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AS A REFERENT IN THE COMMUNICATION OF CHANGE

DISSERTATION

Presented in Partial Fulfillment of the Requirements for the Degree Doctor of Philosophy in the Graduate School of The Ohio State University

By
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* * * * *

The Ohio State University
1969

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CHAPTER I

THE RESEARCH PROBLEM

Introduction

Innovation and change have become hallmarks of the contemporary American society.

Today there are some 1,200,000 people, about as many as make their living producing automobiles, planes and ships, working in the invention industry called, "Research and Development". (Velie, 1965) Educational researchers, in contrast, number about 3070, (AERA, 1964) even though Education also employs about 1,200,000 persons. (NEA, 1964) A further comparison noted that in 1963 there were less than 100 competent Vocational Education researchers. (Schafer, 1965)

It is a paradox that education, the second largest major industry, with a current annual expenditure of 42 billion dollars (Culbertson, 1965) could have such minimal research, planning and development programs.

Its strategies for planned change cannot begin to compare, either quantitatively or qualitatively with those possessed by our major industry of defense, for example. (Culbertson, 1965, p.1)

Nor can it be compared with those employed by Rural Sociology, drug diffusion or mass communications. At the same time, the essentiality and significance of education
for the future of our society is undisputed.

The education investment-planning gap has been attributed in the literature to many factors. Culbertson, (1965) classified the constraints hindering planned educational change as those related to: (1) lack of awareness and understanding of change, (2) leadership and resources, and (3) cultural factors.

The social institution, education, has been traditionally characterized by stability. Educational change has evolved slowly.

Normally, people resist change. The aversion of educators to change is easily understood when one considers the lack of planning. (SEC Newsletter, 1965)

Mort (1964, p.318) reported that early studies indicate that change in the American school system had been, . . . a surprisingly slow process and follows a predictable pattern. Between insight into need and the introduction of a way of meeting the need that is destined for general acceptance, there is typically a lapse of a half-century. Another half-century is required for the diffusion of the adaptation. During the half century of diffusion, the practice is not recognized until it has appeared in three percent of the systems of the country. By that time 15 years of diffusion have elapsed. Thereafter, there is a rapid rate of diffusion, accompanied by much fanfare, and then a long period of slow diffusion through the last small percentage of school systems.

Anderson (1966) reported that school adoption of educational innovations has been estimated to take 30 years, and 10 to 15 years for the first three percent of the
schools to make a significant change.

Educational research is now changing and growing at an unprecedented rate. Areas unthought of 10 years ago are now being researched. This tremendous body of data has grown to menacing proportions within a few years. Much newly developed knowledge goes unused because diffusion strategies have not been researched and developed.

Foresighted legislators not only recognized the need for educational research but recognized the necessity for disseminating it and provided for both in recent Vocational Education legislation. While all experimentation results are not necessarily diffusable, the methods of diffusing innovations should be determined and used to expedite diffusion of acceptable findings.

Although there is substantial research on the change process, little is known of the communication channels for disseminating new ideas in education, especially Vocational Education. If research and development are to contribute to the improvement of Vocational Education, then researchers must not only be concerned with innovations but also the change process which facilitates their utilization.

In his dissertation, Johnson (1968) describes a nationwide planned diffusion strategy which the Center for Vocational and Technical Education employed to disseminate course outlines and supporting program development materials which they had developed for Agriculture. The dissemination
program featured a national conference and area meetings of state and local personnel which focused on responsibilities and activities for initiating off-farm agricultural occupations programs. Conference planners assumed that state staff personnel understood and would utilize research on how teachers became aware of educational innovations, the mental processes of adopting change as proposed by Rogers (1964) which have been generally accepted. The five cognitive stages of the process are:

1. **Awareness stage**—the individual is exposed to the innovation but lacks complete information about it.
2. **Interest stage**—the individual becomes interested in the new idea and seeks additional information about it.
3. **Evaluation stage**—the individual mentally applies the innovation to his present and anticipated future situation, and then decides whether or not to try it.
4. **Trial stage**—the individual uses the innovation on a small scale in order to determine its utility in his own situation.
5. **Adoption or rejection stage**—the individual decides to continue or reject full use of the innovation. (p. 81-86)

Two years after the planned dissemination program was completed a follow up study revealed that 36 percent of those ordering the materials were using them. (Hensel & Johnson, 1968, p.39) It also showed that state leaders had used wholesale techniques, such as informational meeting, and newsletters, to create an awareness of the materials, and that those techniques had not expedited the adoption process. (Johnson, 1968, p.6)

After illustrating the theory-practice gap, Johnson
suggested that Vocational Education might incorporate the practice used by Agriculture Extension Service to disseminate new ideas at a rapid rate of adoption by farmers, that of concentrating effort on a few selected individuals who were informal or formal information sources for others, in addition to the aforementioned wholesale techniques. (Johnson, 1968)

Katz (1957) described the same phenomena as the "two-step flow of communication" whereby opinion leaders are influenced by mass communication and they in turn relay ideas to others with whom they have influence.

Lionberger (1960, p. 63) added another dimension to the opinion leader function, that of "legitimization." Influentials, as he calls them, not only communicate but they transmit positive or negative recommendations.

"The existence of opinion leaders in a social system offers change agents a 'handle' whereby they can prime the pump from which new ideas flow through an audience via the 'trickle down' process." (Rogers, 1964, p. 282)

Researchers have shown that different modes of communication are necessary at different points in the adoption process and that the nature of the innovation as well as interpersonal relationship factors enter into the situation.

Johnson's doctoral study demonstrated that the broad generalizations related to the opinion leader
phenomena from other research traditions applied to the Agriculture Education population studied. (1968)

The role of the contemporary Home Economics Educator, whether college administrator, professor, state supervisor, extension specialist, high school teacher, family welfare counselor or a home economist in business, requires that we recognize changes taking place in society, understand the forces causing them, predict the consequences of change, adjust to these trends or seek to modify them.

Philosophical foundations of the Home Economics profession advocate, "creativity in extending, in applying, or in disseminating knowledge to improve personal and family living." (New Directions, 1959)

Home Economics research has made significant contributions to the world's fund of knowledge and to the betterment of human welfare. It is well established that a great need for research still exists in many areas of home economics, the foremost concern might well be research of processes that will expedite the dissemination of innovations.

I. The Problem

Statement of the problem. It was the purpose of the study to determine if the opinion leadership phenomena whereby teachers turn to other teachers for advice,
information and legitimization of ideas exists among the vocational homemaking teachers sampled and to explore the potential of the opinion leadership phenomena as a strategy for implementing change in vocational homemaking programs.

Specific objectives.—(1) to determine the sources of advice and information of vocational homemaking teachers when they are about to initiate new programs or make changes in existing ones, (2) to determine the effectiveness of the key informant and sociometric techniques in identifying the sources of advice and information for vocational homemaking teachers, (3) to determine the reasons that the opinions of certain teachers are sought by their peers, (4) to determine selected personal and social characteristics of opinion leaders among vocational homemaking teachers, (5) to identify the school environment in which vocational homemaking teacher opinion leaders function.

Significance of the problem.—The dynamic forces of change—social, cultural, technological, educational and economic, bring new ideas, new ways of making things, new products, new jobs, new patterns of living with all their potential implications for the educational system of today and tomorrow.

The literature clearly indicates a lag between the creation and dissemination of knowledge.
Jennings (1967) noted the need for planned change when he observed,

The process of planned change has been perfected in the fields of defense, space, electronics, agriculture, and medicine but in education we are all slow learners in seeing and accepting change. But education is finally on the move.

The need for a strategy to implement change in home economics was suggested by McGrath, O'Toole and Garrett.

McGrath (1968) reported a need for home economists to redirect their efforts from the rural to the urban population. The agriculture extension framework facilitated dissemination of innovations to the rural community; no such provision exists for the urban population.

O'Toole (1968) observed, "What is needed is a device to integrate into regular programs sound innovations that research has discovered or developed."

Garrett (1967) stated,

The Home Economics Educator must be among those initiating change in educational programs thus enabling people to utilize constructively the knowledge and techniques resulting from scientific, technological, and societal developments.

Studies in medicine, rural sociology and communications media show that individuals turn to others (opinion leaders) for advice and legitimization during the decision making process. There has been little research to determine if this practice is followed in education, or vocational homemaking.
The investigator recognized home economists' need for information about the changing patterns of family living, changing technology and a host of advancements which affect the school and curriculum. She was also cognizant of the interest and concern of her colleagues in developing dissemination techniques which would narrow the theory-practice gap.

Therefore a study was designed to determine the relevance of the opinion leadership phenomena to vocational home economics, and the feasibility of utilizing opinion leaders as a strategy for implementing change.

A summary of the theoretical bases for the study.--

The research design and the theoretical foundation for the hypothesis are based on the following statements.

1. New ideas spread via opinion leaders through personal communication with their followers.

2. Individuals often turn to others for advice in decision-making situations.

3. Some individuals are more influential than others upon the adoption decisions of their associates.

4. A relatively small group of individuals influence the decisions of the total population.

5. Personal and social characteristics of opinion leaders are significantly different than their followers.

6. Opinion leaders function in a significantly different organizational environment than their followers.
7. Individuals can identify those to whom they turn for advice and information.

**Hypothesis 1**

\( H_0 \): There is no significant difference in the number of subject matter areas in which an opinion leader is influential.

\( H_1 \): There is a significant difference in the number of subject matter areas in which an individual vocational homemaking teacher opinion leader is influential.

**Hypothesis 2**

\( H_0 \): There are no significant differences in the reasons for choices of opinion leaders among vocational homemaking teachers.

\( H_1 \): There are significant differences in reasons for choice of opinion leaders among vocational homemaking teachers.

**Hypothesis 3**

\( H_0 \): There are no significant differences in the sources of information used by vocational homemaking teachers for a specific problem in their vocational homemaking program.

\( H_1 \): There is a significant difference in the sources of information used by vocational homemaking teachers for a specific problem in their vocational homemaking program.

**Hypothesis 4**

\( H_0 \): There is no significant correlation between the
designations of opinion leaders by vocational homemaking regional supervisors using the key informant technique and vocational homemaking teachers using a sociometric questionnaire.

\[ H_1: \text{There is a significant correlation between the designations of opinion leaders by vocational homemaking regional supervisors using the key informant technique and vocational homemaking teachers using a sociometric questionnaire.} \]

**Hypothesis 5**

\[ H_0: \text{There is no significant correlation between the opinion leaders designated by the vocational homemaking regional supervisors and those designated by elected vocational homemaking teacher regional officers.} \]

\[ H_1: \text{There is a significant positive correlation between the opinion leaders designated by the vocational homemaking regional supervisors and those designated by elected vocational homemaking regional officers.} \]

**Hypothesis 6**

\[ H_0: \text{There is no significant difference in the relationship of regional supervisors and homemaking teachers' designations of opinion leaders for vocational homemaking in rural and urban regions.} \]

\[ H_1: \text{There is more agreement in opinion leader designations by teachers and regional supervisors of rural regions than those of vocational homemaking teachers and regional supervisors of urban regions.} \]
Hypothesis 7

\( H_0 \): There is no significant difference in the relationship of regional supervisors and homemaking teacher designations of opinion leaders in large and small regions.

\( H_1 \): There is more agreement in the opinion leader designations by vocational homemaking teachers and regional supervisors of small regions than large regions.

Hypothesis 8

\( H_0 \): There is no significant difference in the mean number of years that opinion leaders and non-opinion leaders have been teaching in their present position.

\( H_1 \): Vocational homemaking teachers who are opinion leaders have been teaching in their present position significantly longer than those who are not opinion leaders.

Hypothesis 9

\( H_0 \): There is no significant difference in the mean number of years that teachers of vocational homemaking who are opinion leaders have been teaching vocational homemaking and those who are not opinion leaders.

\( H_1 \): Vocational homemaking teacher opinion leaders have been teaching vocational homemaking significantly more years than those who were not designated as opinion leaders.

Hypothesis 10

\( H_0 \): There is no significant difference in the educational achievement of vocational homemaking teachers who are opinion leaders and the educational achievement of vocational
homemaking teachers who are not opinion leaders.

H_1: Teachers of vocational homemaking who are opinion leaders have significantly more educational achievement than those who are not opinion leaders.

