PROFILE OF MIDDLE LEVEL HOME ECONOMICS
PROGRAMS IN OHIO

A Thesis

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CHAPTER I

INTRODUCTION

Middle level education appeared in the 1900's in the form of junior highs. "Middle level education" focuses on grade levels between elementary and high school and combines grades 5 thru 9 for youngsters between 10 and 16 years of age (Tomfor, Jr., Lounsbury, Arth, & Johnston, 1963).

The next step in middle level education occurred in the early 1960's, when the middle schools were organized to replace the junior highs. Educators were continuing the goals established in 1900, namely to provide programs based on unique characteristics, needs and interests of middle level students (Alexander & McEwin, 1984; McEwin, 1983).

Brewer (1985) describes the growth of the middle school as follows:

The middle school concept, based on the premise that such a school must help the student move from a child-oriented, self-contained elementary school setting to a subject-centered, departmentalized high school setting, calls for a curriculum that not only builds on the basic skills already learned, but also provides exposure to as many areas of specialization as possible (p. 111).

McEwin (1983) tells us the essence of the middle school concept is the quality of learning experience provided. Each middle level program will reflect the philosophy of the school.
itself, and it is difficult to find the same program offered in
any two middle schools (Wiles & Bondi, 1986). Wiles and Bondi
(1986) state there are some common components which can be
observed in many middle school programs. A program focusing on
personal development, emphasizing skills for continued learning,
and utilizing knowledge to foster social competence is essential
if we are to serve the range of differences found in the middle
school students (Wiles & Bondi, 1986).

The middle school is a relatively new educational concept.
The teachers in many subject areas are developing special programs
adapted to the transescents. Weis (1971) has said, "Home
economics education is being challenged to broaden its
contribution within middle schools in order to reach all students"
(p. 586).

Burge (1983) describes the role of home economics in the
middle school thus:

...it provides the first experience most young people have
with the field of home economics. This experience has the
capacity to improve the quality of life for students and
their families because home economics programs can enable
young people to cope with problems and make decisions. This
can be done in courses that assist students in developing
positive self-concepts and in exploring a variety of areas
for future study, career options, or recreational
opportunities (p. 35).
Weis (1971) has noted some areas of concern regarding the emergence of the middle school home economics program. She cites the variations in grade levels and in internal school organization as causing difficulty in developing materials which are adaptable to all schools (Weis, 1971). "This approach to educating preadolescents has necessitated taking a look at ways home economics instruction can be provided best within the varying patterns of (middle school) organization" (Weis, 1971, p. 384).

Another problem is that home economics teachers have not been prepared to teach students at middle level school. Weis (1971) suggests the middle level teacher be provided broader pre-service and in-service education. Burge (1983), says "this would allow teachers to better understand and work with early adolescents..." (p. 35).

The purpose of this study is to describe the structural characteristics and instructional practices of Ohio middle level home economics programs; and to ascertain the present level of teacher-preparation and experience among those who are employed in middle-level home economics programs.

Objectives

The following objectives were established for this study:

1. Describe the structural characteristics and instructional practices of Ohio middle-level home economics programs.
2. Ascertain the present level of teacher-preparation and experience among those who are employed in the middle level school home economics area.

Research Question

The following questions were established:

1. What are the structural arrangements of the Home Economics programs such as: a) school organization, grade levels, and program name, b) scheduling procedure, c) time period, frequency, and length of class?

2. How are home economics teachers and their programs participating in exploratory programs and interdisciplinary teams (team teaching and team units)?

3. What professional training does the home economics teacher have in preparation for working with the middle level student?

Definition of Terms

The following terms are defined to clarify meanings for the reader.

1) Interdisciplinary teams - A combination of teachers from different subject areas who plan and conduct coordinated lessons in those areas for particular groups of learners. Common planning-time, flexible scheduling, and cooperation and communication among team teachers is essential to interdisciplinary teaming (Wiles & Bondi, 1986).
2) **Middle level education** - Will be used to describe all educational efforts, programs, and grade organizations between elementary and high school. Programs that deal with all combinations of grades 5 through 9 for youngsters between 10 and 14 years of age (Toepfer, Jr., Lounsberry, Arth, & Johnston, 1986).

3) **Team teaching** - A method of teaching involving two or more teachers and utilizes teacher strengths, and allows teachers to work flexibly with individuals, small groups and large groups (Wims & Bondi, 1986).

4) **Team Unit** - A cluster of disciplines that share a common instructional block and common teacher-planning time in order to provide teacher input regarding school-wide issues (Erb, 1987).

5) **Transcence** - The period in human development which begins late childhood prior to the onset of puberty and extends through the early stages of adolescence (Wims & Bondi, 1986).

6) **Exploratory** - Short-term high-interest courses that allow students to explore a wide variety of subjects. Typical exploratory experiences include: elective courses such as home economics, industrial arts, art and music, special interest activities including interest clubs and classes, independent studies, and other enrichment options (McEwin, 1983; Schneider, 1986).
CHAPTER II
REVIEW OF LITERATURE

The purpose in this literature review is to examine the characteristics of middle level home economics programs and to review teacher preparation for middle level home economics teachers.

This chapter is divided into three sections. The first section deals with the characteristics of middle school students emphasizing biological, social, emotional, and intellectual stages of the students. The second section concerns schools for early adolescents, including essential program components and team organization for instruction. The last section concerns the teacher in the middle level school.

Characteristics of Middle School Students

The focus of this section will be the physical, emotional, social, and intellectual characteristics of pre- and early adolescents, the students in the middle level school. Another term used to describe students during their middle level years between elementary and high school is "transescents".

"Transescence" describes the developmental tasks that usually occur between ages 10 and 14. Eichhorn (1966) describes transescence as:

The stage of development which begins prior to the onset of puberty and extends through the early stages of adolescence.
Since puberty does not occur for all precisely at the same chronological age in human development, the transescent designation is based upon the many physical, social, emotional, and intellectual changes that appear prior to the puberty cycle to the time when the body gains a practical degree of stabilization over these complex pubescent changes (p. 3).

**Biological development**

Blythe and Traeger (1983) describe the nature of the physical development of children as undergoing "a transformation from childhood to virtually adult stature and proportion" (p. 92). Maynard (1986) describes this 10-14 age as lacking coordination, awkwardness and spurts of growth often center around age 13, but many changes are often present throughout the transescent period.

At any point in time individuals in the same age range will exhibit huge differences in the degree of maturity that each transescent has attained. The rate at which changes take place also varies with the individual (Blythe & Traeger, 1986).

Data from Boyce Medical Study in Pittsburgh (cited in Thornburg, 1983) indicated development variance between 2 to 3 years; thus some 11 year-old girls were fully developed while some 14 year-old boys had not yet begun their physical development spurt. In early adolescence, physical growth is in transition, rarely completed (Thornburg, 1983).
Social development

Maynard (1986) has emphasized that the transescent as he/she develops standards and models of behavior moves toward the influence of peers and in varying degrees away from total dependence on home and family. Wiles and Bondi (1986) concur in Maynard's view and caution that occasional rebellion on the part of the child does not diminish importance of parents and other adults for development of values.

Thornburg (1983) notes at about age 10 children become socially curious, seek social experiences, companionship and approval outside the family. Parents perceive the nature of interaction between them and their children changing and the parents' influence diminishing.

Gullotta (1983) stresses that parents see the need for the children to gradually move toward establishing separate identity and to move away from the family influence. He states they wrongly interpret this need as a cue for them to move the child out of their lives and to relinquish too quickly concern, direction, and guidance.

Thornburg (1983) cites three patterns of social development emerging from his research: 1) both genders across age 11-14 found peers important, 2) with age increase there was a shift from same gender to both genders to opposite gender peers, and 3) with increase in age there was a shift from natural environment
(home activities) to the contrived environment such as fast food
chains, shopping centers, movie theaters, etc. He further states:
such data indicate two new manifestations: 1) peer groups
have greater importance at earlier ages, and 2) early
adolescents are involved in many adolescent-like behaviors.
The earlier engagement in social behaviors should not be
equated with social maturation, a process which clearly is
more adolescent than early adolescent (p. 82).

Emotional development

The emotional development of the transescent is manifested in
a wide range of behavior qualities and feelings. These
indications of emotional development appear at different ages and
different intensities unique to each person. Wiles and Bondi
(1986) state "...at no other time in development is a student
likely to encounter such a diverse number of problems
simultaneously" (p. 28).

Feelings associated with emotional development of
transescents by writers on the subject are; feelings of
inadequacy, of superiority or inferiority; fears, real or
imagined; egocentrism - feelings of "imaginary audience" (I'm
always on stage); egocentrism - feelings of "personal fable" (It
can't happen to me. I am immune to it. I will not become
pregnant. I will not crash this car.) (Lipsitz, 1982; Maynard,
1986; Thornburg, 1981; Toepfer, Jr., Lounsbury, Arth, &
Johnston, 1986; Wiles & Bondi, 1986).

Prevalent among emerging adolescents are these behavior patterns: erratic, inconsistent behavior; striving for independence from family and striving to know themselves; concern and irritation regarding physical changes especially when "too rapid" or "too slow"; craving "sameness" to achieve security in the peer group; learning new modes of intellectual functioning and exaggerating simple occurrences (Lipsitz, 1981; Maynard, 1986; Thornburg, 1981; Toepfer, Jr., Lounsbery, Arth, & Johnston, 1986; Wiles & Bondi, 1986).

Lipsitz (1981) states the socio-emotional developmental task during adolescence is to outgrow certain forms of egocentrism ("imaginary audience" and "personal fable") that flourish during adolescence. She also remarks: "...the risk-taking behavior characteristic of and necessary to adolescence can become very dangerous. Behaviors that are the result of these forms of egocentrism can be humorous, troubling, irritating, deeply disturbing. They are normal" (p. 9).

