

A COMPARISON OF VOCATIONAL HOME ECONOMICS TEACHERS'
AND TEACHER EDUCATORS' LEVEL OF CONCERN
PERTAINING TO AGING EDUCATION

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CHAPTER I

INTRODUCTION AND PROBLEM STATEMENT

Aging is a natural life process. For the majority of people the mere thought of this process happening to them is most distressing (Ramoth, 1975). In 1900, the life expectancy of the American population was 47 years. Today, the life expectancy is about 72 years. By the year 2000, the life expectancy of persons age 65 will increase five years (Facts About, 1976). Current statistics indicate the aged population will continue to increase. This increase points to a need for society to develop strategies for coping with aging.

The study of aging embraces the entire process of growth and development of an individual (Ramoth, 1975). The major focus has been placed on conception and birth, childhood, adolescence, marriage and parenthood. Teachers must guide students in looking at the family life cycle as a whole, including the cycle of aging (Ramoth, 1975; Wolf & Whatley, 1975). Ramoth (1975) defined the cycle of aging as middle age, late maturity, old age and death.

Coming to terms with aging early rather than late in the life cycle is a form of anticipatory socialization.

Aging education programs prepare youth for certain inevitable events, processes, and situations related to aging (Ralston, 1978). Aging education at the secondary level can help students understand the aging process and also help them develop positive attitudes toward elderly persons (Ralston, 1978).

Home economics education has been identified as the most practical subject matter area for teaching about aging at the secondary level (Ralston, 1978). Havinghurst (1974) stated that the teachers most ready to teach an aging education course were those in the fields of sociology, psychology, or home economics. Wolgamot (1971) also stated, "an understanding of aging should be built into life experiences and into the school curriculum at the various levels of the educational system." She recommended home economics as the subject matter area for teaching about aging.

Advocacy for aging education is the challenge for home economics educators (Kuhn, 1978; Montgomery, 1978; Wolf & Whatley, 1975). Kuhn (1978) expressed the need for home economists to include more research and teacher training about households that include older persons. She also stated the need for research about the older person who is the head of the family. Montgomery (1978) identified home economics as the discipline most directly related to the

concerns of the aged. He stated that home economics played a significant role in determining the quality of life for many of society's aged.

Wolf and Whatley (1975) challenged the home economist at the high school, college and adult levels of education to include in teacher education programs and curriculum materials the critical needs of older persons. This researcher attempted to examine home economics role in aging education and to determine the concern given to aging education in the home economics curriculum at the secondary and college levels.

Purpose Of The Study

The overall purpose of this study was to compare the stages of concern about aging education between Texas home economics teachers and teacher educators as reflected by their scores on the Stages of Concern Questionnaire (SOC). The specific purposes were to identify relationships between the following:

1. Teachers' concerns about aging education in home economics.
2. Teacher educators' concerns about aging education in home economics.
3. Teachers' and teacher educators' teaching of aging education in home economics subject matter areas.

Definitions Of Terms

Aging education: The teaching of the aging process and the problems of aged people.

Home economics teacher educator: A person who trains teachers to instruct high school students in vocational home economics education.

Innovation: The name given to an issue, object, or challenge that is the focus of concern.

Intensity level: A numerical value given to one of seven stages of concern on the Stages of Concern Questionnaire.

Nonuser: Concerns of the nonuser are usually highest on the following stages: awareness, informational, and personal. The nonusers concerns are lowest on the following stages: consequence, collaboration and refocusing.

Stages of concern questionnaire (SoCQ): An instrument used to measure the degree or intensity level of concern about an educational innovation. There are seven stages of concern. Hall, George, and Rutherford (1977) defined the following seven stages:

0 Awareness: Little concern about or involvement with the innovation.

1 Informational: A general awareness of the innovation and interest in learning more detail about it.

2 Personal: Uncertainty about the demands of the innovation, inadequacies in meeting these demands, and the individuals role with the innovation.

3 Management: Attention is focused on the processes and tasks of using the innovation and the best use of information and resources.

4 Consequence: Attention focuses on impact of the innovation on students. The relevance of the innovation for students, evaluation of student outcomes, including performance and competencies, and changes needed to increase student outcomes are a part of this focus.

5 Collaboration: The focus is on coordination and cooperation with others regarding use of the innovation.

6 Refocusing: The focus is on exploration of more universal benefits from the innovation including the possibility of major changes or replacement with a more powerful alternative.

Users: Concerns of the user of an innovation are usually highest on the following stages: management, consequence, collaboration and refocusing. Interpretation can be based on the definition of the stage that has the highest score.

Vocational home economics education: The preparation of youth and adults for homemaking and employment in home

economics related occupations. The subject areas composing the basis for the discipline of home economics education are: family and human development, home management, consumer education, clothing and textiles, foods and nutrition, child development, and housing and home furnishings.