**Hypothesis 11**

H_0: There is no significant difference in the number of offices in organizations held by teachers of vocational homemaking who are opinion leaders and the number of offices in organizations held by those who are not opinion leaders.

H_1: Teachers of vocational homemaking who are opinion leaders hold significantly greater numbers of offices in organizations than those who are not opinion leaders.

**Hypothesis 12**

H_0: There is no significant difference in the cosmopolitaness of vocational homemaking teachers who are opinion leaders and the cosmopolitaness of teachers of vocational homemaking who are not opinion leaders.

H_1: Teachers of vocational homemaking who are opinion leaders are significantly more cosmopolite than teachers of vocational homemaking who are not opinion leaders.

**Hypothesis 13**

H_0: There is no significant difference in the sources of information used by vocational homemaking teachers who are opinion leaders and the sources of information used by vocational homemaking teachers who are not opinion leaders.
H₄: Teachers of vocational homemaking who are opinion leaders use significantly more impersonal, non-local sources of information from outside the field of home economics which are more costly in time and money than vocational homemaking teachers who are not opinion leaders.

**Hypothesis 14**

H₀: There is no difference in the mean number of educational innovations used by those who are opinion leaders and those who are not.

H₁: Teachers of vocational homemaking who are opinion leaders use a greater mean number of educational innovations than those who are not opinion leaders.

**Hypothesis 15**

H₀: There is no significant difference in the social participation of teachers of vocational homemaking who are opinion leaders and the social participation of teachers of vocational homemaking who are not opinion leaders.

H₁: Teachers of vocational homemaking who are opinion leaders have a significantly greater degree of social participation, as measured by the Chapin Social Participation Scale, than vocational homemaking teachers who are not opinion leaders.

**Hypothesis 16**

H₀: There is no significant difference in the school environment in which opinion leaders teach and that where vocational homemaking teachers who are not opinion leaders teach.
H_1: The school environment, as measured by the Organizational Climate Description Questionnaire, is significantly different where opinion leaders and non opinion leaders teach.

**Basic assumptions.**—The investigator assumed that:

1. The opinion leadership phenomena is relevant to the process of bringing about change among teachers of vocational homemaking.

2. Vocational homemaking teachers were capable of identifying vocational homemaking teachers from whom they would seek advice and information.

3. The persons identified by vocational homemaking teachers as sources of advice and information were actual sources of advice and information.

4. The regional supervisors and vocational homemaking teachers could determine the reasons that they turn to a certain individual for advice and information.

**Delimitations of the study.**—The study was delimited by design to include the 130 Vocational Homemaking Teachers, of Ohio in regions 13, 17, and 21, who were teaching in Spring, 1969. The regions represented rural, urban, and suburban, as well as agrarian and industrial populations in Northern, Southern and Central Ohio. The large region in the study was comprised of 65 vocational homemaking teachers and the small regions had 30 and 35 vocational homemaking teachers.
There was no intention or attempt to evaluate Vocational Homemaking programs nor the teacher education or supervisory practices of vocational home economics in Ohio.

Limitations of the study.—The writer was aware that there would be a certain amount of error in the identification of vocational homemaking teacher opinion leaders because of the subjective judgements involved, the hypothetical nature of the situation posed, and the idiosyncracies of human interaction.

The measure of use of innovations will be affected by the appropriateness of those listed in the questionnaire.

Items in the inventory requiring recall of hours of inservice education, attendance at meetings, visitation to other classrooms etc. were also subject to error.

II. Definition of Terms

Change agent
A professional person who attempts to influence adoption decisions in a direction that he feels is desirable. (Rogers, 1964, p.17)

Cosmopoliteness
The degree to which an individual's orientation is external to a particular social system. (Rogers, 1964, p.17)

Innovation
An idea perceived as new by the individual. (Rogers, 1964, p.19)

... the process of change (Bhola, 1965, p.12)

Key informant technique
A method of identifying opinion leaders which consists of asking persons who are in a position to know, to designate opinion leaders. (Johnson, 1968, p.30)
Opinion leaders
... those individuals from whom others seek advice and information. (Rogers, 1964, p.208)

Organizational climate
... the social interaction between principal and teachers. (Halpin & Croft, 1963, p.7)

Social Participation
... the degree an individual participates in community groups and institutions. (Miller, 1964 p.208)

Sociometric measure
... a means of assessing attractions or repulsions within a given group which usually consists of asking each member of a group to privately designate the persons with whom he would like to and would not like to participate in another activity.

(Lindzey & Borgatta, 1954, p.407)
CHAPTER II

REVIEW OF THE LITERATURE

The history of civilization is a narrative of continuous change. Man has kept abreast of changes through the spoken and written word, not only in face to face situations but across the world and through the centuries.

Life in the rural community of yesteryear involved relatively simple processes of communication. Clergymen and physicians were frequent sources of advice and information. The opinions of educated and experienced relatives and neighbors were also valued.

In spite of the vast array of sophisticated communication media and advances in the educational level of the populace, the literature indicates that modern man still frequently relies on the information and advice of key individuals in his local environment when confronted with a decision making situation.

I. The Opinion Leader Phenomena

Sociologists have identified individuals from whom others seek information and advice as "Opinion Leaders". Or as "... individuals who are influential in approving or disapproving new ideas." (Rogers, 1964, p.208) Names used by other authors for opinion leaders are:

The first study involving opinion leaders tested a two-step communication flow hypothesis whereby information first reaches opinion leaders and then is passed on to associates. The setting for the study was the 1940 Presidential election. Personal influence appeared to be the greatest factor affecting persons who made up or changed their minds late in the campaign. Communications appear to flow from mass media to opinion leaders and thence to less active portions of the population (Lazarsfield, 1948).

Rogers (1964, p. 213) elaborated on the "two-step hypothesis" by suggesting that new ideas spread via relevant channels to opinion leaders who in turn relay the information to their followers. He further stated that the first step to the opinion leader was probably mainly a transfer of information, while the second step may involve a spread of influence, as well.

Lionberger (1954) conducted an intensive field investigation to determine the influence of informal social groups on the interpersonal exchange of farm information.
among farm operators. Analysis of data indicates there is a facilitating influence of informal groups on interpersonal exchange. Influencers were most often picked from within the same informal group.

A sample of 800 women were interviewed in Decatur, Illinois about factors leading to decisions in marketing, fashions, public affairs, and movie going. They were questioned about themselves, and their behavior, people who influence them, and people whom they influenced. Follow-up interviews were conducted among those designated as influentials and influencees. The data indicated that people are most likely to choose their experts from within their own social group and their general influentials from persons of a higher social strata. (Katz & Lazarsfield, 1955)

An Australian study examined adoption of farming practices to determine the conditions which: (1) determine effective communications between scientists and farmers, and (2) determine whether or not new practices are adopted. A major conclusion was that there is a hierarchical structure of farmers to whom others turn for advice and help. This is not a social hierarchy in the usual sense but is leadership based on skill and competence only. (Emery & Oeser, 1958)

A study of 148 farmers in Central Iowa showed that: (1) personal influence is more important at the information,
application, and trial stages, (2) technological ideas often flow from impersonal sources to the innovators and early adopters and from them to the late majority and laggards, and (3) late adopters are more dependent on personal influence and utilize a different type of personal influence (friends, neighbors, and relatives) than do early adopters who use agency personnel sources. (Rogers & Beal, 1958)

One hundred and twenty-five physicians in four mid-western cities were studied in terms of the adviser-advisee dyad and the rate of diffusion of a specific item through the social structure of an entire community. Two most interesting findings were: (1) earliest drug information seldom came from a source which had to be sought out and (2) doctors predominately turn for advice to others in the profession. Detail men and drug company literature were the most common first sources of knowledge about a new drug. But, doctors relied on the personal influence of colleagues as a final legitimization immediately prior to use of the drug. (Coleman, 1966)

A study of the source of information for 496 mothers of elementary school children in North Carolina showed that the mothers sought information and advice from their own mothers most often, but valued the information of professionals such as doctors, teachers, more. (Garner & Sperry, 1968)
A Cleveland community rehabilitation program, designed to update homemaking practices, trained and utilized "human connectors" who lived in disadvantaged neighborhoods to "make numerous home visits, to offer friendship and information and even to walk to the [rehabilitation] center with those needing security." (Cole, 1968)

Cohen, (1967) of the Womens Talent Corps--New York, found in working with schools, community agencies and unions it was essential to identify and support creative leadership where it already existed as well as develop a joint strategy for promoting new ideas and innovations.

The preceding research suggests that the information flow follows a "two-step" process. It also indicates that the personal influence of certain persons, known as opinion leaders, plays an important role in the diffusion of information.

II. The Identification of Opinion Leaders

Three major techniques have been used to identify opinion leaders, the sociometric, key informant, and self designating techniques. (Rogers, 1964)

The self designating technique involved questioning the respondent to determine his perception of his influence or opinion leadership, e.g. Do others seek your advice on a particular topic? The validity of this technique is dependent on the respondent having a realistic self-image. Rogers (1964, p. 229) contends that if an individual
considers himself to be an opinion leader, his self-perception will affect his behavior and he is likely to be an opinion leader.

A six item self designating opinion leadership scale developed by Rogers and Cartano (1962, p. 441) is reported to have yielded a split-half reliability of .703. When Johnson (1968) administered a version of the six item self designating scale in South Carolina he found that the "self designating opinion leadership scale was not a realistic technique for identifying opinion leaders among teachers of vocational agriculture." [p. 103]

The sociometric technique involves asking people where they go for advice on a particular topic. This method has been utilized more often in opinion leader research than any other according to Rogers (1964, p. 228)

Researchers using the sociometric technique include, "Lionberger, Wilkening, Marsh and Coleman, Coleman, Katz and Menzel, Merton, Stewart and Winnick." (Johnson, 1968)

Disadvantages of the sociometric technique are that large numbers must be surveyed to locate a few key individuals, the members of the group need to know each other, and every member of the social system should be included.

The key informant technique utilized the expertise and knowledgeability of persons who are in a position to know, to identify opinion leaders. This technique is more economical of time and money than the others.
Rogers (1964, p. 229) contends that the key informant technique only applies when the total population is studied. Johnson (1968) found a significant positive correlation between the key informant and sociometric techniques in identifying vocational agriculture teacher opinion leaders.

III. Characteristics of Opinion Leaders

Unobtrusive techniques which use personnel records and other pertinent sources of information to identify individuals with known characteristics of opinion leaders, is a potential means of identifying opinion leaders in Education. This method would not have the reactive effects of the self designating or sociometric techniques and therefore should have higher reliability and validity.

The literature contributes several characteristics for the opinion leader profile.

Lazarsfield (1948) observed that opinion leaders are found at all levels of society and are very like the people whom they influence. Opinion leaders appear to expose themselves to more radio, newspapers, magazines, etc. than their associates.

A study of opinion formation in the presidential campaign, 1948, showed that the following qualities distinguished informal leaders: (1) a specific interest in discussing the areas in which they are opinion leaders, (2) greater interaction through more strategic social locations, and (3) symbolization of the given
group's norms in a particular sphere. Opinion leaders sought political advice more than others which indicates a cyclical leadership relationship running through the community. (Berelson, 1954)

An Australian study reported that: (1) those most frequently consulted and whose opinion carried the most weight were innovators in their own right, (2) their practical or operational intelligence was high, (3) they were planners and strategists, and (4) they maintained close contact with the District Agricultural Officer. (Emery & Oeser, 1958)

Wilkening (1952) found that informal leaders adopted no more approved practices than other farmers. On the other hand, high technological competence and active participation in professional and social organizations were characteristics identified by Lionberger (1953) on his investigation of farm operators.

Blau (1953) noted in his study of the employees of a department in a federal agency that competence was clearly related to popularity as a consultant.

Rogers and Burge (1962) conducted a study of truck growers in Ohio. They concluded that opinion leaders were older, slightly more educated, more apt to travel outside the county to observe truck growing ideas, and were in closer contact with the Agriculture Experiment Station than their peers.
Rogers and van Es (1964) surveyed the social characteristics, communication behavior and cosmopoliteness of opinion leaders in modern and traditional communities in Colombia. They found opinion leaders to be better educated, more innovative, more likely to be members of formal organizations than their followers. "Opinion leaders were more cosmopolite and used more impersonal, technically accurate and cosmopolite sources of information than others in their social system." (pp.26-35)

A study of the Vocational Agriculture teachers in South Carolina showed opinion leaders to be significantly better educated, to exhibit a greater degree of social participation and to be more innovative than their peers. (Johnson, 1968) Further, opinion leaders were reported to be significantly more experienced, older, and to hold significantly more professional education offices. There was no significant difference in the cosmopoliteness, the job satisfaction, conformity to social norms and the number of professional and technical publications read by opinion leaders and followers.