Intellectual development

Cognitive development in adolescents grows from the concrete manipulatory stage (concrete operational) and progresses to the formal operational stage where abstract thinking develops. Roughly this period covers the ages from 10 to 20 (Strahan, & Toepfer, Jr., 1984).
Within this time span of cognitive development, there are growth spurts or stages when the brain grows and learning accelerates. Growth periods described here are concerned with ages 10 to 12 and 14 to 16. Children ages 12 to 14 are in a resting or plateau period. During this plateau period learning is possible but it is difficult for students to handle new learning tasks that are cognitively complex (Hensley, 1985).

The following observations have been expressed in research concerning emerging adolescents (Hensley, 1985; Lipsitz, 1981; Wiles & Bondi, 1986). Middle school learners prefer active over passive learning activities. Middle school students are usually very curious and are willing to learn things they consider to be useful. Students enjoy using skills to solve "real life" problems. Students often display heightened egocentrism. Early adolescents will argue to convince others or to clarify their own thinking. Independent, critical thinking emerges during early adolescence.

Schools for Transascents - Middle Level Education

The term middle level education refers to the grade levels between elementary and high school. Each school system identifies needs peculiar to the students in the community. Educators group all combinations of grades 5 thru 9 for youngsters between 10 and 14 years of age (Toepfer, Jr., Lounsbury, Arth, & Johnston, 1986).

The concept of middle level education emerged in the 1960s
and junior highs were established. In early 1960s, the middle school movement began. It continued the goal set up in 1900, which was to provide programs based on the unique characteristics, needs, and interests of middle level students (Alexander, & McEwin, 1984; McEwin, 1983).

Educators and scholars throughout the years, when junior highs were common, recognized the uniqueness of this age group and the importance of providing developmentally appropriate schools for the transescent. Their research led to the transition from the junior high to the middle school concept. With this new organization the "bridging" of the transescent from elementary to senior high was given even more attention (Alexander, & McEwin, 1984; McEwin, 1983).

Some critics say the schools often do not meet the transescents' needs through this maturation period with full success. Criticism is leveled at programs of complex departmentalization, interscholastic sports, rigid scheduling, inappropriate social events, poor articulation with schools at other levels, and lack of emphasis on exploratory activities (Alexander, & McEwin, 1986; McEwin, 1983).

The movement to relocate the ninth grade to the senior high and include grade 6 and even grade 5, in the middle level was influenced by factors such as: 1) the age at which transcence begins and ends is changed, with physical and intellectual
development arriving earlier than in the previous generation; 2) changes in ninth grade requirements for high school graduation and college entrance; and 3) to address the problem that the high school programs, such as interscholastic athletics, marching band and social events, were too advanced for the middle level student. Research shows that the same developmental age group enrolled in grades 7 through 9 at the beginning of the junior high school movement is now found primarily in grades 5 or 6 through 8 (Alexander, 1987; Alexander, & McEwin, 1986; McEwin, 1983; Valentine, 1984).

Essential Program Components

McEwin (1983) tells us the essence of the middle school concept is the quality of learning experience provided. The middle school program must be responsive to the range of differences found in middle school students. Each middle level program will reflect the philosophy of the school itself, and it is difficult to find the same program offered in any two middle schools (Wiles & Bondi, 1986). However, we can identify common elements in a middle school program and it is the purpose here to examine some of them.

Personal Development

Personal development is high on the list of objectives for the transescent. The goal of personal development is to offer opportunities for students to understand and appreciate themselves
and others. The focal point is on the developmental differences of emerging adolescents rather than their sameness (Wiles & Bondi, 1986). To accomplish these purposes, the middle school program uses developmental age groupings which are based on students' physical, social, and intellectual maturational levels (Wiles & Bondi, 1986). The school provides guidance, advisement, and counseling to assist the student. Wiles and Bondi (1986) remark that between ages of 10 and 14 the student copes with more problems than at any other time in his or her life. Natural counseling situations beyond the classroom are often used, such as activity period, intramurals, homeroom programs, outdoor education. The ultimate goal is for each student to have an opportunity to establish a personal relationship with at least one teacher through non-formal settings (McEwin, 1983; Swaim, 1981; Wiles & Bondi, 1986).

Social Competence

Social competence in the middle school program deals with Basic Studies or Content Courses (Math, Science, Language Arts, Social Studies) and Exploratory Studies (practical arts and fine arts). The purpose of a social competence program is to help the student deal with the social dimension of personal growth. The students are moving from self-concepts made up of personal individual activities toward a viewpoint where they learn to define themselves in part in terms of relationship to a broader
stream of human development (Wiles & Bondi, 1986).

Alexander (1982) says the exploratory program is the very heart of middle school curriculum. Wiles and Bondi (1986) report the use of exploratory studies is an important phase leading to social competence. "To experience new and exciting activities through exploration allows emerging adolescent learners to see possibilities that free them from an immediate reality that may not be fulfilling" (p. 106).

Typical exploratory experiences include: elective courses such as home economics, industrial arts, art and music, special interest activities including interest clubs and classes, independent studies, and other enrichment options (McBwin, 1983). Swaim (1981) reminds us that exploration should be incorporated in basic studies such as math, sciences, social studies, and language arts, as well as in expressive and practical arts.

It is suggested that teachers in exploratory areas (i.e., home economics, industrial arts, business courses, etc.) can demonstrate that reading, writing, math and other skills are needed to perform well. The exploratory program is often a high interest area and one where students can see clearly the relevance of their basic studies. Exploratory programs thus provide the opportunity for bridging the curricular content fields (Schneider, 1986).

Peer connection in the exploratory studies is of value
because working in a variety of groups offers experience in peer interaction. When learners work in groups in which each member contributes to overall success, each feels he or she has an important place in that group. Most adolescents desire acceptance from others and exploratory studies provide opportunities for gaining acceptance (Beane, 1986; Johnson & Johnson, 1984).

An activity-oriented, hands-on type curriculum is a form of exploration popular with the transescents. Use of motor skills in the hands-on experiences is a worthy outlet for the sporadic energy burst transescents often experience. A rewarding hands-on experience in the classroom can result in the same worthwhile expenditure of energy in a non-class related situation (Beane, 1986).

Skill Development

Wiles and Bondi (1986) state:

The middle school is responsible for continuing and expanding the instruction of basic communication and computational skills begun in the elementary school. The middle school learner should be encouraged to become more self-directed as a learner and develop his/her potential to the maximum (p. 110).

Communication skills are reading, writing, listening, speaking (conversational skills, speaking before a group skills). Computational skills include developing an understanding of basic
mathematics concepts; developing computational skills such as: observing and comparing, analyzing, generalizing, organizing, and evaluating. Wiles and Bondi (1986) list as one important computational skill: "Developing the ability to apply understandings and skills to practical situations" (p. 111).

The need for individualization is quite evident in the middle school because of the diversity present throughout transscendent ages. Swaim (1981) says there is tremendous diversity between the pre-adolescent and early adolescent needs. He says the curriculum should provide programs and strategies such as continuous progress, independent study, diversified grouping, remediation and acceleration for handling this diversity.

A number of writers agree that skill development for continuous learning is accomplished by interdisciplinary teaching, team teaching, and other non-departmental types of curriculum organization with a flexible schedule day (Alexander, 1987; McEwin, 1983; Swaim, 1981; Wiles & Bondi, 1986).

Team Organization for Instruction

Wiles and Bondi (1986) state in the middle level school a broad relevant program for a diverse group of students is needed. They cite examples of inflexibility in the traditional method of instruction for transscents. Previously, educators would assume that all students would master the same subject matter in the same length of time; that the same material was appropriate to all
members of the group; and that all students would require the same type of supervision.

In contrast to the traditional approaches, many present plans for transactive instruction are based on flexibility. Many middle level schools have developed team structures where teams of teachers work with groups of students on a flexible basis. Facilities and schedules are designed to allow for a variety of group sizes based on student needs and on the nature of the learning activity. Learning progress is determined by mastery of skills and students do not pass on to a second learning level until they have mastered first-level skills (Wiles & Bondi, 1986).

Interdisciplinary Team

One outstanding development of the middle school movement is interdisciplinary team teaching. Erb (1987) remarks, "that the interdisciplinary team is the most frequently cited characteristic of the modern middle school" (p. 3).

Alexander (cited in Wiles & Bondi, 1986) notes:
The interdisciplinary team, as its name suggests, is a combination of teachers from different subject areas who plan and conduct instruction for particular groups of pupils. The aim of interdisciplinary teaming is to promote communication, coordination, and cooperation among subject matter specialists. Students, therefore, will benefit from instruction planned by specialists, and escape the
fragmentation which characterized many departmentalized plans (p. 131).

Erb (1987) interviewed over 200 teachers, administrators and support staff organized into teams. He learned "interdisciplinary teams in all schools Erb visited involved basic subject teachers (English, math, social studies, and science). Many schools also involved exploratory and elective teachers such as art, music, physical education, home economics, and industrial arts teachers on interdisciplinary teams" (p. 4). Belton (cited in Weis, 1972) says this teaming approach to educating preadolescents has necessitated taking a look at ways home economics instruction can be provided best within the varying patterns of (middle school) organization" (p. 584).

Team Teaching

Teamed instruction, better known as team teaching, is a phase of interdisciplinary team life (George, 1982). Wiles and Bondi (1986) state that "team teaching in the middle school may occur in disciplinary or interdisciplinary patterns" (p. 129). Kerekos (1987) says interdisciplinary teaching refers to

...that which occurs when the regular curriculum being taught provides for a natural overlap between subject areas and when students can see the relevance and the inter-relatedness of their disciplines. Students are thereby assisted in seeing the content areas as pieces of a whole rather than as
She also describes the team teaching experience as "a long-term, ongoing approach to curriculum that requires teachers to share their plans and topics and be ready to correlate wherever possible" (p. 12).