Vocational home economics teacher: A person who provides instruction in home economics subjects to high school students preparing for occupations in home economics areas and to adults wanting to improve knowledge and skills in homemaking areas.

Research Hypotheses

This investigation was organized around six major hypotheses. The hypotheses included:

1. Secondary vocational home economics teachers' SoC scores on the stages awareness, informational and personal will fall in the nonuser range (70% or greater) as plotted on the concerns profile.
2. Secondary vocational home economics teachers' SoC scores on the stages consequence, collaboration and re-focusing will fall in the nonuser range (40% or less) as plotted on the concerns profile.
3. University and college home economics teacher educators' SoC scores on the stages consequence,

collaboration and refocusing will fall in the user range (70% or greater) as plotted on the concerns profile.

4. University and college home economics teacher educators' SoC scores on the stages awareness, informational and personal will fall in the user range (40% or less) as plotted on the concerns profile.

5. There will be a significant difference between vocational home economics teachers' and home economics teacher educators' SoC scores in the following stages: awareness, informational and personal.

6. There will be a significant difference between vocational home economics teachers' and home economics teacher educators' SoC scores on the following stages: consequence, collaboration and refocusing.

Delimitations

The scope of aging education extends across many levels of student populations and a variety of subject matter areas. For the purpose of this study, aging education was delimited by viewing it from the standpoint of curricula, practices and educators of vocational home economics education in the State of Texas.

Assumptions

It is assumed that if teachers and teacher educators have concerns about aging education, then they are teaching

aging as a part of the home economics curriculum. It is further assumed that if college and university home economics programs are including aging education in the curriculum, then secondary home economics programs are including aging education in the curriculum.

CHAPTER II

THE REVIEW OF THE LITERATURE

The need for education about aging is directly linked to the modernization and advancement of the society (Ralston, 1978). Rapid industrialization has changed American society from rural to urban. Urbanization has brought greater family mobility. The family, as a result, has changed from extended to nuclear in composition. In the nuclear family structure, obligations to spouse and children take precedent over obligations to parents and other relatives (Ralston, 1978). Industrialization, residential mobility and the fragmentation of the extended family has shifted the responsibility for the care of the elderly to government. With the change to the nuclear family structure, the absence of the elderly in the home has led to less interaction between young and old generations (Powell, 1978; Ralston, 1978). Consequently, societal changes have had a detrimental effect on society's attitudes toward aging and the elderly.

The passage of the Social Security Act in 1935 requiring mandatory retirement has resulted in a trend toward age segregation (Ralston, 1978). Research findings

indicate that older persons do not voluntarily withdraw from society at the onset of retirement (Atchley, 1977). Older citizens have substantial contributions to make in wisdom, guidance and productivity (Kowalski, 1978). Working beyond age 65 can be both financially and psychologically rewarding.

Kuhn (1978) and Ralston (1978) have defined two words, agism and gerontophobia, which identify the attitudes of many people toward the elderly. Agism is defined as the alienation, discrimination, segregation and stereotyping of people solely on the basis of age. As a result of agism, society has developed gerontophobia; an unreasonable and irrational fear of old people.

Attitudes toward aging are developed early in life. Stereotypes and prejudices have their origin in families and are reinforced by influential societal conflicts (Jacobs, 1975). Research on attitudes of children reveal conflicting results (Ramoth, 1975; Russell, 1979; Thornson, 1975). The literature reflects that age, social class, education and positive contact are factors affecting the perceptions and attitudes of children and adolescents toward the elderly. Positive contact with older persons and education about the aging process have been found to be influential factors in changing negative attitudes of children and adolescents.

Perceptions and Attitudes Toward Aging

In the past 20 years considerable research has been conducted concerning attitudes toward the aged. One focus of this research has been on the attitudes of children and adolescents toward aging (Ivester & King, 1977; Bennett, 1978). The views that youth have toward the elderly affect how they interact with older people now and indicate how they will interact with the elderly when they become adults (Ivester & King, 1977). Research findings indicate young people have ambivalent or neutral attitudes toward the aged (Moramarco, 1978; Ivester & King, 1977).

Ramoth (1975) stated, "our culture has characterized the aged for our children by picturing oldsters as weak, slow, forgetful, dependent, inactive, and needing to be pitied." Ruth Bennett (1978) reviewed research on attitudes of the young toward the old. She found conflicting results. Some studies revealed that by the time children have reached the age of 12 or 13, they have formed negative attitudes about aging. Adolescents tend to have little regard for the elderly and tend to block them out. However, other research findings conclude that spontaneous contact with healthy old people seem to lead to positive attitudes. A closeness of physical contact in the home, and the frequency and quality of contact, can lead to positive

attitudes (Bennett, 1978). As a result of the Bennett (1978) study, it was concluded that young people need to develop positive attitudes about aging through counseling, guidance, education and contact with older persons. Bennett (1975) recommended that aging education be introduced into the elementary curriculum in order to promote these changes.

