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AN EVALUATION OF TWO TYPES OF SUMMER HOME ECONOMICS PROGRAMS  
CONDUCTED IN BOX ELDER COUNTY, UTAH

by

Kathryn Cannon Jensen

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

Approved:



UTAH STATE UNIVERSITY  
Logan, Utah

1980

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Kathryn Cannon Jensen

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ABSTRACT

An Evaluation of two types of Summer Home Economics Programs  
in Box Elder County during the Summer of 1979

by

Kathryn Cannon Jensen, Master of Science

Utah State University, 1980

Major Professor: Marie N. Krueger

Department: Home Economics and Consumer Education

A follow-up study, involving students, parents, and teachers that participated in two types of summer home economics programs in Box Elder County during the summer of 1979, was conducted during August, 1979 to collect data relative to the following objectives: (1) to obtain demographic data as to age, sex, and participation in the program; (2) to obtain the subjects feelings about the program; and (3) to gather opinions and suggestions from the respondents about the programs.

Analysis of the data revealed (1) there were more students enrolled in the In-School program than the Home-Visit program. There were more females than males enrolled in the In-School program; more mothers than fathers responded and all teachers returned their questionnaires; (2) there was a high level of interest shown in both programs and (3) suggestions were given to improve the program for another year.

(86 pages)

## INTRODUCTION

When America was being settled, great physical labor was necessary, partly out of need and partly from heritage. Education was also highly valued by the people as was evidenced by the presence of school houses in most early settlements.

According to Lazerson (1973), as the country grew it became evident that intellectual learning in schools was not enough. Rapid industrial changes made it difficult to transmit skills from one generation to another and the traditional method of learning a vocation by the apprenticeship system was outdated. Young people seemed to lack a systematic means of preparing for a vocation.

In 1910, the National Education Association Committee on the Place of Industries in Public Education, submitted an intensive report in support of vocational training as a fundamental aspect of education at all levels. Governmental support of vocational schooling significantly expanded and, as a result, twenty-nine states passed legislation in support of some form of practical education.

In 1917, the Smiths-Hughes Act culminated efforts of more than a decade to improve vocational schooling by providing federal funds to states for training in agriculture, home economics, trades and industries. According to Paolucci and Shear (1973), it was this Act that provided the major impetus for support of home economics in public schools. Quigley (1974) also tells us that four other pieces of federal legislation, furthering other facets of home

economics, were enacted during this era. The George-Reed Act of 1929 provided funds for the expansion of home economics and allowed funds for salaries of state supervisors. The George-Ellzey Act of 1934 provided additional funds for vocational education. This Act expired in 1937. The George-Deem Act of 1937 provided funds for teachers of adult classes. This act was amended and superseded by the George-Barden Act of 1946, which provided for further expansion of vocational education and included authorization for the use of funds for teacher training and for research in vocational education and a limited amount of funds for equipment.

The major purpose of home economics, say Williamson and Lyle (1962), was to help boys and girls develop competencies they would need as responsible family members of the future. One idea that was suggested to better teach these skills was that of home experiences or summer experiences. It was felt that many of the learning experiences were carried out in the home by the student, under the supervision of the teacher and with the cooperation of the parents.

Stone (1979) relates that this type of a program has been carried out in the state of Utah since 1945 with very little change until 1970 when the Ogden School District decided to try something new and different to help stimulate summer home economics in that area. As a result of this project, the format of the program in that district was completely changed. Rather than to have teachers go into the homes of the students, students were brought into the various schools and a variety of learning experiences were provided for the students by the teachers.

As a home economics teacher in Box Elder County, the researcher relates that with only a few exceptions, this district has always had its home economics teachers visit in the homes of the students and occasionally open the school departments for sewing instruction. It was felt that a new program might add interest to the existing program. During the summer of 1978, three home economics teachers and the district vocational director from Box Elder County visited the Ogden program and felt the desire to try such a program. As a result, the summer of 1979 was the first time a program of this type was tried in their district.

In this study, it is proposed to evaluate the effectiveness of each program in relation to students, parents, and teachers who were involved in the program.

#### Statement of Problem

Because of the amount of time, energy, and money spent in implementing the home economics program each summer, the researcher felt the desire to find a program that best suited the needs of the students and their problems and also to find the most effective method of operating such a program.

As has been stated, for many years the summer home economics program consisted of teachers visiting the homes of students and giving help and guidance in their own environment with the cooperation of the parents. Recently, however, a new program has emerged that consists of the students going into the schools for a variety of instruction as planned by the teachers. From all appearances (Ogden Standard Examiner, June 17, 1979) this seems to

be successful both for students and instructors.

As education takes on new ideas and new images, it oftentimes becomes necessary to update programs to meet the changing society and its needs. This seemed to be the case with summer home economics in Box Elder County.

#### Purpose of the Study

The purpose of this study was to evaluate the traditional Home-Visit program and the newly implemented In-School program as to their effectiveness as seen by students, parents, and teachers who were involved in the program.

A second purpose of this study was to offer feedback about the existing two programs that were presently being operated in the researchers local school district. Since Box Elder School District is desirous of achieving the best possible results from their summer home economics programs, the vocational director has expressed an interest in the results of this study and would like to use the findings to help implement the most effective program possible to be used in subsequent years in this county.

In this study the researcher evaluated each program as to its effectiveness. The programs were not evaluated against each other.

#### Limitations of the Study

This study was limited to one county, Box Elder. The schools used were the junior and senior high schools of this district.

The students surveyed were only those students that were enrolled in the program, only the parents that had children involved in the program were surveyed and only teachers working in the program were asked to respond.

Another limitation is that relevant current literature is not available, the most current being a 1975 state guide. The Home-Visit program is the same as it has been for many years while the In-School program on the junior high level is relatively new.



## REVIEW OF LITERATURE

According to a professional coalition (1979), "homemaking functions are increasingly cognitive and complex and not likely to be learned in the contemporary home and family setting without some intervention" (p. 51).

This statement seems to substantiate statements made as far back as 1951, when the Utah state director of Home Economics (Erickson) saw a need for a guide to aid home economics teachers to understand why they should go into the homes of their students and give them guidance. She explained that the home experience program provided for the students an opportunity to learn by doing. The teacher's guidance while visiting in the home will assure better "learning to do" in approved ways, she said. Learning is speeded up by eliminating the trial and error of working alone and by increasing the desire to learn, since the home experience is what the students want to do.

Erickson (1951) further stated that both teachers and students have more time for intensive work on home experiences when school is not in session. Students can choose more worthwhile experiences because they have more time to spend on them. During the summer there are more opportunities for "family" experiences and therefore students develop greater ability to cooperate with other members of the family and also learn to share responsibilities in the home.

In their book, "The Teaching of Home Economics," Hatcher and Halchin (1973) state:

Through the home-economics program the efforts of the community, the school, and the home are combined to enhance the welfare of families and individuals. While the aim of home economics education is to improve the quality of life for all, the vehicles through which this goal is achieved are the home, the school and the community. The home economics body of knowledge and skills, which permeates the classroom, is of value only when translated into action in school, community, and the homes of the community (p. 77).

This statement seems to suggest the need for teachers to become involved with the home and the student as well as just in the classroom.

Again in 1965, Erickson stated in a revised bulletin to home economics teachers that:

Cooperative learning experiences may be defined as learning experiences planned and carried out in the home by the student, under the supervision of the teacher and with the cooperation of the parents, to aid in personal development and to improve home and family living. The experience culminates in cooperative evaluation by the student, the teacher, and the parents (p. 1).

Home economics deals with personal and family living, and there are almost as many variations in home life as there are families. Many elements of personal and family living can be understood only by first-hand contacts.

The personal contacts with families that home visiting provides have been sufficiently rewarding that home economics teachers are encouraged to continue to find time for such visiting. New needs for home visiting have emerged as educational philosophies have changed. Dr. Sneed (1957) tells us that the modern teacher teaches the whole child and attempts to help him meet his problems of daily living. The teacher who provides instruction which helps pupils learn the social, emotional, and mechanical skills required

for modern living should have an opportunity to see pupils in relation to their total environment.