Rogers (1964) presented the following generally accepted facts about opinion leaders in his book, Diffusion of Innovations:

1. The majority of research findings indicates there is little overlapping among different types of opinion leaders. (p.236)
2. Opinion leaders use more impersonal, technically accurate and cosmopolite sources of information than do followers. (p.238)
3. Opinion leaders are more innovative than their followers. [p.242]
4. Opinion leaders conform more closely to social system norms than the average member. [p.233]
5. Opinion leaders are more cosmopolite than their followers. [p.239]
6. Opinion leaders have more social participation than their followers. [p.24]

IV. Environment for Change

I have noted in the research literature a lack of concern with organizational theory even though users of educational innovations are either part of complex organizations or are complex organizations. Furthermore, extremely limited attention has been given to the roles of communication, social structure, and value systems in research on educational innovations. (Carlson, 1968)

The diffusion of educational innovations has been slow. Diffusion studies in Agriculture show that the time lag has been reduced to less than 10 years. (Blanke, 1966.) Consequently, students of change have proposed that education adopt the agriculture change mechanism which utilizes the organization structure of Agriculture Extension.

Blanke (1966) and Meirhenery (1965) doubt the feasibility of such a plan. In farming a prime motivator for improvement or adoption of innovation is profit. Education has no such incentive. The farmer, an individual entrepreneur has decision making power; the teacher works through a complex organization. The successful farmer has social status. Studies in Education show there are few status leaders, even within a building, who influence their colleagues. (Meirhenery, 1965) Promoting change in
elementary and secondary schools is difficult because there is a lack of the usual social interrelationships found in other institutions, according to Meirhenery (1965).

Decisions made in the local school are subject to a wide range of forces. Whereas, the owner of a business or a farm are subject to much less influence.

The American School System has a variety of mechanisms built into it which make consensus difficult to obtain and decision making highly complicated, (Meirhenery, 1965) e.g. attitudes toward experimentation, preference for the status quo, professional rivalry or suspicion, ambiguous goals, hierarchies of authority.

Brickell (1961) found that contrary to general opinion: (1) parents, citizens groups, and school boards do not generally influence change in public schools, but when they do their influence is decisive, (2) that teachers were not change agents for instructional innovations of major scope. Teacher's influence was limited to change in classroom practices, relocation of existing curriculum and introduction of single classes of special content.

Anderson contends that the organization conditions the effects of leadership as does the leader condition the organization. (1964)

Halpin and Croft (1963) found that it was possible to measure the social interaction of teachers and administrators and describe the organizational climate or
environment of schools.

Anderson effectively summarized the importance of organizational structure and climate when he said,

"...a stimulating work environment is essential in a complex social organization such as a school in order that individual and group talent may be released and that creativity, growth and change may be encouraged." (1964, p.1)

V. Summary

From a perusal of the literature and research concerning opinion leaders, their characteristics, methods of identifying them, and the organizational climate in which they function, the following generalizations were formulated:

1. The personal influence of certain persons, known as opinion leaders, plays an important role in the diffusion of information.

2. Researchers have utilized the sociometric technique most frequently to identify opinion leaders. The key informant technique was shown to have the next highest utility, followed by the self designating technique.

3. Opinion leaders were exposed to the mass media to a greater extent than their associates.

4. Opinion leaders symbolize or conform more closely to their group's norms than their peers.

5. Opinion leaders showed particular competence and interest in the sphere for which they are leaders.
6. Opinion leaders were more innovative than opinion seekers.
7. Opinion leaders participated in more social and professional organizations than their peers.
8. Opinion leaders had a higher educational level than their followers.
9. Opinion leaders were older than their associates.
10. Opinion leaders were more cosmopolite than other members of the social system.
11. Opinion leaders used more impersonal, technically accurate and cosmopolite information sources than their peers.
12. The agriculture change mechanism was not feasible for diffusion of educational innovation.
13. The organizational structure of educational institutions has a variety of mechanisms which affect the implementation of change.
14. The organization affects leadership and the leader affects the organization.
CHAPTER III

DESIGN OF THE STUDY AND RESEARCH METHODOLOGY

The study was designed to determine the applicability of the opinion leadership phenomena to Vocational Home Economics and the feasibility of using opinion leaders as a strategy to implement change in vocational homemaking programs.

The methodology for the study was partially dictated by the central purpose, specific objectives and the theoretical bases established in Chapter I.

The hypotheses evolved from the research theory reported in the literature.

The research instruments combine materials and ideas gleaned from a search of the literature and conferences with home economics and vocational education personnel.

Sociometric and key informant techniques were used to identify opinion leaders.

Permission to collect the data from the vocational homemaking teachers and the assistant (regional) supervisors of the three selected regions of Ohio was secured from Miss Margaret McInery, State Supervisor of Vocational Homemaking. Teachers were administered a questionnaire at the Spring Regional Conference, 1969. At the same time, the
regional supervisors were given materials to rank the teachers according to degree of opinion leadership exhibited.

The data were coded, key punched on IBM cards, verified and submitted to the Ohio State University Computer Center for tabulation and computation on the IBM 7094. The statistical tests used in the study included Chi-Square, Kolmogorov-Smirnov, and the Spearman Rank Correlation. The computer programs also yielded means, frequencies and percentages.

The significance level for accepting or rejecting the hypotheses was .05.

I. Sources of Data

One hundred twenty four of the 903 vocational homemaking teachers (reimbursed), and three of the eight assistant supervisors of Vocational Home Economics, State of Ohio, participated in the study. The population was selected to include rural, urban, suburban, industrial, and agrarian communities, large and small schools and large and small conference groups, because the study was designed to study the relevance of these factors. The study was limited to 3 of the 25 vocational homemaking Regional Conference Groups.

Of the 130 vocational homemaking teachers employed in the 3 regions, 93 attended the Regional Conferences. Questionnaires and self-addressed, stamped, return-envelopes were sent to the 37 who did not attend. Follow up cards
were sent 10 days later to those who had not returned the questionnaire. Ten persons were contacted by telephone and urged to complete and return the instrument. Five vocational homemaking teachers from the large Central Ohio group and one from the small, north-eastern urban group did not participate in the study. Consequently, this study is based on the responses of 95.41 percent of the vocational homemaking teachers of Regions 13, 17, and 21.

The Assistant (regional) Supervisors have worked with the surveyed population for the following time periods: (1) Group 17—9 years, (2) Group 21—6 years and (3) Group 13—one County 10 years and the other 4 years. Each supervisor has between 159-207 vocational homemaking teachers at 96-113 schools.

II. Data Collection

From the supervisors.—The regional supervisors were requested to rank the teachers whom they supervise according to the degree of opinion leadership in Consumer Education, Programs for Youth With Special Needs and the Use of Media and Innovations, by a Q-Sort methodology.

The Q-Sort forces a normal distribution of responses. No matter how many choices an individual might wish to endorse, he is forced to weigh the relative value he feels should be assigned to each choice.

This procedure is used because it is usually easier to declare what you like or dislike intensely than what you feel neutral about. . .the extreme
positions are more important in determining the size of the correlations and so it is important that they be as reliable as possible. (Hall, 1967, p.117)

Instructions suggested that the supervisor divide a deck of cards bearing the name of each vocational homemaking teacher into five stacks. The stacks would represent the range of opinion leadership from a very high to a very low degree. Supervisors were requested to rank teachers according to the degree of influence they had with other teachers in Consumer Education, Programs for Youth with Special Needs and in the Use of Media and Innovations and to indicate the reason for their choice, whether respect, proximity, knowledgeability, or demonstrated competency. It was necessary for the supervisors to sort the cards three times in order to rank teachers in all three areas. A sample card and instructions which accompanied the Q-Sort Cards are included in Appendix A.

One regional conference group was twice as large as the others. To equalize the handicap on interaction inherent in larger groups and to reduce the supervisor's ranking task to realistic proportions, the supervisor of the large region (Group 17) was asked to list and justify only the ranks of the top half of the conference group. The scores of the remaining 50 per cent, mostly followers in Group 17, were statistically equated with the rest of the population by assigning a weighted average.
From the teachers.--The inventory items used with the teachers were in a highly structured, check type form to:

1. focus responses on the purposes of the study,
2. be relatively objective, and
3. minimize responding time.

The five part questionnaire was designed to attain information about:

1. Teaching Experience
2. Educational Level
3. Organization membership and leadership
4. Years at present school
5. Use of Innovations
6. Visits to other Home Economics Departments
7. Teachers from whom they would seek advice and reasons
8. School climate
9. Source of help for specific problems in home economics other than teachers.

The questionnaire incorporated items from the Johnson Survey of Opinion Leaders among Teachers of Vocational Agriculture, the Chapin Social Participation Scale, and the Organizational Climate Description Questionnaire.* Since most of the survey items had been administered to large samples and the two latter instruments statistically validated, the inventory schedule was not pre-tested.

Section A of the instrument was designed to collect information about the personal characteristics and the

* Permission to use purchased.
degree of social participation of the teachers. Social participation was measured by the Chapin Social Participation Scale, a general measure of participation in voluntary professional, civic and social organizations, with reproducibility coefficients of .92 to .97 for groups of leaders. Miller (1964, p. 208) reported a reliability of .89 to .95.

Cosmopolitanism was determined by the number of meetings attended and other departments visited by the teachers.

Items three and four of Section B and one to five of Section C were designed to determine the sources of information used by teachers. Possible sources included those within and outside of Vocational Home Economics, impersonal and personal sources, those close at hand or far afield, free sources and those requiring a cash outlay, and sources which require a great deal or very little personal time.

Item three, Section B requested the name of the Vocational Homemaking teacher(s) in the state or region that the respondent would turn to for advice or information before initiating a new program or making a major change in an existing program in the area of Consumer Education, Disadvantaged, etc. These data were the bases for the sociometric display and the identification of opinion leaders. Reason for choice was also requested. Did the respondent
rely on the advice of the designated individual because she was close at hand (proximity), because she respected her judgement, because she was knowledgeable or because she had demonstrated her competency?

Section D of the instrument was an attempt to determine if opinion leaders were more progressive in the use of innovative teaching aids, methods and strategies than other vocational homemaking teachers. As reported in Chapter II, Rogers, van Es, Emery, Oeser and Johnson found opinion leaders to be more innovative than other teachers.

Section E was an adaptation of the Organizational Climate Descriptive Questionnaire. Brown's (1965) replication study found that only four tests out of the 1776 administered in a Minnesota sample were inappropriately answered, therefore Brown concluded that the OCDQ was a well constructed instrument and he verified the pattern of factor weights in analysis of the OCDQ items. Andrews (1965) concluded that the subtests of the OCDQ, "provide a reasonably valid measure of important aspects of the leadership of the school principal in a perspective of interaction with his staff." [p.38] This instrument was used to determine if the social interaction differed among faculty and administration where opinion leaders and their followers taught.

The inventory schedule is included in Appendix B. Directions for each section and individual questions when
appropriate were printed in the questionnaire. In order to clarify printed directions, the investigator read instructions (see Appendix C) at the beginning of each section. The teachers were requested to wait at the end of each section until the majority were ready to listen to the directions for the next section, turn the page and proceed together.

Teachers completed the questionnaire in about 20 minutes. The regional supervisors needed more time to complete the ranking and listing.

**III. Tabulation and Processing Data**

A code plan was developed to transfer the data from the survey schedule to IBM cards. Each questionnaire was coded to include respondent number, and vocational homemaking regional conference group number.

The description of the sample involved most of the independent variables in the study. The Ohio State Questionnaire Analysis (OSQA) program for the IBM 7094 computer was selected for processing the data because the program handles multiple sets of data, provides frequency counts and percentage of responses for each response level for each classification group.

Sociograms were constructed from the sociometric data. Teachers identified as opinion leaders were placed in a classification group for statistical comparison with followers.
Choice of tests of the hypotheses.—Each null hypothesis was to be tested for a difference at the .05 level of significance by an appropriate statistical test.