Intergenerational Studies

Recent sociological and educational research has indicated a need to bring children, youth and aging adults together in what has been termed intergenerational sharing (Powell, 1978; Carter, 1979; and Jacobs, 1975). With the change in family structure, children and adolescents lack the intergenerational contact that provides information about their cultural heritage and includes close family relationships.

Powell (1979) conducted a two-part intergenerational study to explore children's concepts of aging and the effect the use of aging adults as teachers have on pre-school children. Ninety preschool children, 30 in each age group of three, four and five year olds, responded to a series of eight questions concerning the concept of the aging in animals, plants and humans. Responses varied by age. Powell (1979) found that as children get older, and

have a better understanding of life, they become more negative about the idea of growing old. These results concluded that agism is a factor that may begin as early as preschool age.

Powell (1979) conducted a follow-up study in the implementation of an intergenerational project at Oklahoma State University. A project in the Child Development Laboratory brought together aged persons as teachers, and preschool children to study interaction. Project components included curriculum and research. History was the curriculum emphasis focusing on pioneer life. Research was conducted to determine preschool age children's perceptions about the elderly and the effect increased contact with the elderly would have on their perceptions.

Powell's research findings (1979) conclude that intergenerational programs can work to bring young children and elderly adults together. Such programs can create an atmosphere similar to that of the extended family, enriching relationships for all groups.

Attitudes Of High School Students

Robert Havinghurst (1974) reported that grandparents are the first positive contact children have with elderly people. A more negative image emerged about the time the child entered high school. Youth in the 16 to 24 age

group tend to see older people as a large impersonal mass, a burden in society. Whatever past positive experience youth might have with the elderly becomes impersonal (Havinghurst, 1974). It is the responsibility of educators to develop curricula that will include knowledge, attitude change and new perspectives on all the stages of life (Ramoth, 1975).

Ivester and King (1977) conducted a study of high school students to determine attitudes and prejudices toward the aged. The Kogan Attitude Toward Old People scale was given to 439 students. It was hypothesized that (1) adolescents tend to have negative attitudes toward the elderly, (2) twelfth graders have less negative attitudes than ninth graders, (3) adolescents who have frequent contact with grandparents have more positive attitudes, (4) the higher the social class the more positive the attitude toward the elderly, (5) blacks have more negative attitudes toward aging than whites at all social class levels, and (6) females have more positive attitudes than males toward the elderly.

Results indicated that the attitudes of all the subjects tended to be more positive than negative. Ivester and King (1977) found no significant difference in age of subjects, contact with grandparents, sex or race. There

was a significant difference in social class. Those subjects in the upper classes had more positive attitudes than adolescents in the lower classes.

John Thornson (1975) conducted a similar study to determine the difference in attitude toward the aged by age, race, social class and education. A biracial group of high school juniors and seniors completed the Kogan Attitude Toward Old People Scale. Analysis of results found no difference in attitude by age, race or social class. Thornson (1975) found there was a relationship between years of education and attitudes toward the elderly. Results indicated that people who were more educated tend to view older people more positively. The research concluded that the more educated person was less accepting of untrue stereotypes and possibly had a better role model of the aging. This research further confirms the need for aging education.

Aging And The Media

America is a youth oriented society. One large contributor to this attitude is the media (Sartore, 1976). Prejudices against the elderly can be extended to and reflected in humor, advertising, literature and television.

Aging and Humor

American humor is an indicator of societal attitudes (Smith, 1979). Negative views of aging and the elderly

can be found in jokes, magazine cartoons and greeting cards. In a study of eight magazines selected on the basis of having regular cartoon and joke content, Smith (1979) found that the elderly were subject to negative presentation. Common negative themes associated with the elderly were sexual decline, ultraconservatism, physical or mental decline, and aging as an undesirable quality (Freimuth & Jamieson, 1979; Smith, 1979). Birthday and greeting cards have been found to be an inexpensive way to illustrate negative themes and stereotypes associated with aging and the elderly (Freimuth & Jamieson, 1979). Smith (1979) related that even negative humor can serve a positive function. Expressing our attitudes and beliefs in cartoon, jokes and greeting cards exposes our attempts to come to grips with agism.

Aging and Advertising

Advertising has been charged as the major cause of negative self-concepts among the aged (Kubey, 1980). The public's image of the elderly is distorted by advertising. The older person is often seen in advertisements for dentures, mouthwash and laxatives (Sartore, 1976). Harris and Feinberg (1977) stated that commercial advertisements portrayed older persons as "unhealthy, unstylish, unflattering and uninteresting." The advertising media may be

protecting and reinforcing the distorted stereotypes society has of the elderly and the myths about old age.