The benefits of home visits are not just for the student but for the teacher as well. Not only should the teacher know the pupil in different aspects of life, but the pupil should know the teacher away from the classroom. Dr. Sneed (1957) tells us of several benefits that come from home visits. They are:

1. Friendship between pupils and teachers bring better cooperation.
2. Good relations between parents and teachers.
3. Improvement of teacher-pupil relationships.
4. Provide opportunity for the participation of parents in planning of projects.
5. Excellent means of obtaining information for teaching and curriculum planning.
6. Provide opportunity for teacher to evaluate classroom instruction.
7. Knowledge of socioeconomic conditions.
8. Identify classroom learning needs (p. 177-78).

The knowledge and insight gained by the teacher during supervision of the cooperative learning experiences enables her to plan a more realistic homemaking program for her students, their families, and the community in which they live.

Erickson (1965) notes that parents also benefit from this program through the establishment of rapport with the teacher and with the school. Parents have an opportunity to learn about and participate in the planning of the homemaking program for the child. The parents may find new avenues of cooperation with their children as a result of this program. It may also help parents to keep up-to-date on new knowledge and ideas relating to the schools.

It seems probable, then, that the effects of the home visits in the summer home economics program may have far reaching effects

on the student, teacher, and the family.

The first indication of a change in the direction of the summer program came in 1974-75. In the Utah State Guide for Vocational-Technical Education the purpose of the summer home economics program activities was defined as follows:

It is not the repetition of regular classroom teaching, but includes the development of competencies which strengthen the dual role of the home and family and careers, and can be personally measured as to independent accomplishment (p. 44).

The key points here seem to emphasize enrichment experiences and some form of evaluation methods.

In 1975 the State Specialist for Consumer and Homemaking Education (Stone) expanded this to designate three basic purposes for incorporating the summer program into the Homemaking curriculum:

1. It broadens the scope of the school experience to include the home, giving the teacher the opportunity to see the home setting of her students, yielding greater empathy.
2. It gives the student an opportunity for extended experiences in the school setting. The teacher can and is encouraged to carry out special programs for which there is no time in the regular school year curriculum. The teacher can also give more individual attention to many of the students.
3. It can take the student out of the school and home into the cultural setting of the world. The student can be given insight into the career and vocational development area through field trips to various businesses.

The teacher sits on a three-legged stool needing good concepts to teach, skill with which to teach them, and a good workable relationship between herself and the students. Because the summer program is usually in a very relaxed and informal setting, these three items can usually be accomplished (p. 203).

Home economics education today is no field for the meek. (Simpson, 1969) tells us that it takes courage and imagination to develop and interpret programs and to demand the funds and

facilities needed to carry out these programs. She also states that aside from the curriculum-development challenges, there is the challenge of simply reaching more students. The summer program seems to be the natural vehicle for doing this.

The underlying result of the summer program experiences is the building of enjoyable relationships between student and teacher with a relaxed atmosphere, and one-to-one contacts where opportunities abound for self-disclosure and friendship building.

## PROCEDURE

In order to gather data and to evaluate the two types of summer home economics programs conducted in Box Elder County during the summer of 1979, the survey technique was used.

Questionnaires were sent to all students, parents and teachers who participated in the program. The survey instrument was divided into three categories in order to obtain the necessary information.

The first section was demographic. This was to obtain information as to age and sex, and participation in the program. The second section was the subjects' feelings about the program. The third section dealt with opinions and suggestions concerning the program.

### Instrument Development

A questionnaire was developed to gather data that would provide information for the study. Input for the instrument was given by the district vocational director, teachers working in the program, committee members, students and their parents.

Three separate questionnaires were sent out, one to students, one to parents of the students, and one to the teachers involved in the program. These questionnaires were developed to gather data that would provide information for the study. Each questionnaire was divided into five categories:

1. Student interest and involvement.
2. Help and guidance from the teacher.

3. Enjoyment of the program.
4. Expenses involved to the student.
5. Public relations.

The information on the questionnaire was grouped as follows for the students and parents:

1. Students interest and involvement - questions 1, 2, 3.
2. Help and guidance from the teacher - questions 4, 5, 6, 7.
3. Enjoyment of the program - questions 8, 9, 10, 11.
4. Expenses to students to carry out their summer projects - questions 12, 13.
5. Public relations - questions 14, 15.

The questions for the teachers varied from those of the students and parents to reflect the role of the teacher and were grouped as follows:

1. Teacher interest and involvement - questions 1, 2, 3, 4.
2. Help and guidance given to students by the teacher - questions 5, 6, 7.
3. Help and guidance given to the teacher to carry out the program - questions 8, 9.
4. Expenses incurred by students for participation in the program - questions 11, 12, 13.
5. Public relations - questions 13, 14, 15, 16.

Students, parents, and teachers were instructed to rate each question according to a Likert-type scale. The rating scale was as follows:

Strongly Agree.....SA  
 Agree.....A

Disagree.....D

Strongly Disagree.....SD

The last section of the questionnaire was designed to give the respondents an opportunity to express what they liked most about the program and to give suggestions that might better the program in the future.

The questionnaire was constructed to encourage easily tallied responses and the length was controlled to help encourage a high rate of return. For the same reason, names and signatures were not required.

The instrument was tested on ten students ranging in age from thirteen through sixteen and on twelve parents that had students enrolled in the program. It was checked for clarity and validity after which changes were made prior to using it for the study.

#### Selection of the Sample

Because this was the first summer a program such as this had been tried in this county, it was decided that all students enrolled in the program would be sent a questionnaire. Parents of these students were sent a questionnaire as well. Because some parents had more than one child involved in the program fewer total questionnaires were sent to parents than students.

It was decided that input from all teachers involved in the program was important and necessary; therefore, each teacher was sent a questionnaire.



Data Collection

A cover letter written and signed by the district vocational director accompanied each questionnaire that was mailed (Appendix A). A stamped self-addressed envelope was sent to encourage early response. As the letters arrived, they were given to the researcher for tallying.

Tabulation and Analysis of Data

A total of 742 questionnaires were sent out. This included those sent to students and parents in both programs and also the eight teachers who taught during the summer. Of these, 327 or 43.1 per cent were returned as shown in Table 1. All of the returned questionnaires were useable for tabulation of data, but not all of them were complete in that one or two questions were not answered.

Table 1. Size of sample and percentage of respondents.

	Questionnaires		
	Number Mailed	Number Returned	Percentage Returned
In-School Program			
Students	203	92	45.3
Parents	170	76	44.7
Home-Visit Program			
Students	192	80	41.7
Parents	169	64	37.9
Teacher Report	8	8	100
	742	327	43.1

Part 1 of the questionnaire: demo-  
graphic data of respondents

In a program that has been typically all female, it is of interest to note that of the 203 students enrolled in the In-School program, 30 were males with 13 or 43.3 per cent returning questionnaires.

As stated earlier in this research, there were two separate types of programs conducted, the In-School program and the Home-Visit program.

The In-School program was conducted at the junior high level with the ages for research purposes segregated into two groups, fourteen and under and fifteen years. The Home-Visit program included students from eighth grade through high school, ages fourteen through seventeen. The data in Table 2 shows the distribution by age of these respondents.

Table 2. Distribution by age of the respondents of the in-school program.

Student Age*	Responses	Percentage of total responses
14 and under	89	97.8
15	<u>2</u>	<u>2.2</u>
	91	100.0

\* See Appendix C for complete breakdown by ages of respondents.

Items three and four in Part 1 of the questionnaire were supervisory type questions included at the request of the district vocational director. One question asked how many times the teacher

Table 3. Distribution by age of the respondents of the home-visit program.

<u>Student Age</u>	<u>Responses</u>	<u>Percentage of total responses</u>
14 and under	30	38.0
15	15	19.0
16 and over	<u>34</u>	<u>43.0</u>
Total	79	100.0

visited the student in the home and the other question asked how many times the student attended the classes held in the schools.

Part 1 of the parent questionnaire identifies the respondent by sex. Of the 339 questionnaires mailed, 125 or 36.9 per cent were returned by mothers and 14 or 4.1 per cent were by fathers.