Siegel (1956) lists the following criteria for the choice of statistical test,

1. power of the test,

2. the applicability of the statistical model on which the test is based to the data of the research,

3. power efficiency,

4. the level of measurement achieved in the research. (p.31)

In view of these criteria, the Kolmogorov-Smirnov, Chi-Square, and Spearman Rank Correlations were chosen.

The Kolmogorov-Smirnov test.—The OSQA program which was used to describe the population would also compute the Kolmogorov-Smirnov statistic. The Kolmogorov-Smirnov test compares categories of data. The study had been designed to compare opinion leaders and followers, as well as to determine differences in the phenomena in rural-urban, large-small regions.

According to Siegel (1956),

When compared with the t-test, the Kolmogorov-Smirnov test has high power efficiency (about 96 percent) for small samples. (p.136)

The OSQA program yielded summarized tables of response level frequencies. These were placed in contingency tables for the computation of the Chi-Square test of
significance for two independent samples.

**Spearman Rank Correlation Coefficient.** A measure of correlation was needed to test the efficiency of the sociometric and key informant techniques in identifying opinion leaders. The Basic Spearman Rank Correlation Routine was located at the Data Center Library of the Ohio State University. This program generated rank correlations and computed ordinal statistics for each variable.

Coefficients of correlation between the two variables, were computed for the total vocational homemaking teacher sample, the opinion leader designations of the elected regional teachers officers, the rural and urban regions, and the large and small vocational homemaking regional conference groups.
CHAPTER IV

FINDINGS RELATED TO THE DISTRIBUTION AND IDENTIFICATION OF OPINION LEADERSHIP AMONG VOCATIONAL HOMEMAKING TEACHERS

Opinion leaders among Vocational Homemaking teachers in three regions of Ohio were identified by the sociometric technique. The sociometric designations were the bases for the leader-follower dichotomy used in the statistical comparisons.

The correlation of identifications made by the key informant and sociometric techniques was measured to determine the comparative reliability of the key informant technique as an alternative method to identify opinion leaders.

I. Distribution of Opinion Leadership Identification by the Sociometric Method

The participating Vocational Homemaking Teachers were requested to name the teacher from whom they would seek advice or information before initiating a new program or making a major change in an existing Consumer Education Program, or a Program for Youth with Special Needs, and in the Use of Media and Innovations.

The sociometric score for each teacher was the number of times she was designated as an opinion leader.
by the other vocational homemaking teachers.

A score was tabulated for each teacher in Consumer Education, Programs for Youth with Special Needs and in the Use of Media and Innovations. Each teacher's score was the sum of the scores for the three areas.

The study design defined an opinion leader, (identified by the sociometric technique) as one who had been named as a reference or source of consultation four or more times by the other vocational homemaking teachers.

Katz (1957) defined anyone who influenced one other person as an opinion leader in his Presidential election study.

Wilkening (1952) and Marsh and Coleman (1954) considered those named by two or more persons (farmers) as opinion leaders, while Rogers and Burge (1962) considered three or more designations as the opinion leader criteria. Merton (1957) specified four designations and Lionberger (1953) required five mentions in order for one to be considered an opinion leader.

Analysis of the sociometric data showed the four designation criteria to be too stringent for the vocational homemaking teacher sample. Therefore, the study design was adjusted to consider all those named as sources of advice or information as opinion leaders.

Sociograms.--Information and advice-seeking patterns of interaction were traced among the respondents in the
areas of Consumer Education, Programs for Youth with Special Needs and in the Use of Media and Innovations. Choices reported in the questionnaire are graphically illustrated by sociograms in Figures 1 to 9.

Designations are displayed in concentric levels. The exterior bolgia represents teachers who wrote "none" or left a blank which was interpreted to mean that they would ask no one for advice or information about the listed program areas and also those who would turn to persons outside of home economics. The second bolgia contains symbols representing the home economists whether college teacher, extension person, state regional supervisor, or a home economist from another vocational homemaking region, who were designated as sources of information and advice. The nucleus represents the leader-follower interaction among vocational homemaking teachers.

**Leadership in Consumer Education.**--Six Consumer Education opinion leaders were identified for Region 13. Although the teachers were asked to name a teacher, as Figure 1 shows the major source of information and advice in Consumer Education for Region 13 was the Assistant or Regional Supervisor of Vocational Homemaking. This was the most outstanding incidence of influence in the study. She directly and indirectly influenced twelve or thirty-four per cent of the teachers in Region 13.

Three of the opinion leaders also indicated that their
Figure 1. Sources of Consumer Education Information for Vocational Homemaking Teachers in Region 13 of Ohio.

CT College Teachers-Home Economics  S Special Education
A Administrator  # Opinion Leader  R Regional Supervisor
HE Home Economist  U Unidentified  O No One
source of information or advice would be the regional supervisor. Three college teachers were designated as sources of advice and information and as indicated by the arrows three teachers would ask persons outside of the home economics profession.

Vocational homemaking teachers of Region 21 identified seven Consumer Education opinion leaders. Choice patterns of Region 21 are presented in Figure 2. One teacher was mentioned four times (number 7). Two persons from Region 21 were influenced by outsiders, another teacher was influenced by a college home economics teacher and two others by the vocational homemaking regional supervisor.

The sources of advice and information about Consumer Education of members of the large, heterogeneous region number 17, are depicted in Figure 3. Ten opinion leaders were identified. Teacher number 8 was mentioned by four other teachers, while teacher number 9 influenced three other teachers. Ten of the vocational homemaking teachers of Region 17 would turn to college teachers, home economists outside their region or the regional supervisor for advice or information about Consumer Education. One-third of the teachers would ask no-one and four would ask outsiders. Interestingly, two of the three vocational homemaking teachers who identified the regional supervisor as an opinion leader were opinion leaders themselves.
Figure 2. Sources of Consumer Education Information for Vocational Homemaking Teachers in Region 21 of Ohio.

- CT: College Teachers-Home Economics
- S: Special Education
- A: Administrator
- #: Opinion Leader
- R: Regional Supervisor
- HE: Home Economist
- U: Unidentified
- O: No One
Figure 3. Sources of Consumer Education Information for Vocational Homemaking Teachers in Region 17 of Ohio.

CT  College Teachers—Home Economics  S  Special Education
A  Administrator  O  Opinion Leader  R  Regional Supervisor
HE  Home Economist  U  Unidentified  O  No One
Five opinion leaders named no person as a source of advice or information.

**Programs for Youth with Special Needs.**—Sources of advice or information for vocational homemaking teachers of Region 13 about Programs for Youth with Special Needs are illustrated in Figure 4. The teachers reported that they would not ask other vocational homemaking teachers for advice and information before making changes in existing programs or initiating new ones for the disadvantaged, mentally retarded, slow learners, etc. Five teachers would seek aid from the regional supervisor, eleven (31 per cent) would turn to outsiders, and thirteen would be influenced by no one.

Figure 5 shows that only one vocational homemaking teacher in Region 21 would turn to a peer for advice or information about Programs for Youth with Special Needs. Two would be influenced by the regional supervisor, and one by a college home economics teacher. Eighteen of the twenty-eight teachers (64 per cent), reported that they would be influenced by no one, and six (21 per cent) would turn to outsiders such as administrators and special education personnel.

The choice patterns for Region 17 are represented by Figure 6. Seven opinion leaders were identified. One network of interaction involved seven persons. Forty-one per cent of the teachers indicated that they would rely
Figure 4. Sources of Information about Programs for Youth with Special Needs for Vocational Homemaking Teachers

CT College Teachers-Home Economics  S Special Education
A Administrator  # Opinion Leader  R Regional Supervisor
HE Home Economist  U Unidentified  O No One
Figure 5. Sources of Information about Programs for Youth with Special Needs for Vocational Homemaking Teachers.

- CT: College Teachers-Home Economics
- S: Special Education
- A: Administrator
- #: Opinion Leader
- R: Regional Supervisor
- HE: Home Economist
- U: Unidentified
- O: No one
Figure 6. Sources of Information about Programs for Youth with Special Needs for Vocational Homemaking Teachers.

CT College Teachers-Home Economics  S Special Education
A Administrator  O Opinion Leader  R Regional Supervisor
HE Home Economist  U Unidentified  N No One
on outsiders. Fifty-four per cent of the group who would seek advice outside the profession and twenty-two per cent of the total region would turn to special education teachers. Only twenty-nine per cent of the sample would be influenced by home economists who were either opinion leaders, the regional supervisor or a college teacher.

The Use of Media and Innovations.—Figure 7 represents the choice patterns of Region 13. Three vocational homemaking teacher opinion leaders were identified. A group of six home economists, who were either college teachers, supervisors or teachers in other regions were named as influentials. They directly and indirectly influenced thirty-seven per cent of the teachers. Six teachers reported that they would be influenced by persons other than home economists.

Eight opinion leaders were identified by the vocational homemaking teachers of the small rural area, Region 21, in the Use of Media and Innovations. As Figure 8 shows the networks of influence in Region 21 involved forty per cent of the sample. One person reported that she would seek advice or information from an outsider, three would turn to the regional supervisor, one would ask a college teacher and twelve would ask no one.

Choice patterns for Region 17, illustrated by
Figure 7. Sources of Information about Media and Innovations for Vocational Homemaking Teachers of Ohio.

CT College Teachers-Home Economics  S Special Education
A Administrator  # Opinion Leader  R Regional Supervisor
HE Home Economist  U Unidentified  O No One
Figure 8. Sources of Information about Media and Innovations for Vocational Homemaking Teachers of Ohio.

CT College Teachers-Home Economics  S Special Education
A Administrators  O Opinion Leader  R Regional Supervisor
HE Home Economist  U Unidentified  O No One
Figure 9. Sources of Information about Media and Innovations for Vocational Homemaking Teachers of Ohio.

CT College Teachers-Home Economics  S Special Education
A Administrator  # Opinion Leader  R Regional Supervisor
HE Home Economist  U Unidentified  O No One
Figure 9 show that one college teacher had noticeable influence on the decisions of vocational homemaking teachers in the use of media and innovations. The network of interaction involved twelve (20 percent) of the teachers, this was one of the most spectacular influence-follower matrices of the study, however it should be kept in mind that this region is considerably larger than the others. The regional supervisor directly and indirectly influenced seven teachers (13.6 per cent) in the use of media and innovations. Regional supervisors, and college teachers influenced thirty-seven per cent of the teachers. The vocational homemaking teachers of Region 17 named eight teachers as opinion leaders. Nine teachers would turn to outsiders, while sixteen would ask no one.

Summary.--The findings related to the distribution of opinion leadership among vocational homemaking teachers are summarized in Figure 10. The largest percentage of the sample (42 per cent) were self informing, they would ask no one for advice or information before initiating a new program in the areas of Consumer Education and Youth with Special Needs or in the Use of Media and Innovations or making a major change in an existing one. Twenty per cent of the teachers reported that they would ask other homemaking teachers. The percentages who would consult with the regional supervisor or a college teacher were quite similar (10 and 9 per cent respectively), as
Figure 10. Professional categories of the persons to whom Vocational Homemaking Teachers would turn for advice and information in program planning or improvement.
were those who would confer with special education personnel and administrators (4 and 3 per cent respectively).

Although the investigator consulted with State and University Home Economics leaders and scoured the Ohio Educational Directory, 1968-69 and the Directory of Vocational Homemaking Teachers, a number of influentials were unidentified. It could be safely concluded that the 12 per cent who comprised the unknowns were not vocational homemaking teachers, administrators or regional supervisors in the State of Ohio.

Spheres of Influence

Null Hypothesis 1. There is no significant difference in the number of subject matter areas in which an individual vocational homemaking teacher opinion leader is influential.