Advertising is age and sex discriminating. Young women appear in most beauty product ads, while older women appear in ads for pain relievers, digestive aids and other health related products (Freimuth & Jamieson, 1979). Advertisements portray older men more positively. For males, age is associated with wealth, experience and credibility (Freimuth & Jamieson, 1979). Older men are seen in advertisements for clothing, automobiles or in some position of authority.

In research conducted about television commercials, product categories and age correlations were studied (Harris & Feinberg, 1977). Results indicated that elderly people are most often seen in advertisements for health aids. Further results indicated that younger people are seen in ads for clothing, appliances, cosmetics, food and cleaning products. The elderly make poor role models in the economic world of advertising due to the false perceptions of the buying public.

The Elderly In Children's Literature

Older people in adolescent literature reflect distinct similarities to older people in contemporary America (Peterson & Karnes, 1976). In a study of 53 Newbery Medal Books,

awarded on the basis of outstanding literature for children, Peterson and Karnes (1976) wanted to determine the type, extent and importance of older characters in adolescent literature. Newbery books were chosen because they were most apt to be read than others. These books include fiction, non-fiction, contemporary and historical setting and are written by both American and foreign authors.

Peterson and Karnes (1976) expected to find elderly characters underrepresented, underdeveloped and in supporting roles. They expected to find older people portrayed as a family member rather than a part of some other social group. Peterson and Karnes (1976) hypothesized that Newbery authors would express positive attitudes toward older characters but these attitudes would decrease in books written in the second half of the century.

The findings from the Peterson and Karnes (1976) study indicated that older people were generally excluded from the central action of the book. Older male characters were more numerous than older female characters. Older people in adolescent literature have distinct similarity to older people in American society (Peterson & Karnes, 1976). They are considered partial people, undeveloped and unnoticed.

Freimuth and Jamieson (1979) stated that older characters in children's fiction are stereotyped as unexciting and unimaginative. This gives the child the perception that old age is boring. Some children's books portray the elderly as destitute and unhappy. Old Mother Hubbard and The Old Woman and Her Pig are prime examples of stereotyping perceptions (Freimuth & Jamieson, 1979).

Aging and Television

Television may be the most influential medium in shaping American attitudes (Harris & Feinberg, 1977). High exposure levels to television programming could have a major role in forming society's opinions. Research findings indicate that the elderly are apt to be negatively portrayed on television. Freimuth and Jamieson (1979) reported that the older person was apt to be portrayed as a crime victim in prime time dramas. Viewers take for granted that the elderly are helpless and easily victimized.

Kubey (1980) found in a study of television and aging that the elderly are generally underrepresented in comparison to the general population in television programming. They are not often seen on game shows or in children's cartoons. Kubey (1980) found that the image of the elderly character is more positive on the daytime soap opera.

Older women are often seen on daytime dramas as independent and in an advisory role. Kubey (1980) found that the greatest percentage of older people can be found in news and talk show programs. Older men are more often seen on this type of program as an authority or expert. These older males include politicians and journalists.

Older people are often seen on television in reverse stereotype roles such as riding motorcycles, or portraying a comical image. Such programming gives the viewer the understanding that the image of the elderly is meant to be a joke and tends to reinforce negative stereotypes (Kubey, 1980).

The function of television is to inform, entertain, pass time or act as a companion (Freimuth & Jamieson, 1979). Television's potential to influence people's concept of aging, especially children, has a tendency to distort and protect stereotypes about the elderly. The media, and television in particular, should play a part in improving the image of the elderly by showing older persons as real and complex individuals (Bennett, 1976).

Aging Education In The Curriculum

There has been an increasing emphasis in including aging education in school curriculum. In 1961 and 1971, it was recommended at the White House Conference on Aging

that there be a coordinated effort by government, the media and public and private educational institutions to help educate Americans about aging (Ralston, 1978). Reporters from the 1971 Conference on Aging concluded that it was unlikely that aging education had been incorporated at the elementary or secondary levels (Ramoth, 1975). Ramoth (1975) recommended that leadership for encouraging aging education in public schools come from teacher training institutions.

Aging Education In Public Schools

Today's children can expect to live, on the average, to age seventy-five (Handbook, 1978). During a lifetime they will prepare for adulthood, help support society in some occupation, and proceed to live out their perception about aging (Handbook, 1978). It is important that these same children accept old age realistically as a normal, anticipated part of the life cycle.

It has been taken for granted that school is a preparatory institution. School prepares the kindergartner for independence, the pre-adolescent for the stages of adolescence, and the high school student for college or employment (Moamarco, 1978). In intergrating aging education into the curriculum, the teacher will have an additional responsibility in helping the student view his own

aging and in improving the quality of life in the first part of the 21st century.