Erb (1987) and Kerekes (1987) name the following conditions as being very helpful in the team teaching: common planning time, shared students, and common block of teaching in the schedule.

George (1982) remarks that interdisciplinary units can be chosen that tie together two, three, or four subjects taught by teachers on the team. George (1982) said he had observed an interdisciplinary unit on the general theme "Bridges" and explained the separate contributions as follows:

- Language arts focused on the bridges in literature, social studies on bridges in history and locally known structures, while the science teacher concentrated on the physics of bridges, and the math teacher used the time to design word problems on the same topic (p. 12).

Wiles and Bondi (1986) list among advantages of team teaching:

- diversified student populations; need to provide a greater variety of educational experiences; need for greater individualization; superior teachers are shared by all students; the team approach permits greater attention to
individual students; pupils can be grouped in areas of special interest to them; the team approach provides flexibility to meet the varying needs of the several school populations; enables teachers to share information and ideas which help solve problems and improve their professional background; and provides inservice education opportunities (pp. 129-130).

George (1982) cautions that rarely can a team "manage to offer more than two or three such units to their students within any one academic year. The cost, in teacher effort, is simply too high" (p. 12).

Wiles and Bondi (1986) point out the difficulties organizing team teaching in the middle school are: "...lack of training for teachers, lack of flexible space, and lack of provision of planning time for teachers during the day" (p. 129).

Team Unit

The team unit is an essential organizational element of interdisciplinary teams. The team unit is a group of teachers who have common planning time and/or meeting time, where one teacher serves as team leader. The team leader meets with the principal to carry ideas and concerns of the teachers to the administrator (Erb, 1987).

There may be a number of team units in a school building. The composition of a team unit will vary with the size of the
school and specific needs. Erb (1987) gives... "an example from a
school with five teams: three grade-level basic subject teams;
one related arts team; and one support team consisting of school
librarian, counselor, psychologist, nurse, and special educators"
(p. 4).

The team unit meetings, often scheduled on a weekly basis,
provide teacher input regarding school-wide issues; for example,
- grading system, discipline rules, class size, individual student
progress, curriculum planning, assembly schedules, scheduling,
placement and grouping of students (Erb, 1987). Erb (1987) who
listed five teams in a particular school said that "...no
decisions on school-wide issues were ever made at faculty meetings
that had not already been discussed in the team meetings by groups
of four to six faculty members" (p. 4).

When evaluating the team unit, Rehbeck (1987) suggests that
each team unit be concerned with the students' intellectual,
social, physical, and emotional growth. The team unit also
focuses attention on "...parent/community communication and
involvement, team support, and relationship of the team with the
total school staff" (p. 15).

This is in contrast to schools where teachers are isolated in
self-contained or departmental classrooms. Erb (1987) says: "...teachers organized into interdisciplinary teams are involved in a
greater range of decisions beyond the boundaries of their own
classrooms than are teachers in less facilitative organizations” (p. 4).

Erb (1987) says the team unit helps teachers relate to each other and to parents; that the teachers have greater input into building-wide decisions; and that teacher-time spent in team meetings improves the quality of their involvement in decision-making. He states further that teachers “nearly universally, report greater satisfaction with the conditions of teaching when they are organized into interdisciplinary teams”. Serious attention needs to be given to establishing more interdisciplinary teams in the middle grades. Both students and teachers would find junior highs and middle schools more rewarding places to be” (p. 6).

Teachers in the Middle Level Schools

Teachers in junior high and middle schools are interacting with transascents, individuals representing a broad spectrum of maturity levels and of rates of growth toward maturity. To cope with this diversity of students, the teachers' vocational preparation is often limited to studies focused either on the elementary or the secondary school (McGwin, 1983; Wiles & Bondi, 1986).

The opinion of most writers on the middle school concept is that special courses dealing with children 10 to 15, 5th thru 8th grade should be offered to help teachers to be more effective
Alexander (1982) tells us the preparation for middle school teachers is at present done mostly on the inservice or staff development programs. He says this is not enough. We need the strong support of Department of Education faculties and teacher training institutions interested in preparing people for teaching at the middle level (Alexander, 1987; Alexander & McEwin, 1984; Wiles & Bondi, 1986).

Wiles and Bondi (1986) say it is a problem. Educators have still not been convinced that middle grade education is an entity and deserves equal and separate recognition with the elementary and senior high schools.

Alexander and McEwin (1984) describe the increasing occurrence of middle school offerings in teacher training institutions, and say there is a parallel movement setting up requirements for teacher certification by state departments. They suggest teacher educators, state department of education officials, professional associations and school officials should share in reaching for the goal of better teacher preparation for work in the middle school.

Summary

This chapter deals in general with the middle school concept which developed in the 1960s at the close of the era when the use of junior highs was popular. The writers on this subject agree
that students, grade 5 or 6 through 8, are neither at elementary nor at high school development (Alexander & McEwin, 1986; McEwin, 1983; Toepfer, Jr., Lounsbery, Arth, & Johnston, 1986).

Eichhorn (1966) states that in this transescent period many physical, social, emotional, and intellectual changes occur. Alexander and McEwin (1986) describe the middle school as an instrument for the "bridging" of the transescent from the elementary grades to the senior high school.

McEwin (1983) tells us the essence of the middle school concept is the quality of learning experience provided. Each middle level program will reflect philosophy of the school itself, and it is difficult to find the same program offered in any two middle schools (Wiles & Bondi, 1986). Wiles and Bondi (1986) say there are some common components which can be observed in many middle school programs. A program focusing on personal development, emphasizing skills for continued learning, and utilizing knowledge to foster social competence is essential if we are to serve the range of differences found in middle school students (Wiles & Bondi, 1986).

Wiles and Bondi (1986) note in the past it was assumed that all students would master the same subject matter in the same length of time; that the same material was appropriate to all members of the group. In contrast, they tell us that present plans for education of this age group are based on flexibility.
Many middle schools have developed team teaching units that lend themselves to the grouping of children, and changes in length and frequency of classroom periods as needs arise (Wiles & Bondi, 1986).

An interdisciplinary team is called by Erb (1987) a new and frequently cited characteristic of the middle school today. Within the interdisciplinary team there are two elements, the team unit (the organization phase of it) and the team teaching. The team unit refers to a group of teachers of several different disciplines who have a common planning time and/or team meeting time (Erb, 1987). The team teaching concept refers to a combination of teachers from different subject areas who plan and conduct instruction for students (Wiles & Bondi, 1986). Kerekes (1987) says this permits students to see the relevance and interrelatedness of subject areas. The interdisciplinary team contributes to teacher satisfaction in the professional work life experience in the middle grades (Erb, 1987).

The teachers' vocational preparation in the middle level schools is often limited to studies focused either on the elementary or the secondary school (McEwin, 1983; Wiles & Bondi, 1986). Presently, teacher preparation for middle school teachers is done mostly on inservice or staff development programs (Alexander, 1982). This is not enough and there is a need for strong support of Department of Education faculties and teacher
training institutions interested in preparing people for teaching at the middle level.
CHAPTER III

METHODOLOGY

Purpose

The purpose of this study is to describe the current structural characteristics and instructional practices of Ohio middle level home economics programs and to determine teacher preparation among teachers in middle level home economics programs.

This study is part of a collaborative study. The other sections focus upon goals and curriculum content in the middle level schools, and parent involvement and participation in the middle level home economics program.

Research Design

The research design used in this study is descriptive. Data will be collected through self-report methods. A questionnaire will be administered to the total population of middle level home economics teachers in Ohio. This study is designed to measure the current characteristics of programs of Ohio middle level home economics teachers.

Population

The population for this study was all Ohio teachers of middle level home economics programs. Middle level home economics teachers names were unknown in Ohio. The Ohio Department of Education supplied a list of all middle/junior high schools in the State of Ohio. Each of these schools were sent a letter and post-
card addressed to "home economics teachers" (Appendix A) asking if their school had a middle level home economics program, and if they offered a home economics program, the names of the teachers. A follow-up letter (Appendix B) and another postcard was sent to the principal of the schools who had not returned the postcard. Of the 520 postcards sent 462 (89%) responded that the school either had or did not have a home economics program. A total of 576 teachers identified themselves as being middle level home economics teachers. Seventy-four programs (14%) no longer have middle level programs and were dropped from the list of schools and teachers. Twenty-five programs (0.05%) never responded to the postcards.

A profile of Ohio middle level home economics teachers was summarized from the demographic section of the questionnaire. The average middle level home economics teacher is 39.8 years of age and has been teaching an average of 13.78 years. Of the 13.78 years, 10.38 years have been in the middle level school. The highest educational level for this population was a bachelor's degree plus some additional college hours credit (54.4%). Forty-three percent of the population held 8 year professional certification through the State of Ohio. The majority of the teachers were female (99%). Ethnic backgrounds showed 93.7% of the population were white, 3.8% black, 1.8% native American, 0.3% Asian, and 0.5% of other ethnic backgrounds.
Instrument

The Middle/Junior High School Questionnaire (Appendix C) was developed collaboratively by three researchers. The questions related to the purpose of this study are structured items, with a minimal amount of unstructured responses. Questions number 17 - 33 are developed by the researcher and based on the literature review.

From the population, a pilot study consisting of 25 schools was randomly selected by choosing every twenty-sixth school on the list of Ohio middle/junior high schools starting selection at a random point. These schools were used for the pilot study. Some schools in the pilot employed more than one home economics teacher. The pilot consisted of 30 teachers' names. Of this group, 21 teachers (70%) responded to the questionnaire. Based on responses to the pilot, revisions were made in the directions to improve clarity.