Table 1 presents the number and percentage of opinion leaders in Consumer Education, Programs for Youth with Special Needs and in the Use of Media and Innovations as well as combinations of spheres of influence. When the Chi Square statistic was applied to the frequencies, the difference was not significant at the .05 level. Slightly less than one-third of the opinion leaders were influential in more than one of the areas studied. The null hypothesis was rejected, opinion leadership in vocational homemaking is specific to one area of specialization.
### TABLE 1

Scope of Influence of Vocational Homemaking Opinion Leaders

<table>
<thead>
<tr>
<th>Vocational Homemaking Program Area</th>
<th>Opinion Leaders Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consumer Education</td>
<td>11</td>
<td>31.4</td>
</tr>
<tr>
<td>Youth with Special Needs</td>
<td>4</td>
<td>11.4</td>
</tr>
<tr>
<td>Media and Innovations</td>
<td>9</td>
<td>25.7</td>
</tr>
<tr>
<td>Consumer Educ. &amp; Youth with Spec. Needs</td>
<td>0</td>
<td>00.0</td>
</tr>
<tr>
<td>Consumer Educ. &amp; Media &amp; Innovations</td>
<td>8</td>
<td>22.9</td>
</tr>
<tr>
<td>Youth with Spec. Needs &amp; Media</td>
<td>0</td>
<td>00.0</td>
</tr>
<tr>
<td>All 3 Areas</td>
<td>3</td>
<td>8.6</td>
</tr>
<tr>
<td>Total*</td>
<td>35</td>
<td>100.00</td>
</tr>
</tbody>
</table>

\* $x^2 = 6.58$ (not significant .05 level) degrees freedom = 6

Justification of Opinion Leader Designations

**Null Hypothesis 2.** There are no significant differences in the reasons for choices of opinion leaders among vocational homemaking teachers.

Teachers were asked to indicate whether they turned to the named individual for advice or information about Consumer Education, Programs for Youth with Special Needs, or the Use of Media and Innovations because of: (1) respect, (2) proximity—if they were available, (3) knowledgeable, or (4) demonstrated competency.
A greater number of vocational homemaking teacher opinion leaders were chosen on the basis of being knowledgeable and for demonstrated competency than for respect or proximity, as clearly shown in Table 2. Each respondent had three possible answers, one for each program area surveyed, however, teachers did not always name an opinion leader therefore the number of reported responses is less than the possible 372.

### TABLE 2

Reasons for Opinion Leader Designations

<table>
<thead>
<tr>
<th>Vocational Homemaking Teacher Opinion Leaders Chosen for:</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect</td>
<td>36</td>
<td>15.25</td>
</tr>
<tr>
<td>Proximity</td>
<td>42</td>
<td>17.80</td>
</tr>
<tr>
<td>Knowledgeable</td>
<td>99</td>
<td>41.91</td>
</tr>
<tr>
<td>Demonstrated Competency</td>
<td>59</td>
<td>25.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>236</strong></td>
<td><strong>99.96</strong></td>
</tr>
</tbody>
</table>

* $X^2 = 40.99$ (degrees freedom = 3) significant .05 level.

The Chi Square statistic showed a significant difference at the .05 level. Thus the null hypothesis was rejected and the alternative hypothesis accepted.

Other Sources of Advice or Information

**Null Hypothesis 3.** There is no significant differences in the sources of information used by vocational
homemaking teachers for a specific problem in their vocational homemaking program.

The participating teachers were asked to indicate from which source they would typically seek advice or information when confronted with a specific problem in their homemaking program: (1) other homemaking teachers, (2) other teachers, (3) the regional supervisor, (4) a teacher educator, (5) a college subject matter specialist, (6) a school administrator, (7) professional literature, (8) advisory group or (9) other-specified.

As indicated by Table 3, the major source of advice or information was other homemaking teachers. The second most frequently indicated source of information and advice was the regional supervisor. The differences were statistically significant ($X^2 = 278.72$) at the .05 level, therefore the null hypothesis was rejected. Comparative responses of the vocational homemaking teacher opinion leaders and their peers are also presented in Table 3; the Chi Square statistic and the Kolmogorov-Smirnov Test indicated a significant difference (.05) between the two groups. Surprisingly, the college teacher was checked only by 3.4 percent of the respondents when the college teacher and the regional supervisor had a comparable rating as a source of advice and information about Consumer Education, Youth with Special Needs and in the Use of Media and Innovations. (See Figure 10)
TABLE 3
Source of Advice and Information of Teachers on a Specific Problem in the Vocational Homemaking Program

<table>
<thead>
<tr>
<th>Source</th>
<th>Opinion Leaders</th>
<th>Peers</th>
<th>All Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>No one</td>
<td>1</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Homemaking Teacher</td>
<td>19</td>
<td>41</td>
<td>60</td>
</tr>
<tr>
<td>Other Teachers</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Regional Supervisor</td>
<td>9</td>
<td>24</td>
<td>33</td>
</tr>
<tr>
<td>Teacher Educators</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>College Subject Spec.</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>School Administrators</td>
<td>4</td>
<td>12</td>
<td>16</td>
</tr>
<tr>
<td>Professional Literature</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Advisory Group</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Total*</td>
<td>35</td>
<td>89</td>
<td>124</td>
</tr>
</tbody>
</table>

* Significant .05 level $X^2 = 278.72^*$  $X^2 = 25.12^*$

Identification by the Key Informant Technique

The experience and familiarity of the regional supervisor with the vocational homemaking teachers contributed to their competency to assess and rank each teacher according to the degree of influence she would have with the group. Each supervisor ranked only teachers that she had supervised. Supervisor experience and familiarity with
with the vocational homemaking teachers was comparable.

Comparisons of the Sociometric and Key Informant Techniques.--Null Hypothesis 4. There is no significant correlation between the designations of opinion leaders by vocational homemaking regional supervisors using the key informant technique and vocational homemaking teachers using a sociometric questionnaire.

The sociometric score used to calculate the correlation was based on the number of times an individual was named as a source of advice or information by other vocational homemaking teachers. The sociometric scores were ranked and correlated with regional supervisors ratings.

The Spearman Rank Correlation computed on the IBM 7094 showed a correlation of .9166. To be significant at the .05 level a correlation of .1775 was required. Thus, the null hypothesis was rejected as there was a significant positive correlation between the two techniques. The identification techniques were shown to be equally effective and the regional supervisors were aware of the opinion leaders in their regions.

Null Hypothesis 5.--There is no significant correlation between the opinion leaders designated by the vocational homemaking regional supervisors and those designated by elected vocational homemaking regional officers.

The data for the teachers designated as opinion leaders by the elected teacher officers was processed with the Spearman Rank Correlation Routine to determine if the
teacher officers were more aware of the opinion leaders among their peers than the regional supervisors. A correlation of .714 was required for significance at the .05 level; a correlation of .411 was obtained which was not significant. Therefore the null hypothesis was not rejected. Officers were not more aware of the opinion leaders among their group than the regional supervisors. The lack of correlation was surprising, since a very significant positive correlation was found for Hypothesis 1, which postulated a significant relationship between the designations of the total group and the regional supervisors.

**Null Hypothesis 6.** There is no significant difference in the relationship of regional supervisors and homemaking teacher designations of opinion leaders in rural and urban regions. Findings are combined with Hypothesis 7.

**Null Hypothesis 7.** There is no significant difference in the relationship of regional supervisors and homemaking teacher designations of opinion leaders in large and small regions.

The correlations of opinion leader designations made by the regional supervisors and those made by the vocational homemaking teachers from small, large, rural and urban regions, as well as the choices for the total sample are listed in Table 4. The rural region sample represented both rural vocational homemaking teachers and those teaching in a small region. While all four
relationships were significant at the .05 level, the small rural sample had a higher degree of choice agreement than those from the large or urban sample. On the bases of the evidence, both null hypothesis 6 and 7 were rejected and the research hypotheses accepted.

**TABLE 4**

Correlations of Vocational Homemaking Teacher and Regional Supervisor Designations of Opinion Leaders

<table>
<thead>
<tr>
<th>Region</th>
<th>Correlation</th>
<th>.05 Significance</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban (N=35)</td>
<td>.3677*</td>
<td>.3361</td>
<td>.0316</td>
</tr>
<tr>
<td>Rural (N=29)</td>
<td>.4665*</td>
<td>.3704</td>
<td>.0961</td>
</tr>
<tr>
<td>Large (N=59)</td>
<td>.2699*</td>
<td>.2574</td>
<td>.0125</td>
</tr>
<tr>
<td>Total Population (N=124)</td>
<td>.9166*</td>
<td>.1775</td>
<td>.7381</td>
</tr>
</tbody>
</table>

* Significant .05 level.

**II. Social, Personal, and Professional Profile Factors of Opinion Leaders and their Peers**

Data pertaining to the social, personal and professional characteristics of opinion leaders and their peers determined by the sociometric method outlined in Chapter III are presented.

The significance of differences posited are reported following each stated hypothesis.
Teaching Experience.—Null Hypothesis 8. There is no significant difference in the mean number of years that opinion leaders and non-opinion leaders have been teaching in their present position.

On the bases of the evidence collected the null hypothesis was rejected and the alternative accepted. Opinion leaders have been teaching in their present position an average of 5.91 years whereas the followers averaged 3.91 years. As the data in Table 5 shows, the difference was found to be significant at the .05 level by the Kolmogorov-Smirnov Statistic.

TABLE 5
Mean Years Teaching Experience of Vocational Homemaking Teacher Opinion Leaders and their Peers

<table>
<thead>
<tr>
<th></th>
<th>Mean Years Teaching</th>
<th>Kolmogorov Smirnov Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Opinion Leaders</td>
<td>Followers</td>
</tr>
<tr>
<td>Present Position</td>
<td>5.91</td>
<td>3.91</td>
</tr>
<tr>
<td>Teaching</td>
<td>6.80</td>
<td>4.38</td>
</tr>
<tr>
<td>Vocational</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Homemaking</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Significant .05 level

Null Hypothesis 9. There is no significant difference in the mean number of years that teachers of vocational homemaking who are opinion leaders have been teaching
vocational homemaking and those who are not opinion leaders.

The opinion leaders surveyed had been teaching vocational homemaking an average of 6.8 years and the peer group averaged 4.38 years. Table 5 lists the difference and the Kolmogorov-Smirnov statistic. The difference was significant at the .05 level, therefore, the null hypothesis was rejected and the alternative hypothesis which stated that opinion leaders among vocational homemaking teachers had been teaching vocational homemaking significantly longer than their peers was accepted.

**Educational Achievement.**--**Null Hypothesis 10.**

There is no significant difference in the educational achievement level of vocational homemaking teachers who are opinion leaders and the educational achievement level of vocational homemaking teachers who are not opinion leaders.

The amount of schooling reported by opinion leaders and followers is presented in Table 6. The Chi Square statistic was applied to a contingency table to test the independence of the samples. The Chi Square value obtained was 11.32. The required value for significance at the five per cent level is 9.49. Therefore we have grounds for rejecting the null hypothesis and accepting the notion that opinion leaders have significantly more education than their peers.
### TABLE 6

Amount of School Completed by Vocational Homemaking Teacher Opinion Leaders and Followers

<table>
<thead>
<tr>
<th>Educational Level</th>
<th>Opinion Leaders</th>
<th>Followers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percent</td>
</tr>
<tr>
<td>No answer</td>
<td>2</td>
<td>5.7%</td>
</tr>
<tr>
<td>Less than Bachelors</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Bachelors Degree</td>
<td>12</td>
<td>34.3</td>
</tr>
<tr>
<td>Bachelors plus</td>
<td>11</td>
<td>31.4</td>
</tr>
<tr>
<td>Masters Degree</td>
<td>5</td>
<td>14.4</td>
</tr>
<tr>
<td>Masters plus</td>
<td>5</td>
<td>14.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>35</td>
<td>100.0</td>
</tr>
</tbody>
</table>

\[X^2 = 11.32, \text{ degrees of freedom } = 4,\]

significant at the .05 level

**Organizational Leadership.** Null Hypothesis 11.

There is no significant difference in the number of offices in organizations held by teachers of vocational homemaking who are opinion leaders and the number of offices in organizations held by those who are not opinion leaders.

Opinion leaders hold significantly more offices in organizations as Table 7 illustrates. Although eighteen opinion leaders and sixty non-opinion leaders held no offices in organizations, the remaining seventeen opinion leaders held thirty-seven offices and twenty-nine of the peer group held fifty-eight offices. The mean number of offices held by opinion leaders was 1.05 while the mean for the peer
group was .65. The Chi Square statistic found the difference in the number of offices held by opinion leaders and followers to be significant at the five per cent level. Thus the null hypothesis was rejected and the alternative accepted.