On the teacher questionnaire, the only demographic information requested was the name of the teacher. This was requested so that problem areas as well as program strengths could be identified and used to benefit the total program.

Summary of part 1 of the questionnaire:  
respondents demographic data

Demographic data collected by Part One of the questionnaire indicated the following:

1. There were more students enrolled in the In-School program than in the Home-Visit program.
2. There were more females than males enrolled in the summer program.
3. More mothers than fathers responded to the questionnaire.

4. Students enrolled in the In-School program were younger than those enrolled in the Home-Visit program.

5. All teachers who worked in the program returned their questionnaires signed.

Part 2 of questionnaire: subjects  
feelings about the program

The second category of information to be determined by the study was the subjects' feelings about the program. The information on the questionnaire was grouped as follows for the students and parents:

1. Students interest and involvement - questions 1, 2, 3.
2. Help and guidance from the teacher - questions 4, 5, 6, 7.
3. Enjoyment of the program - questions 8, 9, 10, 11.
4. Expenses to students to carry out their summer projects - questions 12, 13.
5. Public relations or relationship between student and/or parent and the program - questions 14, 15.

The questions for the teachers varied from those of the students and parents to reflect the role of the teacher and were grouped as follows:

1. Teacher interest and involvement - questions 1, 2, 3, 4.
2. Help and guidance given to students by the teacher - questions 5, 6, 7.
3. Help and guidance given to the teacher to carry out the program - questions 8, 9.
4. Expenses incurred by students for participation in the program - questions 11, 12, 13.

5. Public relations - questions 13, 14, 15, 16.

Table 4 presents the summary of responses in the area of interest and involvement.

Table 4. Summary of parent and student response to student interest and involvement in program by percentage collapsed horizontally to agree and disagree.

Student	In-School Program		Home-Visit Program	
	A	D	A	D
1. The projects were on my level of understanding.	98	2	100	0
2. The projects were things I wanted to do.	98	2	100	0
3. I was given enough direction in choosing my projects.	88	12	96	4
<b>Parent</b>				
1. The projects were on my children's level of understanding.	99	1	100	0
2. I would want my child involved in this program again.	100	0	97	3
3. I felt the variety in the program was adequate.	99	1	97	3

In both programs there was a high level of interest; however, three times more students in the home visit program felt they received better direction in choosing projects from their instructor than did those in the In-School program.

Parents from both programs gave strong support to having their child participate in the program another year.

Table 5 shows some facts relating to help and guidance from the teacher.

Table 5. Summary of parent and student response to help and guidance from the teacher by percentage collapsed horizontally to agree and disagree.

Student	In-School Program		Home-Visit Program	
	A	D	A	D
4. The instructor gave me enough personal supervision.	84	16	99	1
5. I felt that the instructor had an interest in me and my projects.	87	13	96	4
6. I felt that I received encouragement from the instructor.	84	16	97	3
7. I felt good about my relationships with the instructor.	91	9	96	4
<u>Parent</u>				
4. I felt my child had good teacher supervision.	96	4	97	3
5. I felt that the instructor demonstrated an interest in my child and what he or she was doing.	97	3	97	3

The students that participated in the In-School program did not feel that they received as much help, interest, and encouragement from their instructors as did those that were enrolled in the Home-Visit program. For instance, in questions 4, 5, 6 the Home-Visit

answers all ranged from 90-100 per cent against the In-School program ranging between 80-90 per cent.

The enjoyment of the students in each program is indicated by the data in Table 6.

Table 6. Summary of parent and student response to the enjoyment of the program by percentage collapsed horizontally to agree and disagree.

Student	In-School Program		Home-Visit Program	
	A	D	A	D
8. I felt rushed through the projects.	9	81	11	89
9. I found this experience enjoyable.	86	4	84	6
10. I felt my time was wasted.	3	97	4	96
11. I would sign up for this program again.	93	7	94	6
<b>Parent</b>				
6. I felt the time my child put into this program was worthwhile.	99	1	98	2
7. I would recommend this program to others.	100	0	98	2
8. My child was anxious to participate in the many projects.	99	1	95	5

From the available statistics it is evident that both programs were successful in stimulating the students to feel that the experience was worthwhile and one they would like to repeat.

The parents, like their students, were highly complimentary of the worthwhileness of this program. Ninety-five to one hundred per cent were in favor of the program and all that it offered.

Because summer projects are usually the students' choice and require their furnishing their own supplies or paying for them, it was felt that it would be of interest to determine their feelings about the financial part of the program. This information is summarized in Table 7.

Table 7. Summary of parent and student response to expenses incurred by student as part of the program by percentage collapsed horizontally to agree and disagree.

Student	In-School Program		Home-Visit Program	
	A	D	A	D
12. There was too much personal expense involved.	6	94	0	100
13. I was not asked to furnish more supplies and equipment than was fair.	89	11	87	13
<u>Parent</u>				
9. I did not object to my child being asked to furnish money or supplies occasionally.	97	3	100	0
10. I felt that too much expense was involved.	9	91	17	83

Item 13 in Table 6 points out that in both programs only about 1/10th of the students felt they had to furnish too many supplies or equipment. In the same table, under the parents' response, it



is interesting to note in question number 9, the parents in both programs agreed they did not object to their child being asked to furnish supplies or money. However, in question number 10, 17 per cent of the parents of the Home-Visit program felt that too much expense was involved. It would lead one to question the validity of the response by these parents.

When a new program is initiated, it is usually advisable to determine how it is accepted by those involved. The data in Table 8 indicates the attitudes of both students and parents about different phases of the program.

Responses to question number 16 of the student questionnaire revealed differences of opinion where credit is concerned. In years past, the students enrolled in the Home-Visit program have been given 1/2 unit of credit for the summer program if they completed the contracted work. Only 74 per cent of the respondents felt it was important for them to receive credit.

Before the In-School program was initiated in the district, a questionnaire was given to all students in the 6th, 7th, and 8th grades by the teachers who were going to be teaching the program. It asked the students to identify the homemaking areas they would be interested in. They were also asked to identify what activities would interest them in relation to a summer program. Responses to question number 17, however, indicated that 32 per cent did not feel that they had had an opportunity to make suggestions.

Considering that in the Home-Visit program the student has the total responsibility to select a project with parent and teacher guidance, it was surprising to note that 29 per cent of the

Table 8. Summary of parent and student response to relationship between student and or parent and the program (public relations) by percentage collapsed horizontally to agree and disagree.

Student	In-School Program		Home-Visit Program	
	A	D	A	D
14. I received enough information about the program to know what was taking place.	90	10	94	6
15. I have a better understanding of the role of a homemaker after taking this class.	92	8	94	6
16. It was important for me to receive credit.	68	32	74	26
17. I was given opportunity to make suggestions to the program.	68	32	71	29
<u>Parent</u>				
11. My child had adequate notification of what was taking place.	92	8	94	6
12. I became acquainted with the instructor.	14	86	74	26
13. I had an adequate understanding of this program and its objectives.	77	23	95	5
14. Transportation was a contributing factor to my child's participation in the program.	33	67	29	71
15. I was aware of my child's involvement in this program.	100	0	98	2

respondents felt that they did not have an opportunity to make suggestions to the program.

The In-School program was offered to students 11-14 years of age and the entire program was operated four days a week in the junior high school with the exception of several field trips to home economics related businesses. The parents' response to question number 12 in Table 8 indicates that 86 per cent of the parents did not take the opportunity to visit the school and become acquainted with their child's instructors or the program.

When it is understood that in the Home-Visit program the teacher was in the students' homes approximately three times during the summer, it is surprising to note that 26 per cent of these parents responded that they did not become acquainted with the instructor.

Question number 13 of the parent questionnaire indicates that more parents of the Home-Visit program (95 per cent) had an understanding of that program than did the parents of the students in the In-School program (77 per cent).

Because students attending the In-School program had to provide their own transportation, it was not too surprising to find that 33 per cent of the parents felt that transportation played an important role in their child's participation in the program. At the same time, however, 29 per cent of the parents felt that transportation was an important factor in their child's participation in the Home-Visit program. It has been noted that the teacher visits the home, therefore the students don't need transportation to participate.