Data Collection

A questionnaire, accompanied by a cover letter (Appendix D) and self-addressed, stamped envelope for the return of the questionnaire was sent to all Ohio middle level home economics teachers. The questionnaires were mailed April 26, 1988, and respondents were asked to return the questionnaire by May 2, 1988. A follow-up questionnaire and letter (Appendix E) was mailed to those teachers who did not respond to the questionnaire by May 9,
1988. They were asked to return the second questionnaire no later than May 23, 1988.

Questionnaires were sent to the 574 home economics teachers and to the 25 home economics teachers of schools who did not respond to the postcard, therefore teacher names were unknown. The initial survey was sent to a total of 631 teachers and/or schools. When the data were analyzed, a total of 441 (64%) teachers responded to the survey.

Data Analysis

Data was coded onto IBM coding sheets and typed into the mainframe computer using Wylbur. The data were analyzed using Statistical Package for Social Science (SPSSx). Frequencies, percentages and histograms were obtained for each of the items and responses of the questionnaire.
CHAPTER IV
FINDINGS AND DISCUSSION

Data collected in this study were used to determine 1) the current structural characteristics and instructional practices of Ohio middle level home economics programs and 2) teacher preparation among teachers employed in middle level home economics.

The findings and discussion presented here are based on the data producing population of 401 Ohio middle level home economics teachers. Six (0.015%) teach in 5th grade programs; 81 (20%) teach in 6th grade programs; 287 (72%) teach in 7th grade programs; 347 (87%) teach in 8th grade programs; and 81 (20%) teach in 9th grade programs. Frequency and percent of teachers in the study are based on the total population (N=401). Percent by grade will not total 100%.

The results and accompanying discussion in this chapter are presented for the research questions formulated for this study. In each section, findings are presented from the data collected through the researcher-developed questionnaire along with relevant discussion.
Research Question One: What are the structural arrangements of:

a. School Organization, Grade Levels, & Program Name

The largest percentage or 56.4% (N=226) of the teachers are in schools called middle schools and 33.7% (N=144) are in schools called junior highs (See Table 1). Middle level teachers in Ohio are mostly in schools of grades 6-8 (35.9%, N=144) or grades 7-8 (33.7%, N=135) (See Table 2). The most commonly used name in middle level home economics is Home Economics (69.1%, N=277) (See Table 2).

b. Scheduling Procedure

The elective procedure of choosing home economics at the middle level is used most frequently in the 8th grade (33.7%, N=135). Across all grades the most commonly used procedure is to require boys and girls to take Home Economics and place them in coed classes. This method is used as the most frequent procedure in grades 5-8. Grades 7 and 8 are the most typical grades to have home economics and are those grades which most frequently used the required procedure with 212 teachers (52.9%) in 7th grade and 177 teachers (44.1%) of 8th grade (See Table 4). Few programs continue to have programs for girls only. The Title IX equal opportunity act of 1974 eliminated gender specific classes.

c. Time Period, Frequency, and Length of Classes

Teachers of 6th grade (9.2%, N=37) and 7th grade (25.2%, N=131) most frequently use a 9 week program format. The most
<table>
<thead>
<tr>
<th>School Organization</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle School</td>
<td>226</td>
<td>56.4</td>
</tr>
<tr>
<td>Junior High</td>
<td>135</td>
<td>33.7</td>
</tr>
<tr>
<td>High School</td>
<td>7</td>
<td>1.7</td>
</tr>
<tr>
<td>Other</td>
<td>22</td>
<td>5.5</td>
</tr>
</tbody>
</table>

Note: Frequency and percent of teachers in the study are based on the total population (N=401).
<table>
<thead>
<tr>
<th>Grades in School</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 - 8</td>
<td>33</td>
<td>8.2</td>
</tr>
<tr>
<td>6 - 8</td>
<td>144</td>
<td>35.9</td>
</tr>
<tr>
<td>7 - 8</td>
<td>135</td>
<td>33.7</td>
</tr>
<tr>
<td>7 - 9</td>
<td>62</td>
<td>15.5</td>
</tr>
<tr>
<td>Other</td>
<td>18</td>
<td>4.5</td>
</tr>
</tbody>
</table>

Note: Frequency and percent of teachers in the study are based on the total population (N=491).
Table 3

Frequencies and Percentages of Middle Level Program Names

<table>
<thead>
<tr>
<th>Program Names</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Arts</td>
<td>32</td>
<td>8.0</td>
</tr>
<tr>
<td>Home Economics</td>
<td>277</td>
<td>69.1</td>
</tr>
<tr>
<td>Homemaking</td>
<td>2</td>
<td>.5</td>
</tr>
<tr>
<td>Other</td>
<td>77</td>
<td>14.2</td>
</tr>
</tbody>
</table>

Note: Frequency and percent of teachers in the study are based on the total population (N=401).
<table>
<thead>
<tr>
<th>Elective and Required Classes</th>
<th>Grade</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students elected</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boys &amp; Girls Required &amp; Coed Class</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Girls Required</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Table 4**

**Frequency and Percentage of Elected and Required Home Economics Classes**

**Note:** Frequency and percent of teachers in the study are based on the total population (N=401). Percent by grade will not total 100%.
common class period schedule in 8th grade was an 18 week program (28.9%, N=116) or a 9 week program (20%, N=80). Grade 9 typically uses an all year format, it is often more like a high school program (See Table 5).

Grades 5-9 are planned with a daily home economics schedule, classes meet everyday. Very few teachers use other weekly class schedules (See Table 6).

In the majority of the teachers' programs, the length of the home economics class period was 40-45 minutes. Within that time period the 40, 42 or 45 minute class period was most typical (See Table 7).

Middle level home economics teachers tend to work in schools called Middle Schools of grades 6-8 and 7-8 and their programs are called Home Economics. Of grades 5-9 the greatest number of middle level home economics teachers have students in grades 7 and 8. In grades 5-8 required home economics courses with coed classes was the most commonly used grouping. Grade 9 was largely an elective home economics course. In grades 5-9 most classes met for 40-45 minutes everyday. The length of the courses in grades 5-7 was most often 9 weeks, grade 8 was 18 weeks, and grade 9 a one year program.

Children in grades 5 or 6 through 8, are developmentally typical of neither elementary or high school children (Alexander, & McEwin, 1986; McEwin, 1983; Toepfer, Jr., Lounsbury, Arth, &
Table 5
Frequencies and Percentages of Total Period of Time Scheduled for Each Grade

<table>
<thead>
<tr>
<th>Period of Time</th>
<th>Grade</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Three Weeks</td>
<td></td>
<td>2</td>
<td>.5</td>
<td>4</td>
<td>1.0</td>
<td>4</td>
</tr>
<tr>
<td>Six Weeks</td>
<td></td>
<td>2</td>
<td>.5</td>
<td>16</td>
<td>4.0</td>
<td>26</td>
</tr>
<tr>
<td>Nine Weeks</td>
<td></td>
<td>2</td>
<td>.5</td>
<td>37</td>
<td>9.2</td>
<td>101</td>
</tr>
<tr>
<td>Eighteen Weeks</td>
<td></td>
<td>1</td>
<td>.2</td>
<td>5</td>
<td>1.2</td>
<td>53</td>
</tr>
<tr>
<td>All Year</td>
<td></td>
<td>-</td>
<td>-</td>
<td>6</td>
<td>1.5</td>
<td>52</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td>-</td>
<td>-</td>
<td>15</td>
<td>3.7</td>
<td>48</td>
</tr>
</tbody>
</table>

Note: Frequency and percent of teachers in the study are based on the total population (N=401). Percent by grade will not total 100%.
Table 6

Frequencies and Percentages of How Often Each Grade Meets Weekly

<table>
<thead>
<tr>
<th>Weekly Offering</th>
<th>Grade</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>Daily</td>
<td>5</td>
<td>3</td>
<td>.7</td>
<td>68</td>
<td>17.0</td>
<td>251</td>
<td>62.6</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>1</td>
<td>.2</td>
<td>4</td>
<td>1.0</td>
<td>2</td>
<td>.5</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>1</td>
<td>.2</td>
<td>4</td>
<td>1.0</td>
<td>11</td>
<td>2.7</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>1</td>
<td>.2</td>
<td>4</td>
<td>1.0</td>
<td>14</td>
<td>3.5</td>
</tr>
</tbody>
</table>

Note: Frequency and percent of teachers in the study are based on the total population (N=601). Percent by grade will not total 100%.
Table 7
Frequencies and Percentages of Length of Class Period