**TABLE 7**

Offices Held by Opinion Leaders and their Peers

<table>
<thead>
<tr>
<th>Group</th>
<th>Number of Offices</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Opinion Leaders N=35</td>
<td>18</td>
</tr>
<tr>
<td>Peers N=89</td>
<td>60</td>
</tr>
<tr>
<td>Totals</td>
<td>78</td>
</tr>
</tbody>
</table>

\[ x^2 = 4.98, \text{ degrees of freedom} = 1 \]

significant at the .05 level

**Cosmopoliteness.** — **Null Hypothesis 12.** There is no significant difference in the cosmopoliteness of vocational homemaking teachers who are opinion leaders and the cosmopoliteness of teachers of vocational homemaking who are not opinion leaders.

Data from three categories were tabulated to determine cosmopoliteness among vocational homemaking teachers. Tables 8, 9, and 10 show the mean attendance at professional meetings, and the mean number of visits to other departments. The Kolmogorov-Smirnov Test showed no significant difference between vocational homemaking teacher opinion leaders and their followers in the three
categories. Thus the null hypothesis was not rejected.

TABLE 8
Professional Education Meetings Attended the Past Two Years by Opinion Leaders and their Peers

<table>
<thead>
<tr>
<th>Group</th>
<th>District Meetings</th>
<th>State Meetings</th>
<th>Regional Meetings</th>
<th>National Meetings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opinion leaders</td>
<td>1.66</td>
<td>1.74</td>
<td>1.89</td>
<td>.46</td>
</tr>
<tr>
<td>Peers</td>
<td>1.67</td>
<td>1.47</td>
<td>2.28</td>
<td>.35</td>
</tr>
</tbody>
</table>

Kolmogorov-Smirnov Statistic
- NS = Not significant at the .05 level.

TABLE 9
Number of Vocational Homemaking Departments Visited Last Year by Opinion Leaders and Followers on their own Initiative

<table>
<thead>
<tr>
<th>Group</th>
<th>Number</th>
<th>Mean Number Visitations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opinion Leaders</td>
<td>N=35</td>
<td>1.20</td>
</tr>
<tr>
<td>Peers</td>
<td>N=89</td>
<td>1.09</td>
</tr>
</tbody>
</table>

Kolmogorov-Smirnov Statistic
- NS = Not significant at the .05 level.
TABLE 10

Number of Other Departments of Instruction Visited by Opinion Leaders and their Peers on their Own Initiative

<table>
<thead>
<tr>
<th>Group</th>
<th>Number</th>
<th>Mean Number Visitations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opinion Leaders</td>
<td>N=35</td>
<td>1.86</td>
</tr>
<tr>
<td>Peers</td>
<td>N=89</td>
<td>2.15</td>
</tr>
</tbody>
</table>

Kolmogorov-Smirnov Statistic 6.61(NS)

NS = Not significant at the .05 level.

Information Sources.—Null Hypothesis 13. There is no significant difference in the sources of information used by vocational homemaking teachers who are opinion leaders and the sources of information used by vocational homemaking teachers who are not opinion leaders.

Teaching resources reported by vocational homemaking teacher opinion leaders and their peers are presented in Table 11. Neither the Kolmogorov-Smirnov nor the Chi-Square Test found significant differences in the frequencies. Therefore, the null hypothesis was accepted. An analysis of the data showed that the majority of those surveyed used personal and local sources of information from within the homemaking profession.
**TABLE 11**

Teaching Resources of Opinion Leaders and Followers

<table>
<thead>
<tr>
<th>Source</th>
<th>Opinion Leaders</th>
<th>% O.L.</th>
<th>Peers</th>
<th>% Peers</th>
<th>Total Number</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal</td>
<td>17</td>
<td>48.6</td>
<td>57</td>
<td>64.8</td>
<td>74</td>
<td>59.68</td>
</tr>
<tr>
<td>Impersonal</td>
<td>17</td>
<td>48.6</td>
<td>30</td>
<td>34.1</td>
<td>47</td>
<td>37.90</td>
</tr>
<tr>
<td>$X^2 = 2.47^*$</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Within Hmkng.</td>
<td>33</td>
<td>94.3</td>
<td>75</td>
<td>84.3</td>
<td>108</td>
<td>87.10</td>
</tr>
<tr>
<td>Outside &quot;</td>
<td>2</td>
<td>5.7</td>
<td>13</td>
<td>14.6</td>
<td>15</td>
<td>12.10</td>
</tr>
<tr>
<td>$X^2 = 1.92^*$</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local</td>
<td>27</td>
<td>77.1</td>
<td>75</td>
<td>84.3</td>
<td>102</td>
<td>82.26</td>
</tr>
<tr>
<td>Non Local</td>
<td>8</td>
<td>22.9</td>
<td>11</td>
<td>12.4</td>
<td>19</td>
<td>15.32</td>
</tr>
<tr>
<td>$X^2 = 1.90^*$</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash Outlay</td>
<td>18</td>
<td>51.4</td>
<td>34</td>
<td>38.2</td>
<td>52</td>
<td>41.94</td>
</tr>
<tr>
<td>Free</td>
<td>17</td>
<td>48.6</td>
<td>52</td>
<td>58.4</td>
<td>69</td>
<td>55.65</td>
</tr>
<tr>
<td>$X^2 = 1.44^*$</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Takes time</td>
<td>16</td>
<td>45.6</td>
<td>42</td>
<td>47.2</td>
<td>58</td>
<td>46.77</td>
</tr>
<tr>
<td>Quick</td>
<td>17</td>
<td>48.6</td>
<td>40</td>
<td>44.9</td>
<td>57</td>
<td>45.97</td>
</tr>
<tr>
<td>$X^2 = .70^*$</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Not significant—.05 level requires 3.84

Use of Educational Innovations.—Null Hypothesis 14

There is no difference in the number of educational innovations used by those who are opinion leaders and those who are not.

Mean scores for the use of innovations are presented in Table 12 for comparison. Teachers ranked each item according to: 1-never; 2-rarely; 3-sometimes; 4-often and
5-very frequently, thus, the mean scores fall in that range.

No significant difference was found in the use of any single innovation or the total group of innovations by opinion leaders and their peers. Therefore, the null hypothesis was not rejected. Interestingly, the use of behavioral objectives, concepts and generalizations, occupational information and sex education and units on women in the world of work ranked high and team teaching, educational television, video tape and micro-teaching ranked low.

TABLE 12
Comparison of the Use of Educational Innovations by Vocational Homemaking Teacher Opinion Leaders and their Peers

<table>
<thead>
<tr>
<th>Innovations</th>
<th>Opinion Leader Mean Score</th>
<th>Opinion Leader Total Score</th>
<th>Peer Mean Score</th>
<th>Peer Total Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overhead Projector</td>
<td>2.97</td>
<td>104</td>
<td>2.70</td>
<td>240</td>
</tr>
<tr>
<td>Single Concept Film</td>
<td>2.25</td>
<td>79</td>
<td>2.56</td>
<td>228</td>
</tr>
<tr>
<td>Video Tape Recorder</td>
<td>1.63</td>
<td>57</td>
<td>1.36</td>
<td>121</td>
</tr>
<tr>
<td>Micro-teaching</td>
<td>1.29</td>
<td>45</td>
<td>1.33</td>
<td>118</td>
</tr>
<tr>
<td>Educational T.V.</td>
<td>1.37</td>
<td>48</td>
<td>1.28</td>
<td>114</td>
</tr>
<tr>
<td>Programed Materials</td>
<td>2.37</td>
<td>83</td>
<td>2.27</td>
<td>202</td>
</tr>
<tr>
<td>Audio Tape</td>
<td>2.09</td>
<td>73</td>
<td>1.81</td>
<td>161</td>
</tr>
<tr>
<td>Sex Education</td>
<td>3.34</td>
<td>117</td>
<td>3.49</td>
<td>311</td>
</tr>
<tr>
<td>Working Women</td>
<td>3.17</td>
<td>111</td>
<td>3.17</td>
<td>282</td>
</tr>
<tr>
<td>Occupational Information</td>
<td>3.31</td>
<td>116</td>
<td>3.42</td>
<td>304</td>
</tr>
<tr>
<td>Teacher aides</td>
<td>2.51</td>
<td>88</td>
<td>2.25</td>
<td>200</td>
</tr>
<tr>
<td>Flexible Schedule</td>
<td>2.54</td>
<td>89</td>
<td>2.51</td>
<td>223</td>
</tr>
<tr>
<td>Team Teaching</td>
<td>1.94</td>
<td>68</td>
<td>1.90</td>
<td>169</td>
</tr>
<tr>
<td>Inservice Education</td>
<td>3.00</td>
<td>105</td>
<td>2.44</td>
<td>217</td>
</tr>
<tr>
<td>Behavioral Objectives</td>
<td>3.66</td>
<td>128</td>
<td>3.75</td>
<td>334</td>
</tr>
<tr>
<td>Follow-up of Graduates</td>
<td>2.40</td>
<td>84</td>
<td>2.35</td>
<td>210</td>
</tr>
<tr>
<td>Community Resources</td>
<td>3.18</td>
<td>110</td>
<td>3.33</td>
<td>296</td>
</tr>
<tr>
<td>Concepts &amp; Generalizations</td>
<td>3.74</td>
<td>131</td>
<td>4.21</td>
<td>375</td>
</tr>
</tbody>
</table>

\[ a_{N}=35 \]

\[ b_{N}=89 \]
Social Participation.—Null Hypothesis 15. There is no significant difference in the social participation of teachers of vocational homemaking who are opinion leaders and the social participation of teachers of vocational homemaking who are not opinion leaders.

The Kolmogorov-Smirnov statistic showed a significant difference in the committee membership of opinion leaders and followers. Mean scores for the four categories which comprised the social participation score are listed in Table 13.

**TABLE 13**

Mean Chapin Social Participation Scores of Opinion Leaders and Their Peers

<table>
<thead>
<tr>
<th>Questionnaire Category</th>
<th>Opinion Leader Mean Score</th>
<th>Peer Mean Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization Membership</td>
<td>5.54</td>
<td>4.66</td>
</tr>
<tr>
<td>Attendance</td>
<td>7.60</td>
<td>5.59</td>
</tr>
<tr>
<td>Financial Contributions</td>
<td>13.01</td>
<td>9.84</td>
</tr>
<tr>
<td>Committee Membership</td>
<td>9.69</td>
<td>4.22*</td>
</tr>
</tbody>
</table>

\[ X^2 = 44.29*, 3 \text{ degrees freedom} \]

*Significant .05 level

When the Chi-Square statistic was calculated for the social participation score, which had been tabulated according to directions for the Chapin Social Participation Scale, a significant difference(.05) was found between the social participation of vocational homemaking teacher opinion leaders and their peers. Thus the null hypothesis was accepted.
Organizational Climate of Schools where Opinion Leaders and Followers Teach.—Null Hypothesis 16. There is no significant difference in the organizational climate of the schools in which opinion leaders of vocational homemaking function and the climate of schools where teachers of vocational homemaking who are not opinion leaders teach.

Data were classified and tabulated according to the eight categories developed and tested by Halpin and Croft (1966). Table 14 presents the mean scores for each category as well as the Chi Square approximations and significance level. No significant difference was found in the responses reported by opinion leaders and their peers in any category. Thus, the null hypothesis was not rejected. Visual comparison also reveals the marked similarity in scores. Generally, vocational homemaking teachers perceived their school environment to be characterized by (Halpin's categories) esprit, productivity, thrust, and a low degree of hindrance and disengagement.

III. Summary

The major findings of the study were:
1. Opinion leaders among vocational homemaking teachers could be identified by the sociometric technique, but the criteria of being mentioned four times was too restrictive.
2. Opinion leaders were identified in each program area ranging from twenty-three in Consumer Education to eight
TABLE 14

Vocational Homemaking Teacher and Opinion Leader Perception of the Organizational Climate of the School in which they Teach

<table>
<thead>
<tr>
<th>Climate</th>
<th>Mean Scores</th>
<th>Significance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Follower-Opinion Leader</td>
<td>x²</td>
</tr>
<tr>
<td>Disengagement</td>
<td>1.82</td>
<td>1.89</td>
</tr>
<tr>
<td>Hindrance</td>
<td>1.82</td>
<td>1.74</td>
</tr>
<tr>
<td>Esprit</td>
<td>2.63</td>
<td>2.63</td>
</tr>
<tr>
<td>Intimacy</td>
<td>2.12</td>
<td>2.23</td>
</tr>
<tr>
<td>Aloofness</td>
<td>2.24</td>
<td>2.11</td>
</tr>
<tr>
<td>Production Emphasis</td>
<td>2.47</td>
<td>2.31</td>
</tr>
<tr>
<td>Thrust</td>
<td>2.56</td>
<td>2.71</td>
</tr>
<tr>
<td>Consideration</td>
<td>2.05</td>
<td>2.00</td>
</tr>
<tr>
<td>Total</td>
<td>17.71</td>
<td>17.62</td>
</tr>
</tbody>
</table>

in Programs for Youth with Special Needs. No opinion leaders were identified among vocational homemaking teachers of the urban region for Programs for Youth with Special Needs.