One of the first recorded attempts to present the problems of aging to high school youth was in North Dakota in 1962. A conference and workshop for North Dakota home-making teachers at North Dakota State University introduced the first draft of a study on aging for high school students entitled "Youth Looks At Aging" (Jacobs, 1975). Since 1962, a number of individuals and school systems have introduced some emphasis on aging education to public school students (Gaeta, 1979; Glass & Trent, 1979; Handbook, 1978; Norman & Smith, 1975).

A study was undertaken by Glass and Trent (1979) in North Carolina to see if adolescent attitudes toward older people could be changed in a positive way through a learning experience. These researchers developed a ten session study unit for ninth grade students in social studies. Nine schools participated in the study with a total of 451 subjects, 224 in a treatment group and 227 students in a control group. Each group was pre and posttested. The posttest data showed a significant difference in attitude toward older people between the experimental and control groups, after participation in the study unit. Glass and Trent (1979) found that attitudes of ninth graders changed

significantly over a period of two weeks and the change in attitudes remained after four to six months.

A similar study course was developed by Spisack (1978) in Chicago for high school students. This course, "Perceptions and Understanding of the Elderly," aimed at improving attitudes toward the elderly, increasing sensitivity to the problems of the elderly and providing a general understanding of the aging process for the high school student.

According to H. Lee Jacobs (1975), an authority in aging education, most aging education in public schools is uncoordinated and fragmented. Two reasons for this fragmentation are: (1) the lack of formal training for teachers and (2) the lack of administrative support (Jacobs, 1975).

A study conducted by Jill Russell (1979) to determine if aging education was being taught in Ohio public schools, supports Jacobs' statement. The results of Russell's study indicated that secondary schools were more apt to include aging in the curriculum than elementary schools. The main reasons given for not including aging education in the Ohio public school curriculum were (1) aging was a nontraditional topic, (2) sources and materials were inadequate, and (3) teachers were unprepared. Russell

(1979) related the problems of inadequate resources and unprepared teachers as technical compared to the need for attitude change toward aging as a course of study in schools. Teacher education programs could include aging courses for those teachers with related subject matter specialities such as biology, literature, social studies, health and home economics. Russell (1979) also stated that inservice programs and accessibility to material would probably interest more teachers in teaching aging education.

Ralston (1978) stated, "home economics has probably been identified as the most practical subject matter area for teaching about aging, especially at the secondary level." Home economics subject areas are directly related to the various concerns of the aged. Home economics is the only field that relates to housing, family relationships, food and nutrition, clothing, consumer economics and home management (Montgomery, 1978).

Aging Education In Higher Education

Increased attention has been given to the psychology of adult development and aging from educators in the fields of human development and related academic areas. Traditionally, courses in human development placed emphasis on childhood and adolescence with little reference to the years of adulthood (Whitbourne, 1977). Shifts in the

age distribution of the American population toward an increasing number of older adults has resulted in more emphasis placed in courses on the adult years of the life cycle.

A variety of academic areas at the college level have included course material related to adult development. Professional programs such as nursing, medicine and social work are including more course emphasis on adulthood and aging. Liberal arts programs are including the historical and cultural roles of the older adult; while geography, sociology, adult education and the humanities are including material related to the later span of the life cycle (Whitbourne, 1977).

Educating students about growing old involves the introduction of aging into the curriculum. Recent studies indicated that colleges of education are lacking in course offerings in gerontology and adult development (Lumsden, 1977). Barry Lumsden (1977) surveyed the graduate departments of adult education at 88 institutions in the United States for information pertaining to their programs in and about aging. Survey results indicated that 55 percent of the departments of adult education offered no courses dealing exclusively with education and aging. Lumsden (1977) concluded that adult education programs needed to prepare

people to meet the needs of the older adult by including more gerontology courses in their adult education programs.

Lumsden (1978) conducted a follow-up study of the 88 institutions offering graduate programs in adult education with course emphasis in education and aging. Several institutions reported that courses on education and aging were schools of education courses and not exclusively listed in adult education offering. Lumsden (1978) consulted three primary data sources: (1) the school of education graduate catalogue of the universities listed in the Directory of Resources in Adult Education, 1976; (2) the first edition of the National Directory of Educational Programs in Gerontology, 1976, and (3) the completed questionnaires used by Lumsden in the 1976-1977 survey of adult education programs.

This extended data indicated that of the 88 institutions surveyed, only 18 institutions, or 19 percent, offered one or more graduate level courses in education and aging that could be considered supplemental to the offerings available through the adult education departments. Lumsden (1978) concluded that if course offerings are used as a criterion then schools of education need to be more aggressive in the development of a graduate curriculum concerning aging.