<table>
<thead>
<tr>
<th>Length of Class Period</th>
<th>Grade 5</th>
<th></th>
<th>Grade 6</th>
<th></th>
<th>Grade 7</th>
<th></th>
<th>Grade 8</th>
<th></th>
<th>Grade 9</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>X</td>
<td>N</td>
<td>X</td>
<td>N</td>
<td>X</td>
<td>N</td>
<td>X</td>
<td>N</td>
<td>X</td>
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<tr>
<td>35 Minutes</td>
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<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>37 Minutes</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>3</td>
<td>.7</td>
<td>3</td>
<td>.7</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>38 Minutes</td>
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<td>-</td>
<td>-</td>
<td>1</td>
<td>.2</td>
<td>-</td>
<td>-</td>
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</tr>
<tr>
<td>39 Minutes</td>
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<td>-</td>
<td>1</td>
<td>.2</td>
<td>1</td>
<td>.2</td>
<td>-</td>
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<td>40 Minutes</td>
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<td>21</td>
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<td>74</td>
<td>18.5</td>
<td>82</td>
<td>20.4</td>
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<td>41 Minutes</td>
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<td>1.2</td>
<td>14</td>
<td>3.5</td>
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<td>3.5</td>
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<td>42 Minutes</td>
<td>-</td>
<td>-</td>
<td>22</td>
<td>5.5</td>
<td>52</td>
<td>13.0</td>
<td>65</td>
<td>16.2</td>
<td>6</td>
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<td>43 Minutes</td>
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<td>-</td>
<td>4</td>
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<td>5.5</td>
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<td>.7</td>
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<tr>
<td>44 Minutes</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<td>14</td>
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<td>.5</td>
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<td>45 Minutes</td>
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<td>13</td>
<td>3.2</td>
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<td>12</td>
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<td>.2</td>
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<td>.2</td>
<td>4</td>
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<td>11</td>
<td>2.7</td>
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<td>Length of Class Period</td>
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<td>.2</td>
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<td>.5</td>
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<td>.7</td>
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<td>2.5</td>
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</tr>
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<td>86 Minutes</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>.2</td>
<td>1</td>
<td>.2</td>
<td>1</td>
<td>.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>90 Minutes</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>.5</td>
<td>3</td>
<td>.7</td>
<td>1</td>
<td>.2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: Frequency and percent of teachers in the study are based on the total population (N=401).
Johnston, 1986). Alexander and McWhin (1984), describe the middle school as an instrument for the "bridging" of the transiscient from the elementary grades to the senior high school. These children, ages 15-14, are the early adolescents grouped at the middle level schools. The Ohio teachers are in similar programs. A few programs include grade 5 or grade 9.

Research Question Two: How are Home Economics teachers and their programs participating in:

a. Exploratory Programs

Alexander (1982) founder of the middle school concept suggests the exploratory program is the very heart of the middle school curriculum. Two hundred and twenty-nine teachers (60.4%) indicated they have an exploratory home economics program (short-term, high interest courses that allow students to explore a wide variety of subjects). Thirty-eight teachers (9.5%) indicated, although the home economics program was not exploratory, the school was providing exploratory programs in areas other than home economics (See Table 8 and 9).

To further determine the nature of the instructional program, teachers reported whether their programs included what might be described as exploratory components of a middle level program. Home economics teachers provide hands-on learning experiences for students (92.8%, N=372); opportunities to work in laboratory settings (92%, N=369); provide for students to work in a variety
of groups (70.1%, N=281); provide units of study based on student interest common to that age (65.3%, N=262); do not provide students opportunity to choose topics of their own interest (83.5%, N=335); do not provide alternatives to regular classroom instruction (88.4%, N=356); and provide opportunities for students to learn by inquiry or critical thinking equally as often (51.9%, N=208) as they are not provided (48.1%, N=193) (See Table 10).

A majority of the teachers are using five of the seven kinds of exploratory elements. According to Wiles and Bondi (1986) activities described in these seven exploratory components have worth because they assist the transescent in striving for social competence and develop the ability to apply understanding and skills to practical situations.

Beane (1986) describes exploratory studies as a method of giving experience to students in peer interaction. When learners work in groups and each learner feels he/she is contributing to the overall success he/she feels socially competent and has an important place in the group. When the home economics lab offers to students rewarding hands-on experiences, this feeling of accomplishment is often carried over into similar activity in a non-class related situation. Most adolescents desire acceptance from others and exploratory studies provide opportunities for gaining acceptance.
Table 8
Frequencies and Percentages of Exploratory Programs in Home Economics

<table>
<thead>
<tr>
<th>Exploratory</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>229</td>
<td>60.4</td>
</tr>
<tr>
<td>No</td>
<td>172</td>
<td>42.9</td>
</tr>
</tbody>
</table>

Note: Frequency and percent of teachers in the study are based on the total population (N=401).

Table 9
Frequencies and Percentages of Exploratory Programs in Schools Beyond Home Economics

<table>
<thead>
<tr>
<th>School</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>38</td>
<td>9.5</td>
</tr>
<tr>
<td>No</td>
<td>363</td>
<td>90.5</td>
</tr>
</tbody>
</table>

Note: Frequency and percent of teachers in the study are based on the total population (N=401).
The two components of an exploratory program not used; permitting children to choose topics of interest to themselves and providing alternative instruction opportunities, are descriptions of enrichment elements of a program. This goes beyond the usual program and may need additional home economics materials, resources, and support to implement.

Almost equal numbers of teachers incorporate thinking and problem solving as do not. Cognitive development research states in early adolescence the students grow from the concrete manipulatory stage and progress to the formal operation stage where abstract thinking develops (Hensley, 1985; Lipsitz, 1981; Strahan, & Toepfer, Jr., 1984; Wiles & Bondi, 1986). Students often display heightened egocentrism and can make wiser choices if they are learning skills to solve "real life" problems. They prefer active over passive learning activities and are willing to learn things they consider to be useful. During early adolescence independent, critical thinking emerges. Cognitive learning is getting a greater focus in education today and teachers may increase this element as a result of teacher inservice and of emphasis in the education literature. The use of cognitive reasoning is essential to creating life-long learners and problem solvers.
<table>
<thead>
<tr>
<th>Exploratory Components</th>
<th>Yes</th>
<th>%</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides units of study based on student interest common to that age.</td>
<td>262</td>
<td>65.3</td>
<td>139</td>
<td>34.7</td>
</tr>
<tr>
<td>Provides many opportunities for students to study topics of their own choosing based on their interests</td>
<td>66</td>
<td>16.5</td>
<td>335</td>
<td>83.5</td>
</tr>
<tr>
<td>Provides opportunities for student to learn by inquiry, problem solving, and higher level cognitive skills.</td>
<td>208</td>
<td>51.9</td>
<td>193</td>
<td>48.1</td>
</tr>
<tr>
<td>Provides hands-on learning experiences for students.</td>
<td>372</td>
<td>92.8</td>
<td>29</td>
<td>7.2</td>
</tr>
<tr>
<td>Provides opportunities to work in laboratory settings.</td>
<td>364</td>
<td>92.0</td>
<td>32</td>
<td>8.0</td>
</tr>
<tr>
<td>Provides a number of alternative (e.g., mini-courses, independent study, field studies, etc.) to the usual arrangement for study.</td>
<td>45</td>
<td>11.2</td>
<td>356</td>
<td>88.8</td>
</tr>
<tr>
<td>Provides for students to work in a variety of groups.</td>
<td>281</td>
<td>70.1</td>
<td>120</td>
<td>29.9</td>
</tr>
</tbody>
</table>

Note: Frequency and percent of teachers in the study are based on the total population (N=401).
b. Team Teaching

Although team teaching did not occur (83.3%, N=34) very often in the home economics program, the concept of team teaching is occurring to some extent in other areas in the school program (26.2%, N=105) (See Table 11 and 12). The disciplines most often participating in team teaching are language arts (18.2%, N=73), social studies (17.2%, N=69), math (17%, N=68), science (16.3%, N=66), and industrial arts (13.2%, N=53) (See Table 13).

It is possible that the low percentages reporting team teaching is not caused by any aversion to the concept of team teaching or lack of desire on the part of teachers. Wiles and Bondi (1986) are aware of practical problems that stand in the way of making team teaching a widely used procedure. Among difficulties in organizing team teaching in the middle school are "lack of training for teachers, lack of flexible space, and lack of provision of planning time for teachers during the day" (p. 129).

c. Team Units

Of the teachers (25.7%, N=103) who are part of a team unit in their schools (See Table 14), they team with teachers in the following disciplines: industrial arts (N=79), creative arts (N=71), music (N=57), and physical education (N=51) (See Table 15). Of the small number of 103 teachers participating in team units, they meet once a week or more frequently. A large majority of those in team units marked other (N=64) and by doing so,
suggest their team meetings occur at intervals longer than one week (See Table 16). When asked, the teachers specified such things as: once every two weeks, monthly, once every other month, as needed, three times a year, and four times a year. The activities during team meetings that were most often checked are as follows: concerns of team members are discussed (96.1%, N=99), team members support each other and are cooperative (95.1%, N=98), opinions concerning students and school issues are offered by team members (90.3%, N=93), decision making is shared by team members (88.3%, N=91), and responsibilities are shared by team members (70.8%, N=73) (See Table 17).

Interdisciplinary teams (team teaching and team units) are concepts not widely used in the middle level home economics programs. The majority of the teachers are not involved with team teaching and team units. These teachers are teaching in schools Erb (1987) suggests are isolated in self-contained or departmental classrooms.

The advantages of interdisciplinary teams to the students are: superior teachers are shared by all students; more attention can be given to individual students; it provides for a natural overlap between subject areas and students are assisted in seeing the content areas as pieces of a whole rather than as separate entities; and flexibility to meet varying needs of school populations by changing the grouping (Kerokes, 1987; Wiles
Table 11
Frequencies and Percentages of Team Teaching of which Home Economics Teachers are a Part

<table>
<thead>
<tr>
<th>Team Teaching</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>67</td>
<td>16.7</td>
</tr>
<tr>
<td>No</td>
<td>334</td>
<td>83.3</td>
</tr>
</tbody>
</table>

Note: Frequency and percent of teachers in the study are based on the total population (N=401).