3. Networks of interaction were most apparent in, (1) Consumer Education, and (2) in the large and rural regions; they were less active in, (1) Programs for Youth with Special Needs and (2) in all program areas among the urban sample.

4. More vocational homemaking teachers were influenced by outsiders regarding Programs for Youth With Special Needs than in the other areas surveyed.
5. The largest percentage of the sample (42 per cent) reported that they would ask no one for advice or information when they were about to initiate or make a major change in an existing program in Consumer Education, for Youth with Special Needs, and in the Use of Media and Innovations.

6. One-fifth (20 per cent) of the sample named another vocational homemaking teacher (a peer) as a source of influence; a similar number (19 per cent) would be influenced by Home Economics college teachers and regional supervisors.

7. Opinion leadership among vocational homemaking teachers was found to be specific to one subject matter area. Only 8.6 per cent of the leaders were influential in all three areas.

8. A significantly greater number of influentials were chosen on the bases of being knowledgeable and having demonstrated competency, than for respect and proximity.

9. Other vocational homemaking teachers were reported to be the significant source of advice about specific problems in the vocational homemaking program.

10. A significant positive correlation was found between opinion leader designations made by the key informant and sociometric techniques.

11. The correlation between opinion leader designations of the regional supervisor and the elected regional officers of the vocational homemaking teachers was not
significant.

12. There was more agreement (statistical significance) between the opinion leader choices of regional supervisors and teachers of the small, rural regions, than in the large or urban regions.

Opinion leaders were found to differ from other vocational homemaking teachers in the following manner, they had:

1. more teaching experience,
2. taught longer in their present position,
3. more education,
4. held more offices in organizations,
5. a higher degree of social participation, most noticeably in committee memberships.

Opinion leaders were found to be equivalent to other vocational homemaking teachers in regard to:

1. cosmopolitanness,
2. sources of teaching ideas,
3. the use of educational innovations,
4. perception of the organizational climate of the school where they taught.
CHAPTER V

SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

Summary

This study was an attempt to provide empirical evidence concerning the existence of the opinion leadership phenomena among vocational homemaking teachers and the feasibility of utilizing opinion leaders as a strategy to implement change in vocational homemaking programs.

The specific objectives were to determine: (1) the source of program planning advice and information of vocational homemaking teachers, (2) an effective means of identifying sources of advice and information used by teachers, (3) reasons that the opinions of certain persons are sought, (4) characteristics of opinion leaders, and (5) the school environment in which vocational homemaking teacher opinion leaders function.

Sixteen null and alternative hypotheses, based on research theory were formulated.

The study was conducted in 3 representative Vocational Homemaking Regional Conference Groups of Ohio and included 124 (95.39 percent) of the vocational homemaking teachers in those regions and the 3 regional supervisors. Data were collected by group interviews. A five part, structured interview schedule which incorporated the
sociometric method, the Chapin Social Participation Scale, and the Organizational Climate Description Questionnaire identified opinion leaders and selected characteristics of vocational homemaking teachers. All teachers identified by their peers as sources of advice or information were considered to be opinion leaders for the purposes of this study. Sociometric scores were tabulated by summing the number of times an individual was named as a source of advice or information. Regional supervisors were the judges for the key informant method. They assessed and ranked each teacher according to the degree of influence she had with her peers. Spearman Rank Correlations were computed to determine the relationship of the two methods. Kolmogorov-Smirnov and Chi-Square statistical tests were used to test if the difference was significant at the .05 level. Sociograms were developed to illustrate patterns of leadership and interaction.

A significant positive correlation was found between the opinion leader designations of vocational homemaking teachers using the sociometric technique and the regional supervisors using the key informant technique. Opinion leaders were identified for all three program areas included in the study. Networks of interaction were most apparent in Consumer Education and in the large and rural regions; they were less active in Programs for Youth with Special Needs and in all program areas among the urban sample. More vocational homemaking teachers would seek
information from outsiders relative to Programs for Youth with Special Needs than in the other areas surveyed. The largest percentage of the sample (42 percent) gave no indication of whom they would ask for advice or information before initiating a new program or changing an existing program in Consumer Education, Programs for Youth with Special Needs, or in the Use of Media and Innovations; 20 percent named another vocational homemaking teacher; 19 percent named a college teacher of home economics or a regional supervisor. Other homemaking teachers were reported to be a significant source of advice for specific problems in the vocational homemaking program.

Opinion leaders were found to have significantly more teaching experience, more formal education, to hold more offices in organizations, and to have a higher degree of social participation than other vocational homemaking teachers. No significant difference was found in the cos-mopoliteness, sources of teaching ideas, use of educational innovations and perception of the organizational climate of the school where they taught, between opinion leaders and other vocational homemaking teachers.

Conclusions

Opinion leaders were identified for the areas surveyed. The opinion leadership phenomena exists among vocational homemaking teachers.

Opinion leaders have identifiable characteristics that make them both unique and similar to other vocational
The opinion leader designations made by the key informant and the sociometric techniques are highly correlated. The regional supervisors are well aware of the opinion leaders among vocational homemaking teachers.

Sources of advice and information differ with subject matter area and between different conference groups. Opinion leaders were chosen by their peers on the bases of being knowledgeable and having demonstrated their competency.

The opinion leadership phenomena was a feasible strategy for implementing change in vocational homemaking.

**Discussion of the Implications**

Regional supervisors are in an advantageous and strategic position to implement change in vocational homemaking, for, many teachers turn to them for advice and information, and they can effectively identify opinion leaders among vocational homemaking teachers. Thus the study not only showed the opinion leadership phenomena existed among vocational homemaking teachers but also identified another important link in the dissemination channel from the State or University level to the classroom teacher.

The fact that leader-follower patterns differed according to regions and subject matter areas suggests a need for different strategies for different areas. Perhaps
teacher interaction in urban regions needs to be developed through more workshops, or assistance in gaining school-leave to attend regional meetings. On the other hand, urban vocational homemaking teachers may not rely on interaction with their colleagues to keep abreast of new developments or for advice and information about specific problems because other resources such as libraries, commercial aids, industrial consultants, college personnel, city consultants, etc. are more readily available to them. The finding that most vocational homemaking teachers did not indicate that they would seek advice from anyone about Consumer Education, Programs for Youth with Special Needs, and in the Use of Media and Innovations might imply that vocational homemaking teachers do not consider: (1) that they have a need for advice and information in these program areas, or (2) their colleagues to be informed leaders, or (3) that they know the other teachers in the region well enough to ask them for advice or information, or (4) Consumer Education and Programs for Youth with Special Needs to be an integral part of the vocational homemaking program.

The fact that vocational homemaking teachers would seek the aid of college teachers, and regional supervisors as often as they would their peers in program planning suggests that they consider all three groups to be equally knowledgeable in those program areas. As the reader may recall, knowledgeability was indicated as a significant reason for choice of an opinion leader. This argument
might be further supported by the evidence of the number of teachers who named outsiders as sources of advice or information, suggesting they would seek advice from whomever they considered most knowledgeable, whether inside or outside their profession. The involvement of outsiders could also be viewed as evidence of interdisciplinary cooperation.

Information about social, personal, and professional profile factors and the finding that opinion leaders are chosen for knowledgeability and demonstrated competency can supplement or support opinion leader designations made by the key informant technique. It also suggests that opinion leaders would need opportunities and specialized training to become competent or knowledgeable. Courses, seminars, and workshops could be used to orient opinion leaders to innovation and change. Ideally, an awareness of the opinion leader qualities might aid in the identification of an opinion leader early in her professional career. She could be counseled to select courses which are change oriented, and taught to use strategies to implement change. Through such leadership training, the profession could develop progressive leaders who are receptive to change.

A corresponding implication would be that vocational homemaking teachers would need to be informed of the competencies or knowledgeability of leaders.

The fact that opinion leaders conform to group norms in the use of innovations, perception of school environment, cosmopolitaness, and in sources of teaching
ideas, concurs with other research which revealed that opinion leaders maintained many commonalities with their peers and this was suggested to be a factor which strengthened their effectiveness and influence. This fact also implies that opinion leaders are not going to be the first to accept change and supports earlier suggestions of strategies to initiate opinion leader acceptance of innovation.

**Recommendations**

On the bases of the findings, conclusions and implications of this study the investigator recommends that:

1. The ability of the regional supervisors be used to identify opinion leaders, that the identified opinion leaders be oriented to selected concepts in vocational homemaking, that opportunities be provided for the vocational homemaking teachers to become aware of the opinion leaders knowledgeability and finally a means be devised to evaluate the influence of opinion leaders in diffusion of the selected concepts.

2. Opinion leadership in a wider variety of vocational homemaking program areas be investigated.

3. Vocational homemaking teachers be surveyed in a situation which does not involve the regional supervisor to determine if her presence causes teachers to name her as a source of advice or information.

4. A study be conducted to determine the Home Economists' attitude toward and sense of responsibility for accepting leadership for areas such as Consumer Education.
5. In light of the shift of emphasis of vocational home economics from rural to urban, a study be conducted to determine communication patterns of vocational homemaking teachers in urban areas.

6. A study be devised to evaluate the need for organized professional action to promote the opportunity for urban teachers to avail themselves of the inservice education afforded by the regional conferences.
APPENDIX A
INSTRUCTION SHEET FOR RANKING VOCATIONAL HOMEMAKING
TEACHERS ACCORDING TO OPINION LEADERSHIP HELD IN
CONSUMER EDUCATION, PROGRAMS FOR YOUTH WITH
SPECIAL NEEDS, AND USE OF EDUCATIONAL
MEDIA AND INNOVATIONS

You have been given a set of cards which contain the
names of all the vocational homemaking teachers in this
region.

Your task is to rank each of the teachers on the basis
of opinion leadership held in a specific area of the voca­
tional homemaking program. Your ranking is to be based on
the following definition of opinion leaders.

Opinion Leader--a vocational homemaking teacher
to whom other teachers would turn for advice and/
or information when they were about to make a major
change in their homemaking program. An opinion
leader is influential with fellow teachers in a
proving or disapproving new ideas in vocational
homemaking.

STEP I

First, sort the cards into 5 equal stacks corresponding
with the following headings and according to the degree of
opinion leadership each teacher has in Consumer Education.

<table>
<thead>
<tr>
<th>Stack 1</th>
<th>Stack 2</th>
<th>Stack 3</th>
<th>Stack 4</th>
<th>Stack 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very high</td>
<td>High</td>
<td>Average</td>
<td>Low Degree</td>
<td>Very Low</td>
</tr>
<tr>
<td>Degree of Opinion</td>
<td>Degree of Opinion</td>
<td>Degree of Opinion</td>
<td>Degree of Opinion</td>
<td>Degree of Opinion</td>
</tr>
<tr>
<td>Leadership</td>
<td>Leadership</td>
<td>Leadership</td>
<td>Leadership</td>
<td>Leadership</td>
</tr>
</tbody>
</table>

STEP II

Then rank each individual teacher in each stack from
high to low.
For example, if you have 50 teachers in the region, the first step would be to divide the cards into 5 stacks of 10 each on the basis of the 5 categories describing the degree of opinion leadership. Then rank each stack from 1-10 according to the degree of opinion leadership within each category.

**STEP III**

Then turn the card over and mark the rank after Consumer Education and check your reason for choice, whether: Respect (for judgement); Proximity; Knowledgeable; or Demonstrated Competency.

Please repeat the three steps to rank the degree of opinion leadership held by the teachers in your region in Programs for Youth with Special Needs and Use of Media and Innovations. THANK YOU!!

**EXAMPLE OF Q-SORT CARD**

*Teacher's name and school were affixed to other side.*
SECTION A

INSTRUCTIONS

This page is concerned with general information and your participation in certain activities. Please answer accordingly.