Part 2 of the teacher questionnaire had only three questions that offered any controversy. Table 9 summarizes this information.

Table 9. Summary of teacher response to part 2 of the questionnaire. The teachers feelings about the program by percentage collapsed horizontally to agree and disagree.

Teachers	In-School Program		Home-Visit Program	
	A	D	A	D
1. I was able to get acquainted with the majority of the students.	100	0	100	0
2. I felt that the variety in the program was good.	100	0	100	0
3. I would want to be involved in the program another year.	100	0	100	0
4. I feel that there is a definite need for this type of a program.	100	0	100	0
5. I felt the program was of value to the students.	100	0	100	0
6. I feel that I gave adequate supervision to the students.	100	0	100	0
7. I feel I had a good relationship with the students.	100	0	100	0
8. I taught on the students level of understanding.	100	0	100	0
9. I felt that I had a good understanding of how the program was to function.	100	0	100	0
10. I was given plenty of help and guidance in carrying out this program.	50	50	100	0
11. I felt that all supplies and equipment should be furnished for the students.	50	50	0	100

Table 9. Continued

Teachers	In-School Program		Home-Visit Program	
	A	D	A	D
12. I felt there was too much expense to the students.	0	100	0	100
13. I felt there were adequate funds available to operate this program.	100	0	100	0
14. I felt this program had adequate publicity prior to student sign-up.	100	0	75	25
15. I felt there was a good relationship between myself and the parents of my students.	100	0	100	0
16. I had a good rapport with the community.	100	0	100	0
17. I had a good rapport with the other teachers working in this program.	100	0	100	0

On question 10 in Table 9, of the four teachers working with the In-School program, half of them reported that they needed more help and guidance in operating that program.

Again in question number 11, half of the teachers in the In-School program felt that all supplies and equipment should be furnished for the students.

On question number 14, one teacher in the Home-Visit program indicated that more prior publicity was needed for the program.

Summary of part 2 of the questionnaire: subjects feelings about the program

Data collected from the students, parents, and teachers on the second part of the questionnaire revealed the following findings on their feelings about the program:

1. There was a high level of interest shown in both programs by students and parents.
2. Students of the Home-Visit program felt they received more help and guidance from instructors than those students enrolled in the In-School program.
3. Students in both programs felt rewarded for participation in the program and would sign up again.
4. Students felt that they were not asked to furnish too many supplies.
5. Seventy-four per cent of the students enrolled in the Home-Visit program felt it was important to receive credit for their participation in the summer program.
6. Sixty-eight per cent of the younger students enrolled in the In-School program would like to receive credit.
7. Thirty-two per cent of the In-School program students reported they were not able to offer feedback to the program. Twenty-nine per cent of the Home-Visit students reported the same thing.
8. Eighty-six per cent of the parents of the In-School program did not become acquainted with the instructors and twenty-six per cent of the Home-Visit program parents did not meet the instructor.
9. Parents of both programs generally had a good understanding of the summer program.

10. Parents reported that transportation played a significant role in their child's participation in both programs.

11. Teachers of the In-School program felt they needed more help and guidance in operating the program.

12. One teacher felt as if the Home-Visit program needed more prior publicity.

13. Half of the teachers in the In-School program felt as if all supplies and equipment should be furnished for the students.

14. All of the parents of the In-School program would recommend this program to others. Ninety-eight per cent of the Home-Visit program parents would recommend the program.

Part 3 of questionnaire: Suggestions  
and opinions regarding the two types  
of summer home economics programs

The final section of the instrument sought the opinions and suggestions of students, parents, and teachers concerning the two types of summer programs.

The first question in part three on the student questionnaire asked what projects the students had completed. Of the 395 student questionnaires sent out, 129 or 32.7 per cent were returned with that question completed. The students who did respond described each item or project they had completed. Question number 2 presented a list of subjects in the homemaking area that could be explored by the student in another year and asked the students to rate these according to their interests. Table 10 lists the categories that students responded to for future summer programs. The numbers that responded in each category are shown in the table.

Table 10. Other areas of homemaking that students would like to explore.

Subject	Student Responses	
	In-School Program	Home-Visit Program
Clothing	60	55
Foods	73	42
Consumer/Money Management	30	31
Housing and Home Furnishings	51	49
Family Relations	39	32
Child Development	34	42
Arts and Crafts	75	43

From the foregoing information in Table 10 it would appear that the younger students, or the ones enrolled in the In-School program are more interested in arts and crafts with foods being second and clothing ranked third. Consumer and money management was of the least importance to them.

The students of the Home-Visit program ranked clothing first, with housing and home decoration second, arts and crafts, foods and child development tying for third. Of least importance to this age group was family relations.

Questions 3, 4, 5 in part three of the student questionnaire asked what the participants enjoyed most about the program, what would have made it more fun and what was their favorite activity. Because these questions were similar and the responses of the students were much the same, the researcher chose to combine these three questions.



Some of the responses of the students from each program tell their feelings about the activities engaged in. From the In-School program came these responses:

- "I liked doing outdoor cooking activities."
- "I liked the field trips."
- "I liked tasting the different foods we made."
- "It was fun meeting new friends."
- "I wish it could have lasted longer."
- "It was too crowded. We needed more instructors."
- "We needed more time on one project."
- "Not so many kids."

From the Home-Visit program the following comments were made:

- "I liked the instructor coming to my home."
- "It gave me time to make more exciting things."
- "I enjoyed the satisfaction of making my own clothes."
- "The incentive the teacher gave me to do more."
- "The teacher made me feel at home with her."
- "I liked getting better acquainted with the teacher."
- "I could sew in my spare time."
- "It was exciting to make clothes that fit."
- "The program didn't cost anything."
- "The teacher was more patient than Mom."

The first question on the parent questionnaire asked the parents to check in which area of home economics they felt their child needed more training. The areas and number of responses to each category for parents in both programs are shown in Table 11.

From the data summarized in Table 11, it would seem that clothing is of the highest priority by parents of both programs with child development and home furnishings of lowest importance. The parents of the Home-Visit program felt that arts and crafts were not too important since only 17 checked that area. On the other hand, 40 in the In-School program indicated high priority for the arts and crafts.

Questions 2, 3, 4 deal with how the parents actually saw the program and what suggestions they could give for improvement. From

Table 11. Areas of home economics that parents felt their children needed training in.

Subjects	Parent Responses	
	In-School Program	Home-Visit Program
Clothing	59	54
Foods	58	33
Consumer and Money Management	46	38
Housing and Home Furnishings	25	23
Family Relations	39	30
Child Development	25	21
Arts and Crafts	40	17
Other		
Housekeeping	2	
Grooming		

the In-School program the following comments were made by parents:

"It gave boys as well as girls a chance to participate in many aspects of home economics."

"We really appreciated the program."

"Helped acquaint my daughter with the school she was going to enter."

"Our biggest problem was transportation."

Parents from the Home-Visit program had a few comments also.

"It gave our daughter a chance to learn sewing skills she didn't have time to take in the regular school program."

"Start earlier in the season."

"It helps the student prepare for the responsibilities of a home and family."

A complete list of the comments by parents are in the Appendix

D. Many of the comments by the parents were very useful and will aid in making plans for another summer.

Part 3 of the teacher questionnaire differed from that of the parents and students in that the teachers were asked six specific questions about the program and its function. Question number 1 asked if students completed their projects, why or why not. In the In-School Program, one teacher gave no response. The other three agreed that most projects were geared to be completed in one session and if the student attended for the full time, they were able to complete their work.

In the Home-Visit program, all four teachers agreed that all of the students completed at least one project and almost all completed their projects with the possible exception of hems or buttons on clothing articles. Question number 2 was concerned with major problems the teachers may have encountered with the program. Again, in the In-School program, one teacher did not respond. Two teachers felt that communication caused a problem and two of them also felt there were too many students per teacher.

In the Home-Visit program, each teacher had an entirely different problem in answer to this question. One stated that the students did not have an understanding of the program. Another felt that the students were not prepared when she arrived at their home. And still another felt scheduling around vacations and working hours of the students was the biggest problem. The fourth teacher felt that the lack of suitable equipment in many of the homes of the students made teaching in the homes extremely difficult.

