-thirds of the girls who did not elect homemaking live in town. The high proportion of girls not electing homemaking who live in town may be attributed to the fact that most of them attended the two larger schools where a greater number of electives were available.

Level of parental education: In the literature reviewed other theses concerned with enrollment in high school homemaking did not reveal information concerning the relationship between the level of parental education and the election of homemaking.

According to Moore's study parental education is a determining factor in the family living patterns of our nation.

Many parents have been limited by educational and other experiences to the extent that they have lived only on the periphery of culture. They have undergone no real involvement. They have only skimmed across the deeper currents of national living. They have earned so little that they and their children have been held at a subsistence level, not only economically but socially as well.

.....

When families have had wider experience and broader opportunity to participate in culture, their children show it in their own relationships, attitudes, school achievement, and personal adjustment. As could be expected, the higher the educational and occupational level of fathers, the better start in life their children received (5).

TABLE 3

ELECTION OF HOMEMAKING BY HIGH SCHOOL GIRLS IN MONTGOMERY COUNTY, VIRGINIA, IN RELATION TO PLACE OF RESIDENCE

	Place of Residence		
	Rural Farm	Rural Non-Farm	Town
Girls Who Have Homemaking in Their Program	87%	89%	76%
Girls Who Do Not Have Homemaking in Their Program	13%	11%	24%

Approximately three-fourths of the respondents in this study indicated their parents had terminated their education at the high school level or below (see Table 4). A high percent (83%) of all of the girls in this study elected homemaking; however, over ninety percent of the girls whose parents terminated their education with elementary school elected homemaking. About two-thirds of girls whose parents had continued their education to high school or beyond elected homemaking. The percentage of girls that elected homemaking whose parents had attended or graduated from college was slightly lower than the percentage whose parents had terminated their education below the college level (see Table 5).

TABLE 4

HIGHEST EDUCATIONAL LEVEL ATTAINED BY PARENTS OF GIRLS  
ENROLLED IN HIGH SCHOOLS IN MONTGOMERY COUNTY,  
VIRGINIA, DURING 1963-1964

Level of Education Attended or Graduated	Father	Mother
Professional or Graduate School . .	10%	3%
College . . . . .	10%	13%
Business or Technical School . . .	.5%	.5%
High School . . . . .	32%	47%
Elementary School . . . . .	42%	32%
Did Not Attend School . . . . .	.5%	.1%

TABLE 5

ELECTION OF HOMEMAKING BY HIGH SCHOOL GIRLS IN MONTGOMERY  
COUNTY, VIRGINIA, DURING 1963-1964 IN RELATION  
TO THE LEVEL OF EDUCATION OF PARENTS

	Educational Level of Parents-Attended or Graduated			
	College or Beyond	Business or Technical	High School	Elementary School
Girls Who Elected Homemaking	68%	75%	74%	91%
Girls Who Did Not Elect Homemaking	32%	25%	26%	9%
Total	100%	100%	100%	100%

The girls whose parents had higher education, indicated it was their parents, more than any one else, with whom they discussed their decision about enrolling in homemaking. The level of parental education did not seem to have any influence on the percentage of girls who discussed their decision with the guidance counselor, other students, 4-H Club leader, the school principal, or a home economist.

The factors discussed thus far that might have a possible relationship to the election of homemaking were principally those factors that the girls could not control or had little choice about. However, these factors appeared to have a bearing on the election of homemaking.

The schools that offered a larger variety of electives had a smaller percentage of girls who elected homemaking; a high percentage of the married girls who remained in school elected homemaking; slightly more of the girls who live in rural areas elect homemaking than those who live in towns; and, a higher percentage of girls elected homemaking whose parents terminated their education at the elementary level than did those whose parents continued their education to high school and beyond.

Some Factors That May Influence a Girl's Decision to Elect  
or Not Elect Homemaking in Her High School Program

High school program selected: In accordance with the policies for public schools in Virginia (19), the courses of the Montgomery County secondary schools are organized into specific programs such as the academic, vocational, and general. After due consideration with guidance counselors and parents, each student selects one of these programs and

the courses necessary to meet the requirements for graduation. A student follows a selected program unless his parents consult with the guidance counselor to change it. The flexibility of electing courses not included in the selected program varies with each school in the school division.

More girls who selected the vocational and general programs elected homemaking than did those who selected the academic program. When VOT, ICT, or DE were a part of a girl's program half of each school day is spent on the job; therefore, the opportunity for including other electives in her program was limited.

Generally, the students who selected the academic program tended to choose electives such as, foreign languages, typing, advanced mathematics or science. When students build up a concentration in one or more of these elective areas, the possibility of electing homemaking is greatly reduced unless they attended summer school.