1. Number of years you have been teaching vocational homemaking.  
2. Number of years you have been teaching in your present position.  
3. College credit you have accumulated since you began teaching vocational homemaking: Semester Hours; Quarter Hours  
4. Amount of schooling completed. (CHECK HIGHEST)  
   a. Less than Bachelor's  d. Master's Degree  
   b. Bachelor's Degree e. Master's plus  
   c. Bachelor's plus  
5. List the organizations to which you are presently affiliated. Record under attendance the mere fact of attendance, yes or no. Record contributions as yes or no, not the amount. In the committee membership and offices column, list only the number which you presently hold.

<table>
<thead>
<tr>
<th>NAME OF ORGANIZATION</th>
<th>Attendance (yes-no)</th>
<th>Financial Contribution (yes-no)</th>
<th>Number of Committee Memberships</th>
<th>Number of Offices Held</th>
</tr>
</thead>
<tbody>
<tr>
<td>X.Amer.Medical Assoc.</td>
<td>yes</td>
<td>yes</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

6. Number of professional education meetings you have attended over the past two years. (Examples: NEA, AVA, AHEA, OHEA, Teacher Workshops and Conferences) DO NOT INCLUDE LOCAL SCHOOL MEETINGS.

District State Regional National

STOP - WAIT FOR INSTRUCTIONS BEFORE CONTINUING.
1. How many other departments of vocational homemaking did you visit last year?
   - a. to attend a called meeting
   - b. on your own initiative

2. How many other departments of instruction, such as science or art, excluding those for which you have assigned duties, did you visit last year?
   - a. to attend a called meeting
   - b. on your own initiative

3. From what teacher(s) in the state or region would you seek advice and information before making a major change in your program in each of the following areas? Enter a name in each blank or write none. Check in the appropriate blank under Reasons the major factor (ONE) which would cause you to seek this person’s advice.

<table>
<thead>
<tr>
<th>PROGRAM AREA</th>
<th>REASONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Individuals*</td>
<td></td>
</tr>
<tr>
<td>Consumer Education</td>
<td></td>
</tr>
<tr>
<td>Programs for Youth with Special Needs (Disadvantaged, Slow Learners)</td>
<td></td>
</tr>
<tr>
<td>Use of Media and Innovations</td>
<td></td>
</tr>
<tr>
<td>(Programmed Learning, Team Teaching)</td>
<td></td>
</tr>
</tbody>
</table>

4. When confronted with a specific problem in your vocational homemaking program, from which of the following sources would you typically seek advice and/or information? (Check the single source to which you would most often refer)
   - a. Other Homemaking Teachers.
   - b. Other Teachers
   - c. Regional Supervisor
   - d. Teacher Educator
   - e. College Subject-matter specialist
   - f. School Administrator
   - g. Professional Literature
   - h. Advisory Group
   - i. Other (specify)

STOP-WAIT FOR INSTRUCTION BEFORE CONTINUING
SECTION C

Check the letter opposite the response to each question below which fits you situation.

1. From which source do you tend to get most of the ideas you use in teaching?
   ___a. Impersonal sources such as publications of various kinds, technical journals, published results of research, books. ___b. Personal sources such as other teachers, administrative personnel, supervisory personnel, homemakers, professors.

2. From which source do you tend to get most of the ideas you use in teaching?
   ___a. Sources within the field of homemaking education, such as homemaking teachers, magazines pertaining to homemaking education, supervisors. ___b. Sources outside the field of homemaking education, such as other teachers, general magazines, lay people in business and industry.

3. From which source do you tend to get most of the ideas you use in teaching?
   ___a. Sources relatively close at hand such as neighboring teachers, local school personnel, publications which cross your desk automatically, other people in the community. ___b. Sources relatively far afield, such as technical publications to which you usually subscribe, teachers working in other districts or even out of the state, results observed in industry training programs.

4. From which source do you tend to get most of the ideas you use in teaching?
   ___a. Sources which require a cash outlay by you personally, such as books you have to buy, magazines to which you have to subscribe, courses to which you have to pay a registration fee. ___b. Sources which do not require a cash outlay to you personally, such as free magazines, publishers displays at conventions, free clinics.

5. From which sources do you tend to get most of the ideas you use in teaching?
   ___a. Sources which do not take up a lot of your personal time such as newsletters, other mail crossing your desk, drop in visits during regular working hours. ___b. Sources which require quite a bit of personal time, such as summer school courses, workshops, trips.
**SECTION D**

**INSTRUCTIONS**

Indicate with a check (✓), the extent to which you have incorporated the following aids, methods and strategies in your vocational homemaking program according to the following categories.

1. Never
2. Rarely
3. Sometimes
4. Often
5. Very frequently

**EXTENT**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**EDUCATIONAL MEDIA AND DEVICES**

1. Overhead Projector
2. Single Concept Films
3. Video Tape Recorder
4. Micro-teaching
5. Educational Television
6. Programmed Materials
7. Audio-tape Recorder

**PROGRAM CONTENT**

8. Sex Education
9. Unit on Women in the World of Work

**MAXIMIZING TEACHER CONTRIBUTION**

11. Teacher aides, auxiliaries
12. Flexible Scheduling
13. Team Teaching
14. Special Summer Inservice Seminars or Workshops

**TEACHING STRATEGIES**

15. Identify learning objectives in behavioral terms and plan instruction to develop them.
16. Use data from the follow-up of graduates to increase the effectiveness of instruction.
17. Use of Community Resource People in providing Occupational Information.
18. Teach to develop concepts and generalizations.

**STOP - WAIT FOR INSTRUCTIONS BEFORE CONTINUING**
SECTION E

DIRECTIONS:
Please indicate the extent to which each of the following statements characterize your school according to the categories:

1. Rarely
2. Sometimes
3. Often
4. Very frequently

<table>
<thead>
<tr>
<th>EXTENT</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teachers' closest friends are other faculty members at this school.</td>
</tr>
<tr>
<td>2</td>
<td>The mannerisms of teachers at this school are annoying.</td>
</tr>
<tr>
<td>3</td>
<td>Teachers spend time after school with students who have individual problems.</td>
</tr>
<tr>
<td>4</td>
<td>Teachers invite other faculty members to visit them at home.</td>
</tr>
<tr>
<td>5</td>
<td>There is a minority group of teachers who always oppose the majority.</td>
</tr>
<tr>
<td>6</td>
<td>Teachers know the family background of other faculty members.</td>
</tr>
<tr>
<td>7</td>
<td>Teachers exert group pressure on non-conforming faculty members.</td>
</tr>
<tr>
<td>8</td>
<td>In faculty meetings there is the feeling of &quot;let's get things done&quot;.</td>
</tr>
<tr>
<td>9</td>
<td>Administrative paperwork is burdensome at this school.</td>
</tr>
<tr>
<td>10</td>
<td>Student progress report requires too much work.</td>
</tr>
<tr>
<td>11</td>
<td>Most of the teachers here accept the faults of their colleagues.</td>
</tr>
<tr>
<td>12</td>
<td>Teachers have too many committee requirements.</td>
</tr>
<tr>
<td>13</td>
<td>There is considerable laughter when teachers gather informally.</td>
</tr>
<tr>
<td>14</td>
<td>Routine duties interfere with the job of teaching.</td>
</tr>
<tr>
<td>15</td>
<td>The principal goes out of his way to help teachers.</td>
</tr>
<tr>
<td>16</td>
<td>The principal helps teachers solve personal problems.</td>
</tr>
<tr>
<td>17</td>
<td>Teachers at this school stay by themselves.</td>
</tr>
<tr>
<td>18</td>
<td>The principal sets an example by working hard himself.</td>
</tr>
<tr>
<td>19</td>
<td>The morale of the teachers is high.</td>
</tr>
<tr>
<td>20</td>
<td>The principal uses constructive criticism.</td>
</tr>
<tr>
<td>21</td>
<td>Teachers socialize together in small select groups.</td>
</tr>
<tr>
<td>22</td>
<td>The rules set by the principal are never questioned.</td>
</tr>
<tr>
<td>23</td>
<td>The principal schedules the work for the teachers.</td>
</tr>
<tr>
<td>24</td>
<td>The principal explains his reasons for criticism to teachers.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>25.</td>
<td>The principal tries to get better salaries for teachers.</td>
</tr>
<tr>
<td>26.</td>
<td>Teachers work together preparing administrative reports.</td>
</tr>
<tr>
<td>27.</td>
<td>Faculty meetings are organized according to a tight agenda.</td>
</tr>
<tr>
<td>28.</td>
<td>Faculty meetings are mainly principal-report meetings.</td>
</tr>
<tr>
<td>29.</td>
<td>The principal tells teachers of new ideas he has run across.</td>
</tr>
<tr>
<td>30.</td>
<td>The principal insures that teachers work to their fullest capacity.</td>
</tr>
<tr>
<td>31.</td>
<td>Teachers leave the building as soon as possible at day's end.</td>
</tr>
<tr>
<td>32.</td>
<td>The school administration is supportive of educational innovation.</td>
</tr>
<tr>
<td>33.</td>
<td>Professional achievement and academic excellence are appreciated in this community.</td>
</tr>
<tr>
<td>34.</td>
<td>The community shows much school spirit.</td>
</tr>
<tr>
<td>35.</td>
<td>Teachers are involved in community activities.</td>
</tr>
<tr>
<td>36.</td>
<td>Teachers are subject to community pressure.</td>
</tr>
</tbody>
</table>

THANK YOU !!!
INSTRUCTIONS FOR COMPLETION OF PERSONAL, SOCIAL, AND LEADERSHIP CHARACTERISTICS OF VOCATIONAL HOMEMAKING TEACHERS

This is a research project to determine selected personal, social and leadership characteristics of vocational homemaking teachers. The state supervisor of vocational home economics, Miss Margaret McEniry, and the regional supervisors have given their consent to my proposal to administer the questionnaire to all the vocational homemaking teachers in three carefully selected regions of Ohio.

Please answer each question thoughtfully and honestly. Every item is important to the total study. Please do not skip any. Your answers will not be identified with you as an individual.

The questionnaire has five parts. In order for everyone to complete the questionnaire at the same time and in order to assure that everyone understands the instructions for each section, please wait for instructions before answering each section.

Instruction I Please sign your name to the card attached to your questionnaire, tear off the card and pass it forward. Do not sign you name to the questionnaire.

Instruction II - Section A Turn to Section A. This section asks for some general information about your experience and participation in certain activities. Please fill in or check the blank for each question. If it is necessary
to estimate an answer, please be as accurate as possible.

Question 5 is concerned with the organizations with which you are affiliated at the present time (today). The organization may be a club, lodge or a business-political-professional or religious group, such as AHEA, PTA, or Eastern Star. Write the name of each organization.

Under attendance, record the mere fact of attendance and non-attendance as yes or no.

Under contributions, record if you have or have not made a financial contribution as yes or no.

Under committee memberships and offices held, list only the number which you presently hold.

Please note the example and complete your answer in the same manner.

Wait for instructions before proceeding with the next page.

Instruction III - Section B. Turn to Section B. In part 1 and 2, please enter the number of departments that you visited last year to attend a called meeting or on your own initiative.

In part 3, provide the name of the vocational homemaking teacher from whom you would seek advice and information before initiating a new program or making a major change in your present one in the program areas listed. This question is hypothetical, it doesn't mean you are going to make a change. Please answer as if you were going to make a major change.
Write only one name or write NONE for each of the program areas. Then check the Reasons for Choice, whether Respect (for judgement); Proximity; Knowledgeable; or Demonstrated Competency.

Part 4 asks when you have a specific problem in your vocational homemaking program, from which of the sources listed would you typically seek advice and/or information needed to solve the problem. (Please check only one source.)

Instruction IV - Section C. Turn to Section C. After reading each question carefully, please check the source from which you tend to get most of the ideas you use in teaching. Check only one source under each question. Please wait for instructions before continuing to Section D.

Instruction V - Section D. Turn to Section D. Listed in this section are several teaching strategies, or methods, programs, aids, educational media and devices. Please indicate with a check, (one for each item) if you, 1-Never, 2-Rarely, 3-Sometimes, 4-Often or 5-Very Frequently, use the item in your homemaking program.

Instruction VI - Section E. Turn to Section E. This section contains 36 statements about schools. You are to check the space which best describes the school where you are presently teaching, according to the categories, 1-Rarely, 2-Sometimes, 3-Often, 4-Very Frequently. Do not check more than one space beside each statement. This section concludes the questionnaire. THANK YOU.
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