The third question asked what in the teachers opinion were the high points of the program. Again, in the In-School program, one teacher did not respond. Another teacher liked the four-day week

because she felt it kept the students' enthusiasm up. Variety and freedom to have many activities was the response of another and the fourth teacher liked the babysitting unit the best.

In the Home-Visit program, the responses to this question were very similar. The pleasure of seeing students achieve and the individual instruction that could be given to each student seemed to be the rewarding to these teachers.

Question number 4 asked the teacher in what areas of home economics they felt the students needed training. The In-School teachers voted for basic training in foods and clothing to be the most important. The teachers involved with the Home-Visit program felt that home management skills were most important with foods and clothing next.

Question number 5 asked what teachers enjoyed most about the program. One In-School teacher said, "The freedom and trust that was given to me as a teacher." Another, "The freedom to do the things we could teach best," and a third felt that students wanting to learn was exciting. The Home-Visit teachers all felt that what they enjoyed most was the close association they had had with each student along with the opportunity of watching the students improve their skills.

Question number 6 asked for suggestions for another year. The In-School teachers suggested early communication with the students about the program and also dividing students into smaller groups so more of them could cook and sew. The Home-Visit teachers felt that early communication with the students and good publicity would help to make the program more effective.

The final information asked for on the questionnaire was for additional comments. Of the eight teachers, six responded and indicated that it was a very enjoyable and profitable experience and one they would like to be involved with again.

Summary of part three of questionnaire:  
suggestions and opinions concerning the  
two types of summer home economics  
programs

The purpose of part three of the questionnaire was to collect suggestions and opinions regarding the two types of summer home economics programs operated during the summer of 1979 in Box Elder County. Because part three of the questionnaire differs for students, parents, and teachers, the summary will be divided according to the three areas. The student section will be summarized first.

1. Nearly all students in both programs completed at least one project during the summer.
2. Students of the In-School program ranked arts and crafts and foods as the areas they would most like to be involved in during another summer.
3. Students of the In-School program ranked child development and family relations as the areas they were the least interested in.
4. The students of the Home-Visit program more often chose clothing as the area they would be the most interested in, with consumer and money management and family relations being of the least interest.
5. Students from the In-School program were very complimentary about their experience. They liked the variety of activities and the fact that it gave them something to do and didn't cost anything.

6. The students of the In-School program felt like there were too many students enrolled in the program and not enough instructors.

7. Students from the Home-Visit program felt very good about their program also. They liked the instructor coming to their home and being able to receive individual instruction. They felt it gave them a chance to become better acquainted with their teacher.

8. Students of the Home-Visit program felt as if they had an incentive to use their spare time to better advantage.

9. The parents of the In-School program ranked clothing and foods as being the areas they felt their child needed training in most with child development and housing and home furnishings as being the least important.

10. The parents of the Home-Visit program also ranked clothing as being the most important with arts and crafts and child development as being the least important.

11. Parents from both programs were in favor of the program and wanted to see it continued.

12. In making suggestions for the program, the parents asked for bus transportation to be provided, earlier and more information about the program, and to have the program held in the smaller communities as well as in the junior high schools.

13. The teachers reported that if the students attended classes or had regular home visits, they completed their projects.

14. Teachers of the In-School program reported two problems - communication and too many students per teacher.

15. Teachers of the Home-Visit program saw a variety of problems. One teacher felt the students did not have an adequate understanding

of the program. Another, that the students were not prepared when she arrived at the home. A third teacher felt that the scheduling around vacations and work schedules of the students caused a problem. The fourth teacher said the lack of and poor equipment in the homes of students made it difficult to teach.

16. Variety and freedom to have many activities made this an excellent program was the response of the In-School teachers.

17. The pleasure of seeing students achieve and being able to give individual instruction was the best part to the Home-Visit teachers.

18. Teachers of the In-School program said they felt their students needed more training in basic foods and clothing while the teachers of the Home-Visit program said home management was most important.

19. Teachers of the In-School program enjoyed the freedom given to them as teachers and the Home-Visit teachers enjoyed the close association with their students as being the best part of the program.

20. The In-School teachers suggested smaller groups of students for another year. Good communication and early publicity were suggested by the Home-Visit teachers.

## DISCUSSION

In conducting this study and analyzing the collected data, it became readily apparent that both types of summer home economics programs are needed. There were a few areas of this study where the researcher felt a little discussion was needed for clarification.

Before the new In-School program was launched, students were told verbally about the program and its intentions and were also given an opportunity to fill out a form that gave suggestions on what they could study during the program. Students apparently did not consider they were able to offer suggestions to the program as 32 per cent of the students in this program reported that they didn't have an opportunity to do so. Likewise, the Home-Visit program is almost entirely student initiated with only guidance and help from parents and teachers. Some of these students felt as if they were not able to offer any suggestions to the program as 29 per cent indicated they did not have the opportunity.

In the Home-Visit program the teacher visits the homes of the students at least three times during the duration of the program. It was of interest to note that parents of this program felt as if transportation was a factor in their child's participation. Perhaps there is some transportation to this program that the teacher is unaware of or perhaps the parent felt as if their child had to participate in this program rather than the In-School program because of the lack of transportation. This is a question in need of further investigation.



On question number 14, one teacher of the Home-Visit program indicated more publicity was necessary at the beginning of the program. This was perhaps because she was hired after school was out and therefore was not able to contact the students while school was still in session.

In part three of the questionnaire, the parents were asked to check the areas of home economics that they would like their student to have training in. The In-School parents voted for arts and crafts and the parents of the Home-Visit program voted for arts and crafts to be of the least importance. The suggestion is made that perhaps the age difference of the students could be the reason for the parents voting as they did. Also, the parents could not have really understood the In-School program as an extension of the home economics program and could have just felt that it was a summer program to keep their student busy and not really a learning situation.

Half of the In-School teachers indicated that all supplies should be furnished for the students. This is interesting as almost everything was furnished except for a few minor items the students were asked to bring from home. Teachers need to realize that when they operate within a set budget their teaching is limited.

The Home-Visit teachers stated the results of their summer work had allowed them to feel closer to their students and also they were rewarded for seeing the students achieve. This was summarized in the literature review by Dr. Sneed (1957). It was interesting to note that these same feelings came through in this program.

Another thing that was of interest in this study, was that very few of the parents of the In-School students took the opportunity to get acquainted with the instructors. This again points out that perhaps the parents weren't really aware of this program and what its goals were.

## SUMMARY

The purpose of this study was to evaluate the traditional Home-Visit program and the newly implemented In-School program as to their effectiveness as seen by students, parents, and teachers who were involved in the program.

A second purpose of this study was to offer feedback about the existing two programs that were operated in the researcher's local school district. Since Box Elder School District is desirous of achieving the best possible results from their summer home economics programs, the vocational director expressed an interest in the results of this study and would like to use the findings to help implement the most effective program possible to be used in subsequent years in this county.

This new In-School program was carried out in the Box Elder Junior High and the Bear River Junior High schools instead of in the homes, and was offered to sixth, seventh, and eighth grade students to acquaint them with home economics. A variety of activities were offered, from foods and clothing to child care and arts and crafts. The students were exposed to home economics occupations through field trips. This new type program was offered on the junior high level and the Home-Visit program was offered through the Box Elder Senior High and the Bear River Senior High schools. Because both programs were operated in the district, the researcher chose to evaluate each program as to its effectiveness for students. A questionnaire was sent to all students, parents

and teachers that were involved in the program at the conclusion of the summer. The questionnaire asked for information in three sections. The first section being demographic, the second, the subjects feelings about the program and third, suggestions and opinions of the program.

A total of 742 questionnaires were sent out to students, parents and teachers of both programs. Three hundred and twenty-seven or 43.1 per cent were returned and were useable for tabulation purposes.

Part 1 of the student questionnaire, the demographic data of respondents, found that there were more students enrolled in the In-School program than in the Home-Visit program; also, that there were more females than males enrolled.