A similar study done by Griffin, Hughston, and Richey (1979) surveyed school or departments of home economics of 360 colleges throughout the United States. Information was obtained concerning the extent gerontology had been incorporated into the home economics program. Data from four major areas was collected. These areas included: (1) general demographic data, (2) courses with gerontological content and percentage of effort related to gerontology, (3) educational experience in gerontology of the faculty, and (4) active research projects with some focus in gerontology. Eighty-six percent of the 164 respondents reported offering courses with some gerontological content. This survey indicated that within home economics programs, gerontology was being taught to a large extent. Additional survey data indicated the need for better qualified home economics faculty in gerontology and related areas (Griffin, Hughston, & Richey, 1979).

Aging Education and the Home Economics Profession

Typically, the study of aging has had its origin in the social science disciplines such as psychology and sociology. Griffin, Hughston and Richey (1979) stated, "With increasing societal needs comes the need for educational diversity." Home economics has the potential to provide this diversity. The home economics curriculum

includes a variety of topics appropriate to gerontological study. The needs of the elderly are addressed in such courses as nutrition, housing, clothing, family relationships and consumer education.

The National Advisory Council on Aging found that the elderly rely on health and welfare services. Often times these services are fragmented, limited, inaccessible or non-existent (Butler, 1979). Home economics is well suited to offer the specialists and skills needed to provide these services to the elderly.

Home economists have proven to be advocates for the needs of the elderly. A joint statement made by the American Home Economics Association, the American Vocational Association and Home Economics Education Association in 1976, emphasized the purposes of vocational home economics education. The major purpose, "to prepare for the occupation of homemaking and for employment in occupations utilizing home economics concepts and skills," emphasized greater consideration be given to the "economic, social and cultural conditions and needs of . . . special audiences such as teenage parents, older Americans . . . (Unified Statement, 1976).

Kinsey Green (1980), executive director of the American Home Economics Association, reported AHEA 1979-1980

priorities as family research, education, care and services for the young, elderly and handicapped, energy conservation, consumer issues and the displaced homemaker. The care and services for the elderly includes the home economics curriculum. Home economics educators are concerned with the study of human relationships, forces affecting homes and families and the continuing processes of the life cycle (Wolf & Whatley, 1975). Such concerns can be effective in influencing society's attitudes toward the elderly.

Summary

According to leaders in the field and this review of literature, there seems to be a general consensus that aging education should be built into the school curricula. The needs of older people and society's responsibility to the elderly can be addressed through home economics education programs. The need for aging education is well documented. Research findings indicate the need for resources, inservice and course offerings for secondary educators, to implement the study of aging in public schools. Home economics educators can contribute to the improvement of the quality of life for the elderly through teaching, research and services.

CHAPTER III

RESEARCH PROCEDURE

The main purpose of this study was to compare the stages of concern about aging education between Texas home economics teachers and teacher educators as reflected by scores on the SoC Questionnaire. A subsequent purpose was to identify the relationships between concerns about aging education and the teaching of aging education courses in home economics. The following research procedures were employed to achieve these purposes.

Sample Population

The sample consisted of two groups of home economics educators, secondary vocational home economics teachers and college and university teacher educators. The stratified random sample of members of the Vocational Homemaking Teachers Association of Texas (VHTAT) was composed of ten names from each of the ten vocational education areas. There are approximately 1500 homemaking teachers in Texas having membership in VHTAT. This membership may differ in some characteristics from the total population of homemaking teachers.

The deans or department heads of nineteen Texas colleges and universities offering vocational home economics programs were asked to identify teacher educators to participate in this study (Appendix A). The teacher educators selected were responsible for teaching home economics methods courses in their departments.

History of Instrument Development

Francis Fuller, a counseling psychologist, began innovation concerns research in 1969. During the 1960's, Fuller conducted a series of in-depth studies of the concerns of teachers utilizing group counseling sessions and longitudinal in-depth interviews with student teachers. Fuller (1969) proposed three phases of concern: a pre-teaching or nonconcern phase, an early teaching or concern with self phase and a late teaching or concern with pupil phase. As a result of the Fuller research, a three phase concerns model was developed (Hall, George, & Rutherford, 1979). The model consisted of "self" concerns, "task" concerns and "impact" concerns.

These concerns seemed to correspond with Maslow's hierarchy of needs (George, 1977). Fuller (1969) found that preservice teachers' early concerns are primarily security needs. Task-related and self-actualizing needs became more predominant during the teacher training sequence (Fuller, Parsons, & Watkins, 1973; George, 1977).

Francis Fuller's early research was instrumental in serving as a basis for the development of the Stages of Concern About the Innovation component of the Concerns Based Adoption Model (CBAM) implemented by the Research and Development Center for Teacher Education at the University of Texas at Austin. It was hypothesized by CBAM developers that Fuller's (1969) concepts of concerns could be generalized to the innovation adoption process (George, 1977). The Concerns-Based Model has two basic dimensions for describing an individual's investment in change. The States of Concern About The Innovation (SoC) focuses on teacher feelings. The Levels of Use of the Innovation (LOU) focuses on teacher performance. The SoC was the dimension being considered in this research design.