Approximately two-thirds of the girls who did not elect homemaking were enrolled in the academic program (see Table 6). As the level of education of parents increased, the percentage of girls who selected the academic program increased. As stated before, the percentage of girls who elected homemaking was lower among the parents with advanced education. An inference might be that parents who have higher levels of education have aspirations for their daughters to attain education beyond high school and feel the academic program provides the best preparation.

TABLE 6

ELECTION OF HOMEMAKING BY HIGH SCHOOL GIRLS IN MONTGOMERY  
COUNTY, VIRGINIA, DURING 1963-1964 IN RELATION TO  
THE HIGH SCHOOL PROGRAM IN WHICH ENROLLED

Respondents	SCHOOL PROGRAM			
	Academic	Vocational	General	No Response
Girls Who Have Homemaking in Their Program	25%	33%	34%	8%
Girls Who Do Not Have Homemaking In Their Program	64%	21%	12%	3%

Even though each school provides students with a guide for planning courses according to the program selected, the respondents seemed to be vague about the particular program in which they were enrolled. Some indicated that they did not recall selecting a program. Others stated they did not understand what was meant by the question. About 10% of the respondents failed to answer the question. Therefore, the reliability of the information obtained concerning the high school program may be open to question.

Plans for graduation and immediately thereafter: The possible relationship between immediate plans following graduation from high school and the election of homemaking was investigated. Ninety-seven percent of the respondents stated that they planned to graduate from high school. The girls who elected homemaking and planned to continue their education beyond high school number about the same as

those who planned to enter employment. However, the girls who did not elect homemaking and planned to continue their education beyond high school exceeded those who planned to obtain a job by 58% (see Table 7). The percentage of all girls who planned to continue their education beyond high school increased as the level of parental education increased.

Attending college seemed to be the objective of a large percent of the girls included in this study. About one-third of the girls who elected homemaking indicated they planned to attend college, while two-thirds of those who did not elect homemaking planned to attend college. Apparently, the opportunity to elect homemaking and also meet college entrance requirements is possible for those who wish to do so.

Persons consulted: High school girls tend to discuss their decision about the election of homemaking with others. Approximately four-fifths of the respondents indicated that they consulted one or more persons about enrolling in homemaking.

The two groups of persons most often mentioned as the ones consulted were parents and other students (see Table 8). This held true for the respondents of each of the schools. In the schools where time was allotted for counselling more girls indicated that they had discussed their decision with the guidance counselor.

Impressions of the homemaking program: The way others view an elective may exert an influence on a student's decision to elect or not elect a

TABLE 7

**ELECTION OF HOMEMAKING BY HIGH SCHOOL GIRLS IN MONTGOMERY COUNTY,  
VIRGINIA, DURING 1963-1964 IN RELATION TO PLANS IMMEDIATELY  
FOLLOWING GRADUATION FROM HIGH SCHOOL**

Plans Following Graduation	Girls With Homemaking in Their Program	Girls Without Home- Making in Their Program
Attend college	30%	67%
Obtain a job	27%	13%
Continue education in a school other than college	16%	8%
Marry and combine homemaking and a job	13%	5%
Marry and be a full time homemaker	3%	3%
Stay home with my parents	.6%	0%
Other	2%	1%



TABLE 8

PERSONS CONSULTED BY GIRLS ENROLLED IN HIGH SCHOOLS IN  
MONTGOMERY COUNTY, VIRGINIA, DURING 1963-1964  
ABOUT THE ELECTION OF HOMEMAKING

Persons Consulted	Percentage
Parents	73%
Other students	52%
Relatives	22%
Guidance Counselors	18%
Teachers	17%
Homemaking Teacher	12%
Principal	2%
A Home Economist	2%
4-H Club Leader	2%
Others	2%

particular subject. Over half of the girls, both those who elected homemaking and those who did not, felt that other students did not think homemaking was as important as other courses. Since a large percentage of the girls stated that they discussed their decision about electing homemaking with other students, the attitudes of other students could have a significant influence on the decision to elect or not elect homemaking. About one-third of all of the respondents felt that other students regarded homemaking as important as other subjects (refer to Table 9). Even though most girls felt homemaking was not held in high regard by other students, a large percentage of girls in Montgomery County, Virginia, elected homemaking.