Part 1 of the parent questionnaire asked which parent returned the information. Of the 339 questionnaires mailed to parents, 125 or 36.9 per cent were mothers and 14 or 4.1 per cent were fathers.

The demographic information asked for on the teachers was their name and this they all gave.

Part 2 of the questionnaire asked for the subjects' feelings about the program. From the information gathered, both programs were found to be highly acceptable by both students and parents and one they would like to be involved with again.

The teachers too, felt good about the program and offered feedback about some of the problems that existed.

Part 3 of the questionnaire asked for opinions and suggestions regarding the two types of programs. Students were asked what areas of home economics they would enjoy studying for another year. The

In-School students overwhelmingly voted for arts and crafts. The students of the Home-Visit program voted for clothing.

Parents from both programs ranked clothing as being the most important area for their children to learn.

Teachers from the In-School program indicated that basic foods and clothing skills were most important and teachers from the Home-Visit program stated that home management skills should be studied.

Students and parents were very pleased with the results of the program and asked for such things as having the program expanded to smaller communities and also for student transportation to be provided.

Teachers enjoyed the relaxation and freedom of the program. They suggested such things as early and more publicity about the program, more help and guidance in running the program and smaller groups of students to work with.

## RECOMMENDATIONS

As has been pointed out by this study, there is most certainly a need and a desire by both parents and students to have a summer home economics program. On the basis of this study, the following recommendations are suggested:

1. Operate both an In-School program and also a Home-Visit program in the county.
2. The In-School program should be for students of a younger age, namely 6th, 7th, and 8th grades.
3. The In-School program should be an interest program. This gives students an opportunity to see and have an experience in all areas of home economics.
4. The Home-Visit program should be for those students who are too busy to attend regular classes or would prefer the personal instruction of the teacher.
5. The Home-Visit program should be operated out of the high schools as students in this program should be the older students.
6. Early publicity and student contact is important to the success of both programs.
7. It is important to meet with the students before the regular school year closes.
8. Invite and encourage parents to become acquainted with the In-School program. Perhaps have a special day when parents meet with the teachers.
9. Home-Visit teachers should make sure that their initial visit to the home includes a parent to be present.

10. Offer transportation for outlying area students to be able to attend the school programs.
11. Offer some classes on a regular basis in the smaller communities, perhaps in the elementary schools.
12. Have some equipment available for the Home-Visit teachers to use when helping students in the homes.
13. There is a need for more communication and information given to the teachers in carrying out these programs.
14. Have more teachers available for help with large groups of students in foods and clothing.
15. Circulars that are sent to students during the summer program should arrive in plenty of time for students to be able to make their plans.
16. Have teachers make their plans well in advance of the beginning of the program so that they will feel secure with what they are doing.
17. Home-Visit teachers should have a day in a school so that their students might be able to use the facilities if they so desire.

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## APPENDIXES

Appendix A - Cover Letters

## Box Elder County School District

230 West 2nd South  
Brigham City, Utah 84302  
Telephone (801) 723-5281

BOARD OF EDUCATION  
William M. Johnson - President  
Wiley Scott - Vice President  
Lance Christensen - Member  
Markus Larsen - Member  
Gaston L. Benson - Member

Leonard F. Dalton, Ed. D.  
*Superintendent*  
C. Morgan Hawkes  
*Assistant Superintendent*  
David N. Morrell  
*Clerk - Treasurer*

August 8, 1979


Dear Student:

This summer you have been involved in our summer home economics program and it has been fun having you.

We would like you to tell us how you felt about the program. Would you take a few minutes right now and very thoughtfully complete the enclosed questionnaire? A self-addressed stamped envelope has been provided for you to return the questionnaire to us.

This information will help us to make a better program for you next summer.

Thank you for your help,

  
Robert R. Jensen  
District Vocational Director

## Box Elder County School District

230 West 2nd South  
Brigham City, Utah 84302  
Telephone (801) 723-5281

BOARD OF EDUCATION  
Vernell M. Johnson - President  
Wesley Scott - Vice President  
Irlace Christensen - Member  
Haroldurke Larsen - Member  
Walter L. Benson - Member

Leonard F. Dalton, Ed. D.  
*Superintendent*  
C. Morgan Hawkes  
*Assistant Superintendent*  
David N. Morrell  
*Clerk - Treasurer*

August 8, 1979

Dear Parent:

This summer your child has been involved in our summer home economics program and we have appreciated his or her participation.

The information and opinions that you as a parent can give, will help us a great deal in evaluating this program.

Would you take a few minutes right now and fill out the enclosed questionnaire and then return it to us as soon as possible. A self-addressed stamped envelope has been provided for that purpose.

We are conducting this survey as an attempt to give us more information to use when planning programs such as these in the future.

We appreciate the help and support that parents give.

Sincerely yours,



Robert R. Jensen  
District Vocational Director

# Box Elder County School District

50

## BOARD OF EDUCATION

W. M. Johnson - President  
W. H. Scott - Vice President  
L. A. Christensen - Member  
C. W. Larsen - Member  
W. L. Benson - Member

230 West 2nd South  
Brigham City, Utah 84302  
Telephone (801) 723-5281

Leonard F. Dalton, Ed. D.  
Superintendent  
C. Morgan Hawkes  
Assistant Superintendent  
David N. Morrell  
Clerk - Treasurer

August 8, 1979

Dear Teacher:

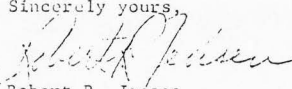
This summer you have been involved in the teaching of our summer home economics program. We have been thrilled with all you have done to make it a success.

In order to evaluate our successes and to find out where improvements need to be, some questions need answering. Because you have been such a strong key in our program, we would appreciate some feedback from you.

Would you take just a few minutes and very carefully and thoughtfully complete the enclosed questionnaire right now. A self-addressed stamped envelope has been provided for you to return it to us. A similar questionnaire has been sent to your students and their parents.

Again, may we say thanks for a job well done.

Sincerely yours,



Robert R. Jensen  
District Vocational Director

Appendix B - Instrument



SA A D SD

14. I received enough information about the program to know what was taking place.
15. I have a better understanding of the role of a homemaker after taking this class.
16. It was important for me to receive credit.
17. I was given opportunity to make suggestions for the program.


### III. Opinions and Suggestions.

We would appreciate any information you may want to give us. Use an additional sheet of paper if necessary.

1. Which projects did you complete? Why or why not?

2. I would be interested in projects that deal in:

Clothing\_\_\_\_\_

Foods\_\_\_\_\_

Consumer & Money Management\_\_\_\_\_

Housing and Home Decoration\_\_\_\_\_

Family Relations and

Dating\_\_\_\_\_

Child Development\_\_\_\_\_

Arts & Crafts\_\_\_\_\_

Other\_\_\_\_\_

(Please Specify)

3. What would have made this program more fun?
4. What did you enjoy most about the program?
5. What was your favorite project or activity?

Additional Comments:





SA A D SD

11. My child had adequate notification of what was taking place.
12. I became acquainted with the instructor.
13. I had an adequate understanding of this program and its objectives.
14. Transportation was a contributing factor to my child's participation in the program.
15. I was aware of my child's involvement in this program.


### III. Opinions and Suggestions.

We would appreciate any information or suggestions you may want to give us. Use an additional sheet of paper if necessary.

1. In what areas of home economics do you as a parent feel your child needs training?

\_\_\_\_\_ Clothing

\_\_\_\_\_ Foods

\_\_\_\_\_ Consumerism & Money Management

\_\_\_\_\_ Housing & Home Furnishings

\_\_\_\_\_ Family Relations

\_\_\_\_\_ Child Development

\_\_\_\_\_ Home Arts & Crafts

\_\_\_\_\_ Other \_\_\_\_\_

(Please Specify)

2. What was the best thing about the summer home economics program as far as you were concerned?

Why?