Stages of Concern Instrument Development

In order to measure concerns of individuals about an innovation, the Stages of Concern instrument was developed. Seven stages of concern have been identified and defined. Similar to Fuller's (1969) teacher concerns about teaching, the Stages of Concern About an Innovation appears sequential from early unrelated, to self, to task, to impact concerns. Early concerns must be resolved before later concerns surface. Research findings have implied that this developmental pattern is consistent with most innovations (Hall, George, & Rutherford, 1979).

SoC Pilot Test

Refinement of the SoC questionnaire began in December, 1973, with a pilot instrument consisting of open-ended concerns statements and a forced ranking. By early 1974, the development of the SoCQ continued with the identification of potential concern items. The project staff generated 545 items which were Q-sorted into eight groups. One hundred ninety-five items were edited and made into complete statements for the pilot instrument (Hall, George, & Rutherford, 1979).

In May, 1974, the pilot instrument was sent to a sample of teachers and college faculty. This sample population "sorted" the items into clusters corresponding to the stage of concern (George, 1977). It was found that seven factors explained over 60 percent of the common variance among the 195 items after item correlation and factor analysis (Hall, George, & Rutherford, 1979). Consequently, the 35 item SoC questionnaire was developed by selection of items representing the seven factors.

Validity and Reliability

Validity was not easily demonstrated on the SoC because there were no other existing instruments measuring concerns to use as comparisons. Hall, George and Rutherford (1979) conducted a series of validity studies. All

provided confidence that the Stages of Concern Questionnaire measured the hypothesized stages of concern.

In 1974, the 35 item SoC questionnaire was used in a test-retest study with a large sample ($N = 830$) of teachers and professors. Stage score correlation ranged from .65 to .86. Four of the seven correlations were above .80. Alpha Coefficients ranged from .60 to .83. Six of the seven coefficients were above .70 (Hall, George, & Rutherford, 1979).

SoC Questionnaire

Instrument Components

The Stages of Concerns Questionnaire (SoC) is made up of three parts: the introductory page, the 35 item instrument and a demographic data sheet (Appendix B). The introductory page provides explanatory information needed for completing the questionnaire. The purpose of the questionnaire, explanation and instrument completion example and the innovation being considered are discussed on the introductory page. Identification codes for data management are included on this page.

The two page, 35 item questionnaire is the second part of the instrument. Items on the 0 to 7 Likert type form are marked by the respondent in accordance with how true the item describes a concern felt by the respondent

at the time. Items that are completely irrelevant are marked "0" (Hall, George, & Rutherford, 1979).

The demographic page is the third part of the SoC instrument. Completion of this page is useful to the researcher in gathering information about the respondents. Questions may vary depending on the information needs of the researcher administering the instrument (Hall, George, & Rutherford, 1979).

The SoC questionnaire was designed for use as a diagnostic tool for personnel involvement in the adoption of a process or product innovation. Any modification made to any of the questionnaire's 35 items could result in invalidation of the scoring and norming standards. Hall, George, and Rutherford (1979) also noted that any modification could result in misinterpretation of data.

Scoring the SoC

Each of the seven stages of concern are represented by five statements. The sum of the responses to the five statements, for each stage, is the raw score. Raw scores are converted to percentile scores for interpretation. The sum of the seven raw scale scores or the total score can also be converted to percentile scores (Hall, George, & Rutherford, 1979).

Interpretation of SoC Data

The Stages of Concern Questionnaire data can be interpreted at several different levels. The simplest interpretation method is to identify the highest stage score or the peak score. When SoCQ data is based on peak scores, each stage percentile score is listed. From this list, the highest stage scores can be identified. This can be done for individual and group data (Appendix D). Interpretation of the high score is based on the stages of concern definitions. The stage scores and stage definitions are related. The relative intensity of concern is indicated by the percentile score. The higher the score the more intense the concern at that stage (Hall, George, & Rutherford, 1979).

For a more detailed interpretation, the second high stage score and the peak stage score can be analyzed. The second highest stage of concern will often be adjacent to the highest stage of concern. With group data, it is sometimes useful to develop a matrix that cross-tabulates highest stage of concerns with second highest. This type of analysis reflects the complexity of concerns data (Hall, George, & Rutherford, 1979).

The most complete clinical interpretation and assessment of concerns data are found in the analysis of concerns

profiles. Interpretation of profiles is based on the stage definitions. Concerns profiles can identify users and nonusers. Profile interpretations are based on rules and guidelines that aid the researcher in interpreting interaction across stages. The explanation of interpretation procedures previously described were used in this study.

Administering the Instrument

The instrument and an introductory letter were mailed in November, 1980 to 100 home economics teachers and 45 teacher educators (Appendix C). A second request letter and an instrument were sent to nonresponding teachers 14 days after the first mailing. A third request letter and instrument were mailed to nonresponding teachers 14 days after the second mailing. The return rates were as follows: teacher educators, 75 percent (35); home economics teachers, 59 percent (59).