Girls who had included homemaking in their program regarded it as important or more important than other courses. The girls who did not include homemaking in their program did not regard homemaking as highly. The inference could be made that the homemaking program makes a favorable impression on those who have an understanding of what the program has to offer. A large majority of the girls who did not elect homemaking, 85%, felt that homemaking was not as important as other subjects. Almost two-thirds of these same girls indicated that they felt other students and their own parents felt the same way about the relative importance of home economics in comparison to other courses. The girls who elected homemaking and those who did not indicated that both parents and other students were consulted about electives. The need for effective interpretation of the values that may be derived from studying homemaking

TABLE 9

**ELECTION OF HOMEMAKING BY HIGH SCHOOL GIRLS IN MONTGOMERY COUNTY,  
VIRGINIA, DURING 1963-1964 IN RELATION TO BELIEFS ABOUT THE  
IMPORTANCE OF HOMEMAKING IN COMPARISON TO OTHER COURSES**

Persons	PERCEPTIONS ABOUT HOMEMAKING IN RELATION TO OTHER COURSES						
	Girls Who Elected Homemaking			:	Girls Who Did Not Elect Homemaking		
	Not As Import- ant	As Import- ant	More Import- ant		Not As Import- ant	As Import- ant	More Import- ant
Parents	27%	67%	8%	:	63%	30%	3%
Other Adults	31%	55%	7%	:	42%	48%	3%
Other Students	57%	33%	4%	:	61%	32%	3%
Themselves	28%	56%	12%	:	85%	14%	0

seems apparent.

In the opinion of over half of the respondents, who elected homemaking, both parents and other adults regarded homemaking as important as other high school courses. Since parents were consulted more frequently about electives than any other persons it seems essential that they be knowledgeable about the values the homemaking program offers. The high percentage of girls who elect homemaking in Montgomery County, Virginia, may reflect the fact that parents regard homemaking as an important elective and influence their daughter to elect homemaking.

Girls' reasons for electing or not electing homemaking: Why do some girls elect homemaking and others do not? As this study has indicated, there are several factors related to a girl's decision about the election of homemaking, but basic to all the factors investigated are the reasons the girls themselves gave for their decision.

The respondents were asked to select two statements from the items on the instrument that most nearly described their reasons for electing or not electing homemaking. They were as follows:

Reasons for electing homemaking:

1. I was advised by my counselor to include homemaking in my program.
2. I have friends taking homemaking.
3. I was advised by my parents to include homemaking in my schedule.
4. I became interested while enrolled in introductory homemaking.
5. I need homemaking to prepare me for marriage, parenthood, and family life.
6. I thought it would help me learn to solve personal and family problems.
7. I am interested in preparing for a career in home economics.
8. I see how valuable homemaking has been to others.
9. I will be a homemaker and I want to learn as much about it as I can.
10. I wanted to be a member of FHA.
11. I became interested in homemaking through my 4-H club work.
12. I feel that education for homemaking is an essential part of my education.
13. I elected homemaking because it was the only elective available.
14. Other (specify)

Reasons for not electing homemaking:

1. I do not have a place in my schedule for electives.
2. I have no friends taking homemaking.
3. I was advised by my parents to take other courses.
4. I thought that the classes would be too easy.

5. I have interests in other subjects that are more important to me.
6. I do not think that I need to prepare for marriage and family life.
7. I would rather take other electives because I like the teachers.
8. I was advised by my counselor to use my electives for other subjects.
9. I do not have a clear idea of the nature of the content of homemaking.
10. I believe I can learn all I need to know about homemaking in my own home.
11. I thought the classes would be too hard.
12. I had a conflict between homemaking and a required course.
13. Other (specify)

Their first choice and second choice were to be indicated by number one (1) and number two (2) respectively (see figures 1 and 2).

The need to prepare for marriage, parenthood, and family life was the reason given as first choice for electing homemaking by the greatest number of respondents. The next reason in order of frequency as first choice was the advice of parents to elect homemaking. The girl's feeling that homemaking was an essential part of her education, and interest created by an introductory course in homemaking were indicated as first choice reasons by a smaller percentage of the respondents. Some of the same statements marked with number one were also selected frequently for a second choice. As second choice the most frequently selected reason was the belief that homemaking was an essential part of education. Other reasons indicated in descending order of frequency were: feeling a need to prepare for homemaking, advice of parents to elect homemaking, and the recognition that they would be homemakers and they wanted to learn as much about homemaking as