3. What suggestions would you have to help improve the program?

4. What problems, if any, were you aware of in connection with this program?

Additional Comments:



13. I felt there were adequate funds available to operate this program. \_\_\_\_\_
14. I felt this program had adequate publicity prior to student sign-up. \_\_\_\_\_
15. I felt there was a good relationship between myself and the parents of my students. \_\_\_\_\_
16. I had a good rapport with the community. \_\_\_\_\_
17. I had a good rapport with the other teachers working in this program. \_\_\_\_\_

III. Opinions and Suggestions.

We would appreciate any information or suggestions you may want to give us. Use an additional sheet of paper if necessary.

1. Did the students complete their projects? Why or why not?
2. What were the major problems you encountered?
3. What were the high points of the program?
4. In what areas of home economics do you think students need training and why?
5. What did you enjoy most about the program?
6. What suggestions do you have to improve the program for another year?

Additional Comments:

Appendix C - Summary of Student, parent,  
and teacher responses by age.

Table 12. Summary of student questionnaire for 14 years old and under for the In-School program.

	Response*					Total
	NR	SA	A	D	SD	
1. The projects were on my level of understanding.		56	31	1	1	89
2. The projects were things I wanted to do.		38	49		2	89
3. I was given enough direction in choosing my projects.	2	41	35	8	3	89
4. The instructor gave me enough personal supervision.	1	37	37	10	4	89
5. I felt that the instructor had an interest in me and my projects.	1	43	33	9	3	89
6. I felt that I received encouragement from the instructor.	1	39	35	11	3	89
7. I felt good about my relationship with the instructor.	1	48	32	5	3	89
8. I felt rushed through the projects.		5	3	41	40	89
9. I found this experience enjoyable.		62	23	3	1	89
10. I felt my time was wasted.		3		20	66	89
11. I would sign up for this program again.	1	54	28	4	2	89
12. There was too much personal expense involved.	3	2		36	48	89
13. I was not asked to furnish more supplies and equipment than was fair.		45	34	7	3	89
14. I received enough information about the program to know what was taking place.	2	52	26	7	2	89

Table 12. Continued

	Response*					Total
	NR	SA	A	D	SD	
15. I have a better understanding of the role of a homemaker after taking this class.	7	33	42	5	2	89
16. It was important for me to receive credit.	13	14	33	20	9	89
17. I was given an opportunity to make suggestions for the program.	11	20	29	19	10	89

\* NR = No Response

SA = Strongly Agree

A = Agree

D = Disagree

SD = Strongly Disagree

Table 13. Summary of student questionnaire for 15 years old for the in-school program.

	Response*					Total
	NR	SA	A	D	SD	
1. The projects were on my level of understanding.	1	1				2
2. The projects were things I wanted to do.			2			2
3. I was given enough direction in choosing my projects.	1	1				2
4. The instructor gave me enough personal supervision.	1	1				2
5. I felt that the instructor had an interest in me and my projects.			2			2
6. I felt that I received encouragement from the instructor.		1	1			2
7. I felt good about my relationship with the instructor.		1	1			2
8. I felt rushed through the projects.	1			1		2
9. I found this experience enjoyable.		2				2
10. I felt my time was wasted.	1				1	2
11. I would sign up for this program again.		1	1			2
12. There was too much personal expense involved.	1				1	2
13. I was not asked to furnish more supplies and equipment than was fair.	1		1			2
14. I received enough information about the program to know what was taking place.	1	1				2



Table 13. Continued

	Response*					Total
	NR	SA	A	D	SD	
15. I have a better understanding of the role of a homemaker after taking this class.	1		1			2
16. It was important for me to receive credit.	1		1			2
17. I was given opportunity to make suggestions for the program.	1		1			2

\* NR = No Response

SA = Strongly Agree

A = Agree

D = Disagree

SD = Strongly Disagree

Table 14. Summary of student questionnaire of students 14 and under enrolled in the home-visit program.

	Response*					Total
	NR	SA	A	D	SD	
1. The projects were on my level of understanding.		24	6			30
2. The projects were things I wanted to do.		26	4			30
3. I was given enough direction in choosing my projects.		19	10	1		30
4. The instructor gave me enough personal supervision.		22	8			30
5. I felt that the instructor had an interest in me and my projects.		21	9			30
6. I felt that I received encouragement from the instructor.		24	6			30
7. I felt good about my relationship with the instructor.		22	7		1	30
8. I felt rushed through the projects.	1		2	7	20	30
9. I found this experience enjoyable.		24	4	1	1	30
10. I felt my time was wasted.			2	2	26	30
11. I would sign up for this program again.		20	9	1		30
12. There was too much personal expense involved.				7	23	30
13. I was not asked to furnish more supplies and equipment than was fair.	2	15	4	3	6	30
14. I received enough information about the program to know what was taking place.	1	23	5	1		30

Table 14. Continued

	Response*					Total
	NR	SA	A	D	SD	
15. I have a better understanding of the role of a homemaker after taking this class.		16	12	2		30
16. It was important for me to receive credit.	1	15	9	2	3	30
17. I was given opportunity to make suggestions for the program.		13	12	5		30

- \* NR = No Response  
 SA = Strongly Agree  
 A = Agree  
 D = Disagree  
 SD = Strongly Disagree

Table 15. Summary of student questionnaire for age 15 years old enrolled in the home-visit program.

	Response*					Total
	NR	SA	A	D	SD	
1. The projects were on my level of understanding.		9	6			15
2. The projects were things I wanted to do.		8	7			15
3. I was given enough direction in choosing my projects.		6	7	2		15
4. The instructor gave me enough personal supervision.		7	7	1		15
5. I felt that the instructor had an interest in me and my projects.		7	6	2		15
6. I felt that I received encouragement from the instructor.		7	6	2		15
7. I felt good about my relationship with the instructor.		5	8	2		15
8. I felt rushed through the projects.			3	8	4	15
9. I found this experience enjoyable.		7	6	1	1	15
10. I felt my time was wasted.				6	9	15
11. I would sign up for this program again.		7	5	3		15
12. There was too much personal expense involved.	1			8	6	15
13. I was not asked to furnish more supplies and equipment than was fair.		7	7		1	15
14. I received enough information about the program to know what was taking place.	1	3	9	1	1	15

Table 15. Continued

	Response*					Total
	NR	SA	A	D	SD	
15. I have a better understanding of the role of a homemaker after taking this class.		5	8	2		15
16. It was important for me to receive credit.		6	4	4	1	15
17. I was given opportunity to make suggestions for the program.		2	6	6	1	15

- \* NR = No Response  
 SA = Strongly Agree  
 A = Agree  
 D = Disagree  
 SD = Strongly Disagree

Table 16. Summary of student questionnaire 16 years old and over enrolled in the home-visit program.

	Response*					Total
	NR	SA	A	D	SD	
1. The projects were on my level of understanding.	2	20	13			35
2. The projects were things I wanted to do.		26	9			35
3. I was given enough direction in choosing my projects.		19	16			35
4. The instructor gave me enough personal supervision.		27	8			35
5. I felt that the instructor had an interest in me and my projects.		27	7	1		35
6. I felt that I received encouragement from the instructor.		27	8			35
7. I felt good about my relationship with the instructor.		26	9			35
8. I felt rushed through the projects.			4	19	12	35
9. I found this experience enjoyable.	1	18	15		1	35
10. I felt my time was wasted.			1	7	27	35
11. I would sign up for this program again.		20	14	1		35
12. There was too much personal expense involved.	2			15	18	35
13. I was not asked to furnish more supplies and equipment than was fair.	1	17	17			35
14. I received enough information about the program to know what was taking place.		18	15	2		35

Table 16. Continued

	Response*					Total
	NR	SA	A	D	SD	
15. I have a better understanding of the role of a homemaker after taking this class.		10	25			35
16. It was important for me to receive credit.	3	8	13	8	3	35
17. I was given opportunity to make suggestions for the program.	4	7	14	9	1	35

- \* NR = No Response  
 SA = Strongly Agree  
 A = Agree  
 D = Disagree  
 SD = Strongly Disagree

Table 17. Summary of parent questionnaire from mothers with students enrolled in the in-school program.