Table 12
Frequencies and Percentages of Team Teaching in Schools of which Home Economics Teachers are Not a Part

<table>
<thead>
<tr>
<th>Team Teaching</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>105</td>
<td>26.2</td>
</tr>
<tr>
<td>No</td>
<td>296</td>
<td>73.8</td>
</tr>
</tbody>
</table>

Note: Frequency and percent of teachers in the study are based on the total population (N=401).
Table 13
Frequencies and Percentages of Disciplines that Participate in Team Teaching

<table>
<thead>
<tr>
<th>Disciplines</th>
<th>Yes</th>
<th>%</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creative Arts</td>
<td>35</td>
<td>8.7</td>
<td>366</td>
<td>91.3</td>
</tr>
<tr>
<td>Health</td>
<td>28</td>
<td>7.0</td>
<td>373</td>
<td>93.0</td>
</tr>
<tr>
<td>Industrial Arts</td>
<td>53</td>
<td>13.2</td>
<td>348</td>
<td>86.8</td>
</tr>
<tr>
<td>Language Arts</td>
<td>73</td>
<td>18.2</td>
<td>328</td>
<td>81.8</td>
</tr>
<tr>
<td>Math</td>
<td>68</td>
<td>17.0</td>
<td>333</td>
<td>83.0</td>
</tr>
<tr>
<td>Music</td>
<td>30</td>
<td>7.5</td>
<td>371</td>
<td>92.5</td>
</tr>
<tr>
<td>Physical Education</td>
<td>31</td>
<td>7.7</td>
<td>370</td>
<td>92.3</td>
</tr>
<tr>
<td>Science</td>
<td>66</td>
<td>16.5</td>
<td>335</td>
<td>83.5</td>
</tr>
<tr>
<td>Social Studies</td>
<td>69</td>
<td>17.2</td>
<td>332</td>
<td>82.8</td>
</tr>
<tr>
<td>Other</td>
<td>37</td>
<td>9.2</td>
<td>364</td>
<td>90.8</td>
</tr>
</tbody>
</table>

Note: Frequency and percent of teachers in the study are based on the total population (N=401).
and Bondi, 1986). Erb (1987) describes the interdisciplinary team as a powerful organization that is improving the professional worklife of many middle level teachers. Middle level home economics teachers tend not to be a part of this middle level movement. Not being involved may be by choice or by administrative plan where the unified arts are not in teams or are teamed separately from English, Math, Science, and Social Studies.

Research Question Three: What professional training or experience does the home economics teacher have in preparation for working with the middle level student?

Middle level teachers appear to be getting some training or preparation specifically to teach middle level students. When they do receive training it tends to be in their undergraduate program (44.1%, N=177), inservice (34.9%, N=140), or graduate study (32.7%, N=131) (See Table 18).

The data supports the literature that the teachers' vocational preparation is often limited to studies focused either on the elementary or secondary school (McEwin, 1983; Wiles and Bondi, 1986). Wiles and Bondi (1986) suggest educators are not convinced that middle grade education is an entity and deserves equal and separate recognition with the elementary and senior high schools. Like the middle school the home economics program is trying to establish an identity within the middle-level school.
Teachers, educators, state departments of education officials, professional associations and school officials should share in reaching for the goal of better teacher preparation for work in middle level programs.
<table>
<thead>
<tr>
<th>Team Units</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>103</td>
<td>25.7</td>
</tr>
<tr>
<td>No</td>
<td>293</td>
<td>74.3</td>
</tr>
</tbody>
</table>

Note: Frequency and percent of teachers in the study are based on the total population (N=401).
Table 15

Frequencies and Percentages of Disciplines that Participate in Team Units Jointly with Home Economics Teachers

<table>
<thead>
<tr>
<th>Disciplines</th>
<th>Yes</th>
<th></th>
<th></th>
<th>No</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>Creative Arts</td>
<td>71</td>
<td>17.7</td>
<td>330</td>
<td>82.3</td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td>39</td>
<td>9.7</td>
<td>362</td>
<td>90.3</td>
<td></td>
</tr>
<tr>
<td>Industrial Arts</td>
<td>79</td>
<td>19.7</td>
<td>322</td>
<td>80.3</td>
<td></td>
</tr>
<tr>
<td>Language Arts</td>
<td>29</td>
<td>7.2</td>
<td>372</td>
<td>92.8</td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>30</td>
<td>7.5</td>
<td>371</td>
<td>92.5</td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td>57</td>
<td>14.2</td>
<td>344</td>
<td>85.5</td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td>51</td>
<td>12.7</td>
<td>359</td>
<td>87.3</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>30</td>
<td>7.5</td>
<td>371</td>
<td>92.5</td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td>30</td>
<td>7.5</td>
<td>371</td>
<td>92.5</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>39</td>
<td>9.7</td>
<td>362</td>
<td>90.2</td>
<td></td>
</tr>
</tbody>
</table>

Note: Frequency and percent of teachers in the study are based on the total population (N=401).
<table>
<thead>
<tr>
<th>Times</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily</td>
<td>20</td>
<td>5.0</td>
</tr>
<tr>
<td>Weekly</td>
<td>37</td>
<td>9.2</td>
</tr>
<tr>
<td>Twice a Week</td>
<td>6</td>
<td>1.5</td>
</tr>
<tr>
<td>Other</td>
<td>64</td>
<td>15.0</td>
</tr>
</tbody>
</table>

Note: Frequency and percent of teachers in the study are based on the total population (N=401).
<table>
<thead>
<tr>
<th>Team Meeting Activities</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concerns of team members are discussed.</td>
<td>99</td>
<td>96.1</td>
</tr>
<tr>
<td>Opinions concerning students and school issues are offered by team members.</td>
<td>93</td>
<td>90.3</td>
</tr>
<tr>
<td>Student activities are planned that involve all students without the threat of competition.</td>
<td>41</td>
<td>39.8</td>
</tr>
<tr>
<td>Decisions made by the team focus on the needs of the students rather than staff convenience.</td>
<td>57</td>
<td>55.3</td>
</tr>
<tr>
<td>Team members support each other and are cooperative.</td>
<td>98</td>
<td>95.1</td>
</tr>
<tr>
<td>Responsibilities are shared by team members.</td>
<td>73</td>
<td>70.8</td>
</tr>
<tr>
<td>Curriculum planning is a team activity.</td>
<td>44</td>
<td>42.7</td>
</tr>
<tr>
<td>Decision making is shared by team members.</td>
<td>91</td>
<td>88.3</td>
</tr>
<tr>
<td>Parents are informed of student behavior, positive as well as negative.</td>
<td>57</td>
<td>55.3</td>
</tr>
<tr>
<td>Parents are informed of student academic achievement, positive as well as negative.</td>
<td>58</td>
<td>56.3</td>
</tr>
<tr>
<td>Other</td>
<td>17</td>
<td>16.5</td>
</tr>
</tbody>
</table>

Note: Frequency and percent in the table are based on Home Economics teachers participating in Team Units (N=103).
Table 18
Frequencies and Percentages of Home Economics Teachers' Professional Training or Experience Specifically for Teaching Grades 5-8.

<table>
<thead>
<tr>
<th>Training/Experience</th>
<th>Yes</th>
<th>%</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Study</td>
<td>177</td>
<td>44.1</td>
<td>224</td>
<td>55.9</td>
</tr>
<tr>
<td>Graduate Study</td>
<td>131</td>
<td>32.7</td>
<td>270</td>
<td>67.3</td>
</tr>
<tr>
<td>Inservice</td>
<td>149</td>
<td>34.9</td>
<td>261</td>
<td>65.1</td>
</tr>
<tr>
<td>Professional</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conference</td>
<td>85</td>
<td>21.2</td>
<td>316</td>
<td>78.8</td>
</tr>
<tr>
<td>Professional Journals</td>
<td>68</td>
<td>17.0</td>
<td>333</td>
<td>83.0</td>
</tr>
<tr>
<td>Other</td>
<td>42</td>
<td>10.5</td>
<td>359</td>
<td>89.5</td>
</tr>
</tbody>
</table>

Note: Frequency and percent of teachers in the study are based on the total population (N=401).
CHAPTER V
SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

Summary

Purpose

The purpose in this study was to determine the current structural characteristics and instructional practices of Ohio middle level home economics programs and to determine preparation of teachers in middle level home economics.

The research questions met by this study were:

1. What are the structural arrangements of the Home Economics programs such as: a) school organization, grade levels, and program name, b) scheduling procedure, and c) time period, frequency, and length of classes?

2. How are home economics teachers and their programs participating in exploratory programs and interdisciplinary teams (team teaching and team units)?

3. What professional training does the home economics teacher have in preparation for working with the middle level student?

Procedure

Data collection was conducted by administering a questionnaire developed by the researcher. The questionnaire was pilot tested with a group of twenty teachers randomly selected from middle level schools. The questionnaire was administered to
Ohio middle level teachers with 401 teachers in the data producing population.

Findings

The findings of the research study are as follows:

1. Middle level home economics teachers tend to work in schools called Middle Schools with grades 6-8 or 7-8, and their programs are called Home Economics. Of grades 5-9 the greatest number of middle level home economics students are enrolled in grades 7 and 8.

2. In grades 5-8, required home economics courses with coed classes was the most commonly used grouping. Grade 9 has elective home economics classes. In grades 5-9 most classes met for 40-45 minutes every day. The length of the courses in grades 5-9 was most often 9 weeks, grade 8 was 18 weeks and grade 9 a one year program.

3. Teachers did not view their home economics programs as exploratory. When reporting characteristics of an exploratory program they indicated they used hands-on learning experience, opportunities to work in laboratory settings; arranging for students to work in a variety of groups, and providing units of study based on students' interests common to their age. Half used problem solving and half did not.
4. The majority of the home economics teachers are not involved with team teaching and team units in the middle level schools. The school environment of these teachers could be described as one that is isolated in self-contained or departmental classrooms.

5. Home economics teachers are receiving some preparation to teach in a middle level program. When they do, it is from undergraduate study, inservice programs and graduate study.