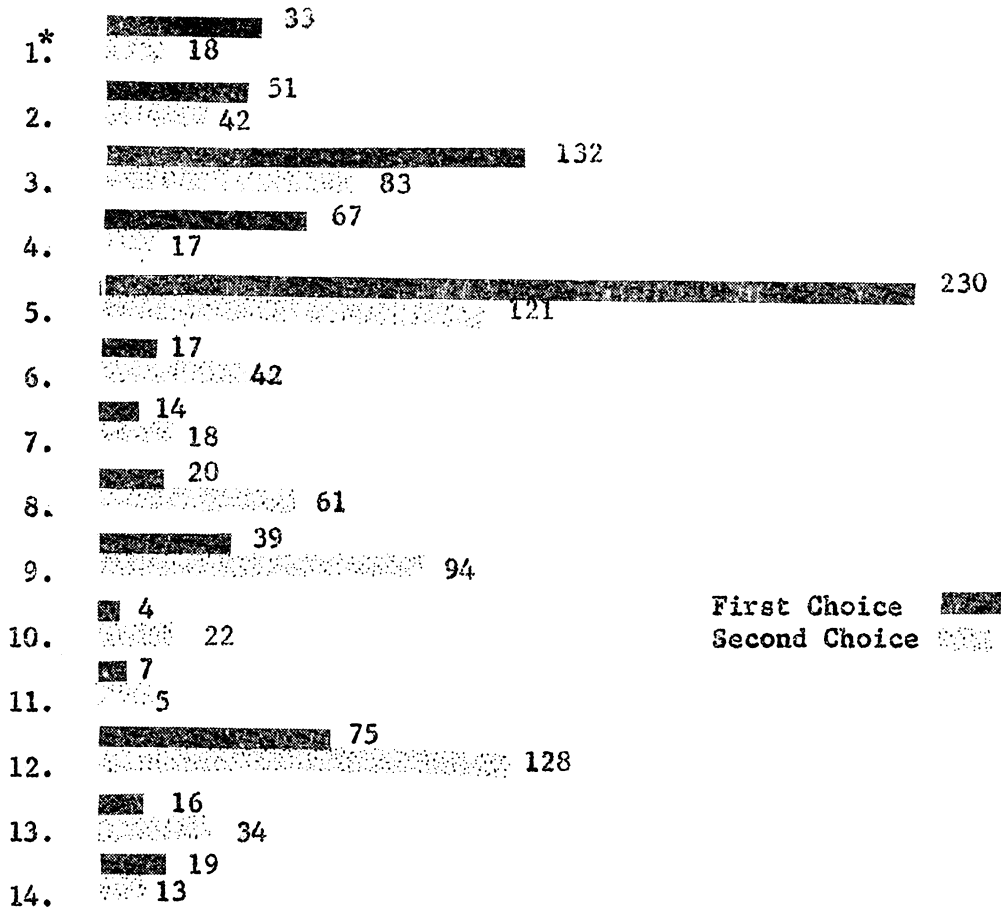


Figure 1. Number of Girls Enrolled in High School in Montgomery County, Virginia, During 1963-1964 Indicating First and Second Reasons for the Election of Homemaking.

\*Reasons listed on page 36.

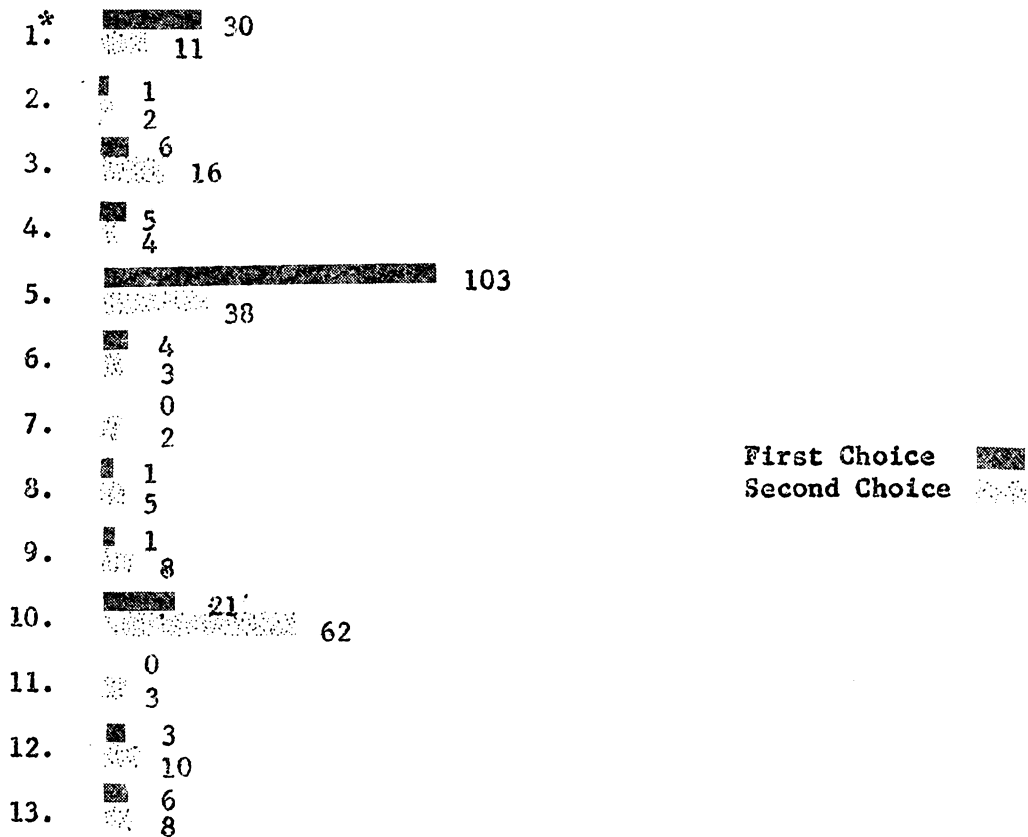


Figure 2. Number of Girls Enrolled in High School in Montgomery County, Virginia, During 1963-1964 Indicating First and Second Reasons for Non-Election of Homemaking.