	Response*					Total
	NR	SA	A	D	SD	
1. The projects were on my child's level of understanding.		49	17	1		67
2. I would want my child involved in this program again.		47	20			67
3. I felt the variety in the program was adequate.	1	41	25	1		67
4. I felt my child had good teacher supervision.	1	38	26	1	1	67
5. I felt that the instructor demonstrated an interest in my child and what he or she was doing.	4	32	29	1	1	67
6. I felt the time my child put into this program was worthwhile.		46	20	1		67
7. I would recommend this program to others.	1	46	20			67
8. My child was anxious to participate in the many projects.	3	37	26	1		67
9. I did not object to my child being asked to furnish money or supplies occasionally.		42	24	1		67
10. I felt that too much expense was involved.	1	1	3	24	38	67
11. My child had adequate notification of what was taking place.		35	26	6		67
12. I became acquainted with the instructor.	5	2	8	21	31	67



Table 17. Continued

	Response*					Total
	NR	SA	A	D	SD	
13. I had an adequate understanding of this program and its objectives.	2	11	41	10	3	67
14. Transportation was a contributing factor to my child's participation in the program.	6	9	13	20	19	67
15. I was aware of my child's involvement in this program.	3	38	26			67

\* NR = No Response

SA = Strongly Agree

A = Agree

D = Disagree

SD = Strongly Disagree

Table 18. Summary of parent questionnaire from fathers with students enrolled in the in-school program.

	Response*					Total
	NR	SA	A	D	SD	
1. The projects were on my child's level of understanding.		4	5			9
2. I would want my child involved in this program again.		5	4			9
3. I felt the variety in the program was adequate.		3	6			9
4. I felt my child had good teacher supervision.		3	5	1		9
5. I felt that the instructor demonstrated an interest in my child and what he or she was doing.		4	5			9
6. I felt the time my child put into this program was worthwhile.		4	5			9
7. I would recommend this program to others.	1	4	4			9
8. My child was anxious to participate in the many projects.		3	6			9
9. I did not object to my child being asked to furnish money or supplies occasionally.		2	6	1		9
10. I felt that too much expense was involved.			3	4	2	9
11. My child had adequate notification of what was taking place.	1	3	5			9
12. I became acquainted with the instructor.	1			6	2	9

Table 18. Continued

	Response*					Total
	NR	SA	A	D	SD	
13. I had an adequate understanding of this program and its objectives.			5	4		9
14. Transportation was a contributing factor to my child's participation in the program.			1	5	3	9
15. I was aware of my child's involvement in this program.		1	8			9

- \* NR = No Response  
 SA = Strongly Agree  
 A = Agree  
 D = Disagree  
 SD = Strongly Disagree

Table 19. Summary of parent questionnaire by mothers of students enrolled in the home-visit program.

	Response*					Total
	NR	SA	A	D	SD	
1. The projects were on my child's level of understanding.	1	31	26			58
2. I would want my child involved in this program again.		39	17	2		58
3. I felt the variety in the program was adequate.	1	26	29	2		58
4. I felt my child had good teacher supervision.		41	15	2		58
5. I felt that the instructor demonstrated an interest in my child and what he or she was doing.	1	39	16	2		58
6. I felt the time my child put into this program was worthwhile.	1	44	12	1		58
7. I would recommend this program to others.	6	37	14	1		58
8. My child was anxious to participate in the many projects.	2	29	24	2	1	58
9. I did not object to my child being asked to furnish money or supplies occasionally.		25	33			58
10. I felt that too much expense was involved.		5	6	30	17	58
11. My child had adequate notification of what was taking place.	1	25	28	4		58
12. I became acquainted with the instructor.	5	13	28	8	4	58

Table 19. Continued

	Response*					Total
	NR	SA	A	D	SD	
13. I had an adequate understanding of this program and its objectives.	7	16	33	2		58
14. Transportation was a contributing factor to my child's participation in the program.	12	7	6	23	10	58
15. I was aware of my child's involvement in this program.	4	25	28	1		58

\* NR = No Response

SA = Strongly Agree

A = Agree

D = Disagree

SD = Strongly Disagree

Table 20. Summary of parent questionnaire by fathers of students enrolled in the home-visit program.

	Response*					Total
	NR	SA	A	D	SD	
1. The projects were on my child's level of understanding.		2	3			5
2. I would want my child involved in this program again.		4	1			5
3. I felt the variety in the program was adequate.		2	3			5
4. I felt my child had good teacher supervision.		4	1			5
5. I felt that the instructor demonstrated an interest in my child and what he or she was doing.		3	2			5
6. I felt the time my child put into this program was worthwhile.		2	3			5
7. I would recommend this program to others.		4	1			5
8. My child was anxious to participate in the many projects.		3	2			5
9. I did not object to my child being asked to furnish money or supplies occasionally.		1	4			5
10. I felt that too much expense was involved.				4	1	5
11. My child had adequate notification of what was taking place.			5			5
12. I became acquainted with the instructor.			2	3		5

Table 20. Continued

	Response*					Total
	NR	SA	A	D	SD	
13. I had an adequate understanding of this program and its objectives.			4	1		5
14. Transportation was a contributing factor to my child's participation in the program.		1	1	1	2	5
15. I was aware of my child's involvement in this program.		2	3			5

- \* NR = No Response  
 SA = Strongly Agree  
 A = Agree  
 D = Disagree  
 SD = Strongly Disagree

Table 21. Summary of teacher questionnaire by teachers who worked in the home-visit program and the in-school program.

	Response*					Total
	NR	SA	A	D	SD	
1. I was able to get acquainted with the majority of the students.		5	3			8
2. I felt that the variety in the program was good.		6	2			8
3. I would want to be involved in the program another year.	1	5	2			8
4. I feel that there is a definite need for this type of a program.		6	2			8
5. I felt the program was of value to the students.		5	3			8
6. I feel that I gave adequate supervision to the students.		4	4			8
7. I feel I had a good relationship with the students.		6	2			8
8. I taught on the students level of understanding.		5	3			8
9. I felt that I had a good understanding of how the program was to function.		4	4			8
10. I was given plenty of help and guidance in carrying out this program.		5	1	2		8
11. I felt that all supplies and equipment should be furnished for the students.		2	2	3	1	8
12. I felt there was too much expense to the students.				4	4	8
13. I felt there were adequate funds available to operate this program.		3	5			8



Table 21. Continued

	Response*					Total
	NR	SA	A	D	SD	
14. I felt this program had adequate publicity prior to student sign-up.		3	4	1		8
15. I felt there was a good relationship between myself and the parents of my students.		4	4			8
16. I had a good rapport with the community.		5	3			8
17. I had a good rapport with the other teachers working in this program.		7	1			8

\* NR = No Response

SA = Strongly Agree

A = Agree

D = Disagree

SD = Strongly Disagree

## Appendix D - Complete List of Parent Comments

## Comments from the parents of In-School Program:

- "It put the student and teacher on a one to one basis."
- "Too much expense involved with the sewing class."
- "Students need a more disciplined atmosphere."
- "Have programs in grade schools in the outlying communities even once a week."
- "It gave boys as well as girls a chance to participate in many aspects of home economics."
- "The instructors were enthusiastic about their jobs."
- "My child learns better from someone outside the home in many instances."
- "The information needs to be mailed out sooner."
- "We really appreciated the program."
- "My daughter made some very nice useful articles."
- "Not enough publicity."
- "It gave my child something to do."
- "More personal interest from the teacher."
- "Our big problem was transportation."
- "It taught them something on their level."
- "Helped acquaint my daughter with the school she was going to enter."
- "Good all around learning and fun."

## Parents of the Home-Visit Program had these comments:

- "A chance to be involved and gain some self confidence."
- "Taught our daughter new skills."
- "It gave our daughter a chance to learn sewing skills she didn't have time to take in the regular school program."
- "The self-satisfaction of being able to wear what she made."
- "Helped our daughter decorate her bedroom."
- "Start earlier in the season."
- "It helps the students prepare for the responsibilities of a home and family."
- "Have the instructor come more often."
- "She received instruction from someone who cared."
- "Her time was spent in useful constructive work."

## VITA

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Candidate for the Degree of

Master of Science

Thesis: An Evaluation of Two Types of Summer Home Economics Programs Conducted in Box Elder County

Major Field: Home Economics and Consumer Education

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