Conclusions

Most middle level home economics teachers are in schools called middle schools, work in grades 7 and 8, are in coed classes that meet every day usually for courses of 9-18 weeks in duration. For the most part these courses are exploratory programs. This is evident because a large majority of teachers indicated exploratory components as activities of their programs. The following exploratory activities most widely used were: hands-on learning experiences, opportunities to work in laboratory settings, arranging for students to work in a variety of groups, and providing units of study based on students' interests common to their age. Slightly more than half the teachers said their programs offer opportunities for students to learn by inquiry, problem solving, and high-level cognitive skills.

Middle level home economics teachers, as a group, have
limited training that is focused on the special needs characteristic of the middle level student, the middle school, and the home economics middle level program. University courses, professional conferences, in-service programs, networking and newsletters are sometimes used to help teachers become familiar with the intricacies of the middle school program, the transescent's learning processes, the content and methods of instruction, the interdisciplinary team teaching, the variety of exploratory activities and with the comprehensive awareness of goals to be attained by the middle level students.

Implications

The purpose in this study was to determine the current structural characteristics and instructional practices of Ohio middle level home economics programs and to determine teacher preparation and experience among teachers employed in middle level home economics. Based upon these data, the researcher brings forward these implications:

1. Teachers wanting to teach in middle schools should have preparation for the skills needed for exploratory programs, interdisciplinary teams and for meeting the needs of transescents.

2. Middle level curriculum development efforts should be focused on the 7th and 8th grade program for 9-18 weeks with 40-45 minute periods daily.
3. Home economics educators are going to have to work hard to keep the existing 5th and 6th grade programs and increase curriculum offerings at the 5th and 6th grade levels.

4. Home economics middle level teachers need to have access to a greater variety of university courses, professional conferences and inservices pertaining to the middle school concepts.

5. If teachers are to perform adequately in the middle school setting which include exploratory programs, team teaching and team units, extensive support will be needed from other teachers, teacher educators, state departments of education officials, professional associations and school administrators.

6. The use of exploratory programs in the home economics classroom must be considered by each middle level teacher. This process can improve teachers' accountability for the instructional planning of the exploratory period, heighten awareness of concepts being taught, and can facilitate communication between teachers of various content areas.
Recommendations

Recommendations for Further Research

The following recommendations are made by the researcher to those desiring to repeat this study or conduct a similar study.

1. Conduct a study similar to this one over a period of one to two years to observe changes in middle level programs.

2. Study how home economics teachers teach process skills through laboratories, group work and hands-on activities which are exploratory components of middle level programs.

3. Study how exploratory programs which focus on enhancing basic skills improve learning in home economics.

Recommendations for Teachers and Administrators

The following recommendations are made by the researcher for teachers and administrators.

1. Home economics teachers who are involved in the creative process of assembling exploratory programs should share their success with administrators, other faculty in the school and other middle level teachers.

2. Middle level home economics teachers should form networks thereby enjoying a mutual support system and help one another work through problems that occur when exploring new educational approaches.
3. Middle level home economics teachers must become aware and use every possible approach with administrators, parents and the public to communicate the role of home economics at the middle school. A newsletter authored by the State Department of Education or a home economics professional organization could give middle school home economics teachers a quick picture of new developments as they arise in the field.
REFERENCES


66


APPENDIX A

69
March 10, 1968

Dear Home Economics Teacher or Principal:

As home economics teachers we are excited about initiating contact with all middle/junior high school home economic teachers in Ohio. We hope to make a case for providing leadership and in-service for Ohio middle level teachers. We need your help.

The first step is to identify all the middle level teachers in Ohio. Please complete the enclosed card and return it to us immediately. Return the card even if there is not a home economics program in your school.

The second step is to survey all teachers about their programs. Watch for our questionnaire coming in April, 1968.

For further information, contact Dr. Dohner at (614) 292-4487. Thank you for your assistance. We cannot proceed without your help.

Sincerely,

Debbie Hilscher
Graduate Associate

Pat McConnell
Graduate Student

Rebecca Blume
Graduate Student

Roth E. Dohner, Ed.D.
Assistant Professor
Thesis Advisor

College of Home Economics
Please print the following information:

Name and Address of School:

Does your middle/junior high school provide a home economics program for its students?

Yes  

No

If so, please give me the name(s) of your home economics instructor(s). Please note the "need" teacher with a asterisk (*).


Thank You,

Mr. Ruth E. Schlosser
Department of Home Economics Education
Assistant Professor
April 4, 1988

Dear Principal:

We missed receiving your response to our initial letter regarding your middle level home economics program. The post office refused to return some of our post cards. If you have responded before, we apologize for this inconvenience. Please take this opportunity to assist with research supporting middle/junior high school home economics programs. We hope these findings will support efforts to strengthen middle level home economics programs.

Please fill out the enclosed post card. It is self-explanatory and will only take a moment of your time. It is already stamped for your convenience. Please return the card immediately.

Thank you.

Sincerely,

[Signature]
Doralee Hilscher
Graduate Associate

[Signature]
Pat McConnell
Graduate Student

[Signature]
Rebecca Blume
Graduate Student

[Signature]
Ruth E. Dobner, Ed. D
Assistant Professor, Thesis Advisor

College of Home Economics
PLEASE PRINT THE FOLLOWING INFORMATION:

Name and address of School: ________________________________

Does your middle/junior high school provide a home economics program for its students?

Yes       No

If so, please give us the name(s) of your home economics teacher(s). Please note the "head" teacher with an asterisk (*). 


Thank You.
Dr. Ruth B. Schner
Department of Home Economics Education
Assistant Professor
APPENDIX C
DIRECTIONS: PLEASE COMPLETE THE FOLLOWING QUESTIONS TO THE BEST OF YOUR KNOWLEDGE.

PARENT PARTICIPATION AND INVOLVEMENT

Rate the parents of your students according to your estimated percentage of parental participation and involvement that is experienced in your home economics classroom. Please circle the correct response.

1. Contact with teacher in either a formal or informal setting:

The parents of my students have:

(a) met me at least once.

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<th>Percentage</th>
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<th>11-20%</th>
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(b) spoken to me at least once concerning their child's education.

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<th>Percentage</th>
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(c) attended an individually scheduled meeting with the home economics teacher at least once.

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(d) attended an individually scheduled meeting with me several times during the child's enrollment in the class.

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(e) heard from me via telephone or note.

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2. Participation in Home Economics Program:

The parents of my students have:

(a) completed child's IEE (Individualized Extended Experience) forms.

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</table>

(b) attended a conference, meeting, or appointment for the home economics class at school.

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<th>31-40%</th>
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(c) participated actively in this home economics conference, meeting, or appointment.

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<th>71-100%</th>
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(d) allowed me to conduct the conference in their home.

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<th>Percentage</th>
<th>1-10%</th>
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<th>21-30%</th>
<th>31-40%</th>
<th>41-70%</th>
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3. Observations in the Home Economics Classroom:

The parents of my students have:

(a) observed their child in the home economics classroom at least once.

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(b) regularly observed their child in the home economics classroom (at least once per month).

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(c) made suggestions to me based on observations made in the classroom.

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4. Educational Activities at Home: (If non-applicable, circle NA)

The parents of my students have:

(a) allowed me to visit their home on at least one occasion (home visitation):

0% 1-10% 11-20% 21-30% 31-40% 41-70% 71-100% NA

(b) collected data on their child's behavior at home for me when requested to do so:

0% 1-10% 11-20% 21-30% 31-40% 41-70% 71-100% NA

(c) performed informal home activities specifically designed to reinforce and maintain skills learned in the home economics class or as suggested by me (such as, assistance with IEE).

0% 1-10% 11-20% 21-30% 31-40% 41-70% 71-100% NA

(d) routinely sent to me written information (notes, data, etc.) about their child's behavior at home.

0% 1-10% 11-20% 21-30% 31-40% 41-70% 71-100%

5. Classroom Volunteering: (If non-applicable, circle NA)

The parents of my students have:

(a) volunteered to serve as chaperone or assistant on a field trip or other organized activity conducted by the home economics program off the school grounds.

0% 1-10% 11-20% 21-30% 31-40% 41-70% 71-100% NA

(b) supported the home economics program by assisting in transporting the students on special occasions (e.g., field trips).

0% 1-10% 11-20% 21-30% 31-40% 41-70% 71-100% NA
The parents of my students have:

(c) volunteered at least once to assist in the home economics classroom.

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(d) On the average, how many field trips do you take per year? ___________

(e) Is transportation for field trips provided by the school? __yes__ __no__

(f) Do parents of your students help to provide transportation on field trips? __yes__ __no__

6. Parent-Parent Contact and Support: (If unknown, please circle N/A)

The parents of my students have:

(a) called, or spoken to other parents concerning home economics related issues.

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<th>31-40%</th>
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(b) organized activities and/or groups of parents to get them involved in the home economics program.

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<th>%</th>
<th>1-10%</th>
<th>11-20%</th>
<th>21-30%</th>
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7. Involvement With Administration:

The parents of my students have:

(a) sought information concerning the administration or policy making procedures of my home economics classroom.

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<th>1-10%</th>
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</table>
The parents of my students have:

(b) served on an advisory committee for the home economics program.

0% 1-10% 11-20% 21-30% 31-40% 41-70% 71-100% UN

(c) Do you have an advisory committee? ______ yes ______ no

(d) Does this advisory committee help you make decisions? ______ yes ______ no

(e) Is your advisory committee a system wide advisory committee? ______ yes ______ no

Is your advisory committee for your school only? ______ yes ______ no

(f) How many parents serve on your advisory committee? ______

8. Disseminating Information: (if unknown, please circle UN)

The parents of my students have:

(a) spoken to community groups on topics related to our home economics program.

0% 1-10% 11-20% 21-30% 31-40% 41-70% 71-100% UN

(b) written articles for newspaper, magazines, or appeared on television or radio to speak about my home economics program.