\*Reasons listed on pages 36-37.

possible (refer to Figure 1).

The reason indicating why the respondents did not elect homemaking that was marked most frequently as number one was interest in other subjects. No place in the schedule for electives and the belief that the girl could learn all she needed to know about homemaking in her own home were frequently indicated as reasons for not electing homemaking. The second choice selections followed much the same preference. In addition, the item concerning parents' advice to elect other courses was selected (see Figure 2).

The reasons given by the girls who elected homemaking indicated that a high proportion of girls included in this study were aware that preparing for the vocation of homemaking was important, and was a particularly significant factor influencing their decision to elect homemaking. The girls who did not elect homemaking showed by their selection of reasons that other subjects were more important to them.

#### Guidance Counselors' Perceptions and Beliefs Concerning the Homemaking Program

The counselors who work with the guidance programs in the five schools included in this study were interviewed. All but two of the sixteen counselors interviewed helped students plan the sequence of courses that they would include in their high school program. In one school two counselors were assigned as senior class counselors and did no counselling concerning schedules. Their work dealt primarily



with transcripts, scholarships and tests of various kinds.

Questions to be answered by the counselors were designed prior to the interview and were asked in the same sequence to all respondents. The counselors were asked to discuss the following.

1. The responsibilities of the guidance counselor in the school.
2. Their perception of the reasons why girls do or do not elect homemaking.
3. Extent of interest in homemaking in the school.
4. Bases used when homemaking was recommended as an elective or when some elective other than homemaking was recommended.
5. The value of the homemaking program, their knowledge of the content and changing emphases, and the availability of information concerning possible careers in home economics.

The type of guidance program in the schools varied. Each one was designed to fit the needs of the particular school it served. The guidance counselors in four of the schools assisted students enrolled in the eighth grade with the formulation of a four year high school program. At this time students selected a complete program that most appropriately met their needs, desires, and parental approval. Each school year the proposed program was reviewed by the guidance counselor and student, revised if necessary and reapproved by parents. According to the counselors, students frequently request changes in the early years of high school. During the latter years fewer revisions occur, but changes are possible even in the senior year.

Six of the counselors who assisted with planning schedules stated that they did not have the time or the training necessary to engage in extensive counselling. Serving as a guidance counselor was for them a responsibility added to their teaching duties.

The counselors were asked to give the reasons they believed girls did or did not elect homemaking. Their responses were summarized according to the frequency with which they occurred in the interviews.

Reasons Girls Elect Homemaking as Stated by the Guidance

Counselors in Montgomery County High Schools

1. Homemaking is a course that students enjoy . . . . .	36%
2. Students have a desire to learn about becoming better homemakers and mothers, and improving family living . . .	36%
3. Students consider homemaking to be an easy subject . . . .	21%
4. Homemaking is elected by other students they like or admire . . . . .	14%
5. Homemaking offers some students a chance to succeed . . .	14%
6. Homemaking teachers are "good" . . . . .	14%
7. Homemaking is a subject in which a student can see tangible results . . . . .	7%
8. Homemaking can help a student learn to perform her duties more efficiently . . . . .	7%
9. Students desire to learn about balanced diets to improve physical fitness . . . . .	7%
10. Students desire to enroll in the one year homemaking course because to them it is a status symbol . . . . .	7%
11. FHA creates interest in election of homemaking . . . . .	7%

Two counselors stated that the girls did not give any reasons for electing homemaking and they had no opinion about the student's reasons. From the statements given by the counselors, it appears they feel girls have two major reasons for electing homemaking. Girls like homemaking and they desire to prepare themselves for better family living.

Reasons Girls Do Not Elect Homemaking as Stated by the Guidance  
Counselors in Montgomery County High Schools

Some students have:

1. A conflict in their schedule . . . . .	43%
2. More interest in other subjects . . . . .	29%
3. Had some controversy with homemaking teachers . . . . .	14%
4. The belief that they can learn all of the homemaking they need to know at home . . . . .	14%
5. A desire to choose electives which offer preparation for entry into employment . . . . .	14%
6. No interest in homemaking . . . . .	7%
7. Parents who request that their daughters include other subjects in their schedule . . . . .	7%
8. The opinion that they already know all that homemaking offers . . . . .	7%
9. The idea that homemaking classes require too much work .	7%
10. A dislike for homemaking because they believe the classes are composed largely of students from a lower socio- economic environment . . . . .	7%

Twenty percent of the counselors indicated that the girls had never given any reasons for not electing homemaking, and fourteen percent stated they had never heard a girl say she did not want to take homemaking. The counselors indicated that a conflict in schedule and interests in other subjects were the two principal reasons girls did not elect homemaking.

When asked if interest in homemaking was increasing, decreasing, or remaining the same, the counselors were not in agreement. No one stated the belief that interest in homemaking was decreasing, but 36% of the counselors said they did not know how the interest compared to that of the past. About a third of the counselors thought the interest was remaining the same, and about a third thought the interest in homemaking was increasing.

Guidance counselors consider two major factors when counselling with girls about electives, the girls' plans after graduation from high school and the girls' interests. Both the girls who were planning to attend college and the girls who were planning to work in the field of business gave high priority to electives that were directly related to their educational and employment objectives. Inability to resolve a schedule conflict prevented some girls from enrolling in homemaking. There was evidence that guidance counselors encouraged girls who were interested in it to elect homemaking.

A majority of the guidance counselors felt that the girls who were weak in academic subjects could benefit from enrolling in homemaking. None of the counselors stated that the high ability student would not benefit from homemaking, but they did say that the academically talented pupils often had difficulty including homemaking in their program. Over half of the counselors clearly stated that they never suggested that homemaking be omitted from the high school program. Twenty-nine percent of them stated that the election of homemaking was a decision that was left up to the student.

After considering the girl's plans following high school and her interests, the counselors stated the high school program was then designed to fit the pupil's needs.

A high percentage, 85%, of the guidance counselors indicated a positive attitude toward the homemaking program as described by the following quotations:

"Homemaking is very beneficial - a skill people ought to know."

". . . every girl should have it."

"I wish more girls would major in home economics."

"All students should take one year of homemaking."

". . . think it important that every girl get some homemaking no matter what she plans to do."

"Homemaking in this school is respected, it is not a catch-all course."

Some of the counselors' comments which reflected less favorable attitudes toward the homemaking program were:

"The college bound should concentrate on academics."

"Homemaking is not as difficult as math or chemistry, nor is it as interesting."

"I am not interested in homemaking."

The counselors unanimously agreed they did not know as much about the nature of the offerings in the homemaking program as they would like or needed to know. The changing emphasis within the program and course content of each year of homemaking was not clear to a majority of the guidance counselors.

Most of the guidance counselors indicated that they either were aware of the possible home economics careers available or they could get the information from their files. About a third did indicate the need for additional materials pertaining to careers in home economics.

Since guidance counselors seem to lack a clear understanding of what is taught in each year of homemaking and of the changing emphasis within the program, there is an apparent need to provide

counselors with information pertaining to the nature and scope of the course offerings and to see that those counselors who have inadequate information pertaining to career opportunities in the field of home economics be provided with the needed materials.

## CHAPTER V

## SUMMARY AND RECOMMENDATIONS

This investigation was undertaken to determine some of the factors related to the election and non-election of homemaking in secondary schools in Montgomery County, Virginia. High school girls enrolled in grades nine through twelve and guidance counselors in the five secondary schools in the county were the subjects used in the study. A total of 903 high school girls and sixteen high school counselors participated in the study.

Collection of the data occurred in the spring of 1964. The high school girls recorded their responses on a questionnaire which was administered by the investigator in each school. The interview method was used to obtain information from the guidance counselors. The responses from the interviews were recorded by the investigator on a schedule devised for the purpose.

The purposes of the study were to determine:

1. Why some girls choose homemaking as an elective for their high school program and others do not.
2. The bases guidance counselors in secondary schools use in assisting students with their choice of electives.

Summary

A large percent, 85%, of the high school girls in Montgomery County, Virginia, included some homemaking in their program. In the

larger schools where more of a variety of electives were offered, the percentage of girls who elected homemaking was smaller than the percentage who elected homemaking in schools where elective offerings were not as large. For those who elected homemaking there did not appear to be any significant relationship between the place of residence and the election of homemaking; however, about two-thirds of the girls who did not elect homemaking lived in town.

Approximately three-fourths of the girls who marry and remain in school include some homemaking in their high school program. A smaller percentage of girls whose parents had education beyond the high school level enrolled in homemaking than girls whose parents had terminated their education earlier. More parents were consulted concerning the election of homemaking if their educational attainment was college level.

The respondents who were enrolled in the vocational and general programs usually elected homemaking. The selection of the academic program did not eliminate homemaking as an elective. About one-third of the respondents enrolled in the academic program elected homemaking; however, two-thirds of the girls who selected the academic program did not. The percentage of girls who selected the academic program increased as the level of parental education increased.

Ninety-seven percent of the respondents indicated that they planned to graduate from high school and half stated they planned to continue their education beyond high school. Over two-thirds of the girls who did not elect homemaking stated they planned to attend college.



Of those who elected some homemaking, approximately 30% planned to continue their education beyond high school.