0% 1-10% 11-20% 21-30% 31-40% 41-70% 71-100% UN

9. Overall Assessment:

(a) The overall percentage of parental involvement and participation in my home economics program is:

0% 1-10% 11-20% 21-30% 31-40% 41-70% 71-100%

(b) The overall percentage of parental involvement and participation in my school is:

0% 1-10% 11-20% 21-30% 31-40% 41-70% 71-100%
(c) Does your administration encourage, suggest, or facilitate parental involvement and participation to all the teaching staff of your school?  
_____Yes  _____No

(d) Is parental participation required by the administration in your home economics class?  
_____Yes  _____No

(e) Is parental participation required by the administration in your school?  
_____Yes  _____No

PERSONAL HISTORY: Please answer or check the appropriate response.

10. Are you an Impact teacher?  
_____Yes  _____No

11. What is your total number of years of teaching experience?  

12. How many of those years have you spent in the Middle/Junior High School? 

13. What is your age?  

14. What is your gender?  
_____Female  _____Male

15. What is your ethnic background?  
_____Asian  
_____Black  
_____Native American  
_____White  
_____Other

16. What is your present educational level?  
_____Bachelor's Degree  
_____Bachelor's Plus  
_____Master's Degree  
_____Master's Plus
17. What professional training or experience (education specifically identified for grades five (5) through eight (8)) do you have to work with the middle level student?

- Undergraduate study (specify)
- Graduate study (specify)
- Inservice (specify)
- Professional conferences (specify)
- Professional journals (specify)
- Other (specify)

18. What teaching certification do you hold?
- Four year provisional
- Eight year professional
- Standard/Permanent

19. What is your bachelor's degree major?
- Home Economics Education
- Elementary Education
- Secondary Education
- Other, specify

SCHOOL ORGANIZATION, SCHEDULING, AND EXPERIENCE:

DIRECTIONS:
Items 20-22 are related to the class scheduling for each of the grades in your program. Place a check mark of the description that is best related to each grade you teach.
20. Check how students are scheduled into your class for each grade:

<table>
<thead>
<tr>
<th>Students elect home economics</th>
<th>5th</th>
<th>6th</th>
<th>7th</th>
<th>8th</th>
<th>9th</th>
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<tbody>
<tr>
<td>Boys and girls are required to take home economics and placed in odd groups</td>
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<tr>
<td>Girls only are required to take home economics</td>
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<tr>
<td>Other specify</td>
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21. Check the total period of time scheduled for each grade you teach:

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<td>Three weeks</td>
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<td>Six weeks</td>
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<td>Nine weeks</td>
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<td>Eighteen weeks</td>
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<td>All year</td>
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<td>Other, specify</td>
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</table>
22. Check how often you meet for each grade and state the length of the period. 5th. 6th. 7th. 8th. 9th.

Daily, _____ minutes per day.

Once a week, _____ minutes per day.

Twice a week, _____ minutes per day.

Other, specify, ____________________________

23. What is your school organization called? (Check only one response.)

_____ middle school  _____ high school (7-12)

_____ junior high school  _____ other (specify)____

24. How are your school grades grouped? (Check only one response.)

_____ 5 - 8  _____ 7 - 8

_____ 6 - 8  _____ 7 - 9

_____ other, specify ____________________________

25. What is your program called? (Check only one response.)

_____ home arts  _____ homemaking

_____ home economics  _____ other, specify
EXPLORATORY PROGRAMS:

26. Is your home economics program exploratory (short-term, high-interest courses that allow students to explore a wide variety of subjects)?
   ____ yes   ____ no

   If no, does your school provide exploratory programs?  ____ yes   ____ no

27. Which statement(s) best describe(s) your home economics program? (Check as many as apply.)

   ____ Home economics provides units of study based on student interest common to that age.
   ____ Home economics provides many opportunities for students to study topics of their own choosing based on their interests.
   ____ Home economics provides opportunities for student to learn by inquiry, problem solving, and higher level cognitive skills.
   ____ Home economics provides hands-on learning experiences for students.
   ____ Home economics provides opportunities to work in laboratory settings.
   ____ Home economics provides a number of alternative (e.g., mini-courses, independent study, field studies, etc.) to the usual arrangement for study.
   ____ Home economics provides for students to work in a variety of groups.

TEAM TEACHING:

28. Are you part of a teaching team (a combination of teachers from different subject areas who plan and conduct coordinated lessons in all areas for a particular group of students)?
   ____ yes   ____ no

   If no, do teaching teams meet in your school of which you are not a part?  ____ yes   ____ no
29. If yes, what disciplines participate? (check as many as apply)
   ____ creative arts   ____ music
   ____ health          ____ physical education
   ____ industrial arts ____ science
   ____ language arts   ____ social studies
   ____ math            ____ other, specify ____

30. Are you part of a team unit (a group of teachers who have a common planning time and/or team meeting time in order to provide teacher input regarding school-wide issues).  ____ yes  ____ no

31. If yes, what disciplines participate (check all that apply)
   ____ creative arts   ____ music
   ____ health          ____ physical education
   ____ industrial arts ____ science
   ____ language arts   ____ social studies
   ____ math            ____ other, specify ____

32. How many times does the team unit meet? (check one)
   ____ daily
   ____ weekly
   ____ twice a week
   ____ other (specify) ____
33. During team meetings, what does your team do?
(Check all that apply)

- Concerns of team members are discussed.
- Opinions concerning students and school issues are offered by the team members.
- Student activities are planned that involve all students without the threat of competition.
- Decisions made by the team focus on the needs of the students, rather than convenience.
- Team members support each other and are cooperative.
- Responsibilities are shared by team members.
- Curriculum planning is a team activity.
- Decision making is shared by team members.
- Parents are informed of student behavior, positive as well as negative.
- Parents are informed of student academic achievement, positive as well as negative.
- Other, specify

END AND BOARD:
IF YOU ARE THE LEAD TEACHER, CONTINUE WITH THE REMAINDER OF THE QUESTIONNAIRE. IF YOU ARE NOT THE LEAD TEACHER, YOU ARE FINISHED. WE WANT ONE RESPONSE PER SCHOOL FOR THE REMAINDER OF THE QUESTIONNAIRE. THE LEAD TEACHER'S RESPONSES WILL REPRESENT THE ENTIRE HOME ECONOMICS PROGRAM OF YOUR SCHOOL. IF THERE IS NO LEAD TEACHER, DECIDE WHICH ONE TEACHER WILL COMPLETE THE REMAINING SECTION.
34. Check the one statement below which best describes the major purpose of your middle level home economics program.

___ Home economics provides an opportunity for students to develop and learn some basic home economic skills for better life management.

___ Home economics gives a basic understanding of the subject areas and career opportunities included in the study of home economics.

___ Home economics offers many different experiences in the various areas so students can decide whether they are interested in taking additional home economics courses.

___ Home economics encourages a student to develop his/her potential individually and within his/her family.

___ Other (Specify) ______________

35. As a goal of your program, do you encourage mastery of basic skills in home economics (reading, writing, mathematics)?

___ Yes   ___ No

36. Is your middle/junior high curriculum planned and coordinated in conjunction with high school home economics program?   ___ Yes   ___ No

If yes, how is this coordinated effort achieved in your school?

___ Group Curriculum Planning

___ Course of Study Sequence Material

___ High School Curriculum Based on Middle School

___ Other (Specify) ______________
CURRICULUM:

37. Below is a list of unit topics. Indicate the percent of time spent on each topic within the total program for each grade. (0% is appropriate, if you do not focus on that topic.)

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<tr>
<th>Unit Topic</th>
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<tr>
<td>Career Exploration</td>
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<td>Family Relations</td>
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<td>Personal Development</td>
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<tr>
<td>Consumer Education</td>
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<td>Food and Nutrition</td>
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<td>Child Care</td>
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<td>Clothing/Textiles</td>
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<td>Decision Making</td>
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<tr>
<td>Quest</td>
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<tr>
<td>Home Furnishings</td>
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<td>Health</td>
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<td>Crafts</td>
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<td>Other</td>
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100% 100% 100% 100% 100%
38. Do you offer an Impact program (State vocationally funded program) in your school? __________ yes ______ no

39. If you offer Quest, is it being taught by the home economics teacher? __________ yes ______ no ______ NA

If no, who teaches Quest in your school?

__________________________
Health

__________________________
Guidance

__________________________
Physical Education

__________________________
Social Studies

__________________________
Other, specify

Middle school home economics teachers have expressed an interest in establishing a network and learning about other programs. We are interested in sharing successful home economics units and ideas that you think are particularly suited to needs of male and female early adolescents. To begin this network, please write your successful program ideas on a separate sheet of paper and mail to us at the address at the bottom of the page.

Thank you for your time and support of this research project! It is deeply appreciated. PLEASE return this questionnaire in the enclosed, stamped envelope to:

Dr. Ruth E. Dohner
The Ohio State University
Home Economics Education
1787 Neil Avenue
Columbus, Ohio 43210-1295

Questions and comments can also be directed to this address.
April 21, 1988

Dear Home Economics Teacher,

Thank you for helping us find you. We are interested in learning about your middle/junior high program and need your help. Please complete the following questionnaire. Your response will help build a case for providing leadership for home economics middle level programs in Ohio.

All responses will remain anonymous and will be used to compile aggregate statistics. No single program will be analyzed individually.

The results will help us recognize your concerns and the successes of your program, and will establish a data base for middle/junior high school home economics programs in the state of Ohio.

Your prompt reply is appreciated. Please complete the questionnaire and return it in the enclosed stamped envelope by May 15, 1988.

Thank you.

Sincerely,

[Signature]

Debbie Bilger
Graduate Associate

[Signature]

Pat McConnell
Graduate Student

[Signature]

Ruth Dobner, Ed.D
Thesis Advisor

College of Home Economics