About three-fourths of the girls stated that they discussed their plans about the election of homemaking with their parents. Half of the girls talked with other students and about one-fifth consulted the guidance counselor, relatives, and teachers about the election of homemaking.

The girls who had elected some homemaking regarded it as important or more important than other courses. Those who had not elected homemaking regarded it as less important. Over half of the respondents believed that their parents and other adults considered homemaking as important as other courses but that other students did not think so.

Guidance counselors indicated the two bases most often used when assisting with a girl's choice of electives were the girl's interests and her plans after graduation from high school. A large percentage (85%) of the counselors indicated a positive attitude toward the homemaking program. The guidance counselors did not clearly understand the nature and scope of the homemaking program or the changing emphases within the program.

The reasons for electing homemaking as given by both the girls and the guidance counselors were:

1. Homemaking helps prepare girls for marriage, parenthood and family life.
2. Homemaking was recommended by the girl's parents.

3. Homemaking was felt to be an essential part of a girl's education.

4. Homemaking teaches skills girls enjoy and want to learn.

The reasons for not electing homemaking as described by the guidance counselors and the girls were:

1. Interests in other subjects that are more important to the girl.

2. Belief that a girl can learn all she needs to know about homemaking in her parental home.

3. Conflict in a girl's schedule between homemaking and some other course.

4. Desire to use electives for courses that would prepare a girl to enter employment.

#### Recommendations

According to the findings revealed the following recommendations are made:

1. A study of factors related to the election of homemaking be made in school divisions where the enrollment in homemaking is high and where the enrollment is low so that comparisons can be made.

2. Parents and other students in schools be provided convincing evidence of the values derived from homemaking education and the contributions that homemaking makes in preparing girls for the vocation of homemaking, since parents and other

students are consulted more frequently than other persons about the choice of electives.

3. Girls enrolled in the academic program be encouraged to include some homemaking in the high school program, as they, too, will be homemakers. The one year homemaking course for juniors and seniors is suggested.
4. Guidance counselors be provided with current information relative to the offerings, nature, scope, and purposes of the homemaking program.

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**APPENDIX**

## GUIDANCE PERSONNEL INTERVIEW

1. Who counsels with students in developing plans for their high school program?
2. Are the students counselled individually or in a group?
3. When are the high school programs and electives decided upon?  
Are these decisions final or is it possible to change? Is this done frequently?
4. What, in your opinion, are the reasons girls in high school want to elect homemaking?
5. What are the reasons that they do not choose to elect homemaking?
6. Is interest in homemaking increasing, decreasing, or remaining about the same?
7. What circumstances are usually present when homemaking is advised as a possible elective to a student?
8. What do you consider justifiable reasons for suggesting electives other than homemaking?
9. Concerning the electives, what are the differences considered when counselling students with below average ability and those with above average ability?
10. How do you regard homemaking in comparison to other courses?
11. Do you feel that you are supplied with enough information concerning the class content of each year of the homemaking program?
12. Do you feel you are given information current to the changing emphases in homemaking?



13. Do you feel you are supplied with enough information concerning the possible careers in home economics?

Some Factors That Influence Girls to Elect  
Homemaking While Enrolled in High School

1. Name of your school \_\_\_\_\_

2. Year of school in which you are enrolled (Circle one) 9 10 11 12

Place a check in the blank that best describes your situation.

3. a. Place of residence. \_\_\_rural farm, \_\_\_rural non-farm, \_\_\_town

b. Are you married? \_\_\_Yes \_\_\_No

Check the one that indicates your parents' highest level of education.

4. Father's education. Attended Graduated

a. Professional or graduate school	_____	_____
b. Four year college	_____	_____
c. Two year junior college	_____	_____
d. Business or technical school	_____	_____
e. High School	_____	_____
f. Eighth grade or elementary school	_____	_____
g. Did not attend school	_____	_____

5. Mother's education.

a. Professional or graduate school	_____	_____
b. Four year college	_____	_____
c. Two year junior college	_____	_____
d. Business or technical school	_____	_____
e. High School	_____	_____
f. Eighth grade or elementary school	_____	_____
g. Did not attend school	_____	_____

6. Do you plan to graduate from high school? \_\_\_Yes \_\_\_No

7. Indicate the one that best describes your immediate plans when you leave school or when you graduate from high school. (Check one)

a. ___Obtain a job	e. ___Continue education in a
b. ___Marry, combine homemaking and a job	school other than college
c. ___Marry and be a full time homemaker	f. ___Attend college
d. ___Stay home with my parents	g. ___Other (Identify) _____

8. Are you enrolled in homemaking at the present time? \_\_\_Yes \_\_\_No

9. a. Do you plan to enroll in homemaking during your high school years? \_\_\_Yes \_\_\_No
- b. Have you already had homemaking in high school? \_\_\_Yes \_\_\_No
10. If homemaking is not included in your program, list the electives you did include in your program.
- \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

Answer either question 11 or 12 as they apply to you. Do not answer both.

11. If you are enrolled, have been enrolled, or plan to enroll in homemaking, check two of the following that most nearly describe your reasons for selecting homemaking. Place the number one (1) by your first reason and a two (2) by your second reason.

- \_\_\_a. I was advised by my counselor to include homemaking in my program.
- \_\_\_b. I have friends taking homemaking.
- \_\_\_c. I was advised by my parents to include homemaking in my schedule.
- \_\_\_d. I became interested while enrolled in introductory homemaking.
- \_\_\_e. I need homemaking to prepare me for marriage, parenthood and family life.
- \_\_\_f. I thought it would help me learn to solve personal and family problems.
- \_\_\_g. I am interested in preparing for a career in home economics.
- \_\_\_h. I see how valuable homemaking has been to others.
- \_\_\_i. I will be a homemaker and I want to learn as much about it as I can.
- \_\_\_j. I wanted to be a member of FHA.
- \_\_\_k. I became interested in homemaking through my 4-H club work.
- \_\_\_l. I feel that education for homemaking is an essential part of my education.
- \_\_\_m. I elected homemaking because it was the only elective available.
- \_\_\_n. Other (specify) \_\_\_\_\_.

12. If you are not enrolled, have not been enrolled, and do not plan to include homemaking in your high school program, check two of the following that most nearly describe your reasons for omitting it. Place the number one (1) by your first reason and two (2) by your second reason.

- \_\_\_a. I do not have a place in my schedule for electives.
- \_\_\_b. I have no friends taking homemaking.
- \_\_\_c. I was advised by my parents to take other courses.
- \_\_\_d. I thought that the classes would be too easy.
- \_\_\_e. I have interests in other subjects that are more important to me.
- \_\_\_f. I do not think that I need to prepare for marriage and family life.
- \_\_\_g. I would rather take other electives because I like the teachers.
- \_\_\_h. I was advised by my counselor to use my electives for other subjects.
- \_\_\_i. I do not have a clear idea of the nature of the content of homemaking.

- \_\_\_\_ j. I believe I can learn all I need to know about homemaking in my own home.
- \_\_\_\_ k. I thought the classes would be too hard.
- \_\_\_\_ l. I had a conflict between homemaking and a required course.
- \_\_\_\_ m. Other (specify) \_\_\_\_\_.

13. Did you discuss with anyone the decision you made about enrolling in homemaking while in high school? \_\_\_\_Yes \_\_\_\_No

- If yes, check all that apply
- a. \_\_Parents
  - b. \_\_Teachers
  - c. \_\_Other students
  - d. \_\_Homemaking teacher
  - e. \_\_4-H Club leader
  - f. \_\_Principal
  - g. \_\_Relatives
  - h. \_\_A Home Economist
  - i. \_\_Guidance Counselor
  - j. \_\_Other (specify)\_\_\_\_\_

14. How do you feel the following people think homemaking compares to other courses?  
Check one block on each line to indicate the best answer.

	It is not as important as other courses	It is as important as other courses	It is more important than other courses
a. Parents			
b. Other Adults			
c. Other Students			
d. You			

## ABSTRACT

This investigation was made to determine some of the factors that influence the election of homemaking in secondary schools; and, to determine the bases used by guidance counselors when assisting high school girls with the selection of electives.

Data were collected from 903 girls enrolled in grades nine through twelve in five high schools in Montgomery County, Virginia, and from sixteen guidance counselors employed in Montgomery County secondary schools.

Factors related to the election of homemaking were found to be: place of residence, slightly more rural than town girls elect homemaking; variety of electives available, more girls in schools having a limited number of electives, elected homemaking than did girls in the schools where more electives were available; marriage, most girls who remain in school after marriage elect homemaking; and, parental education, as parental education increased beyond high school fewer girls elected homemaking.

Prominent among the factors influencing a girl's decision to elect or not elect homemaking were the high school program in which a girl was enrolled, persons consulted, how they and others regarded homemaking in relation to other courses, and the girls' own reasons for the election of homemaking. A higher percentage of the girls enrolled in the general and vocational programs elected homemaking than did those in the academic program. The persons having the most influence on the election of homemaking were parents and other students.

Girls who elected homemaking regarded it more favorably in comparison to other courses than did the girls who did not elect homemaking.

The two leading reasons given by both the girls and guidance counselors for the election of homemaking were: girls feel a need to prepare for marriage, parenthood, and family life, and the advice of parents to include homemaking in their program.

The bases guidance counselors consider when assisting with the selection of electives for the high school program were the student's plans after graduating from high school and his interests. A high percent, 85%, of the guidance counselors had a favorable attitude toward homemaking.

Guidance counselors and girls gave as reasons for the non-election of homemaking other more important interests and schedule conflicts.