Design for Data Treatment

Demographic data were collected from each sample population. Percentage and frequency counts were used to describe the two populations and to illustrate their similarities and differences. Group data were analyzed with a t test. Kirk (1969) referred to an experiment having a specific set of hypotheses as an apriori or planned

comparison. Comparisons were evaluated at the .05 level of significance.

Data analysis for testing hypotheses included tests for significance between mean scores on the SoC concern stages: awareness, informational, personal, consequence, collaboration and refocusing. Such analysis identified users and nonusers of the innovation by group.

CHAPTER IV

ANALYSIS OF THE DATA

The results of this study include a demographic description of the sample populations. Hypotheses one through four relating to home economics teachers' and teacher educators' levels of concern about aging education were examined using stages of concern scores and group profiles. Hypotheses five and six relating to differences in SoC scores between home economics teachers and teacher educators were examined using the one-tailed t test.

Sample Population

The sample population consisted of two groups of home economics educators secondary vocational home economics teachers and college or university teacher educators. A 35 item questionnaire, demographic data sheet and introductory letter were mailed to a stratified random sample of 100 home economics teachers and 45 teacher educators.

Fifty-nine home economics teachers returned the instrument. From these responses, 49 questionnaires were useable. Thirty-five teacher educators returned the instrument. From these respondents, 34 instruments were

useable. Those instruments not useable were either incomplete or returned unopened.

Demographic Data

Age Distribution and Educational Background

Table 1 contains a summary of general demographic characteristics of home economics teacher and teacher educator respondents. There was a similarity in the age distribution of both home economics teachers and teacher educators who participated in the study. The majority of the respondents for both groups was in the 30-50 age range.

Academic attainment and institution representation are reported in Table 1. Teacher educators had an average of 17 years home economics teaching experience. Home economics teachers averaged 12 years teaching experience. The mean number of years teaching experience at their present institutions was nine years for home economics teachers and eight years for teacher educators.

Experience Teaching Aging Education

Information about home economics teachers' and teacher educators' experience in teaching about aging as a part of the home economics curriculum is reported in Table 1. Fifty percent of the home economics teachers reported never having taught aging education. Sixty-four

Table 1

Demographic Characteristics of Home Economics
Teachers And Teacher Educators

Characteristics	Percentage By Group	
	Home Economics Teachers	Teacher Educators
Age Distribution		
20-29	16	3
30-39	37	41
40-49	24	21
50-59	19	21
60-69	4	14
Highest Degree Earned		
Bachelor's	57	0
Master's	43	39
Doctorate	0	61
Type Of School Represented		
Junior High	12	0
Senior High	88	0
College or University	0	100
Years Of Teaching		
Aging Education		
Never	50	50
1 to 2	14	13
3 to 4	12	12
5 or more	24	25

Table 1--Continued

Characteristics	Percentage By Group	
	Home Economics Teachers	Teacher Educators
Incorporating Aging Education Into Curriculum		
Nonuser ^a	33	34
Novice ^b	31	31
Intermediate ^c	21	31
Old Hand ^d	8	0
Past User ^e	7	4
Formal Training in Aging Education		
Yes	18	26
No	82	74

Note. Home Economics Teachers N = 52; Teacher Educators N = 34.

^aNonuser has little concern or involvement with aging education.

^bNovice has general awareness of aging education.

^cIntermediate is incorporating aging education into the curriculum.

^dOld Hand has been incorporating aging education into the curriculum for some time.

^ePast User has explored aging education in depth and is looking for alternatives.

percent of the teacher respondents identified themselves as nonusers or novices in incorporating aging education into the home economics curriculum. No formal training including coursework and inservice workshops was reported by 82 percent of the home economics teachers.

Fifty percent of the responding teacher educators reported never having taught aging education. Sixty-four percent of the teacher educators identified themselves as nonusers or novices in incorporating aging education into the home economics curriculum. No formal training in the area of aging education was indicated by 74 percent of the teacher educators.

Aging Education in the Home Economics Curriculum

Table 2 contains the percentage of home economics teachers and teacher educators who incorporated aging education into home economics subject areas. Thirty-four percent of home economics teachers incorporated aging education into the family living curriculum. Twenty-one percent of home economics teachers reported including aging education into programs such as career education, cooperative vocational academic education (CVAE) and Future Homemakers of America (FHA).

Forty-one percent of the responding teacher educators reported incorporating aging education in the areas of

Table 2

Home Economics Teachers' and Teacher Educators'
Incorporation of Aging Education Into
Home Economics Subject Areas

Subject Areas	Percentage By Group	
	Home Economics Teachers	Teacher Educators
Clothing	5	6
Foods and Nutrition	16	8
Consumer Education	13	17
Family Living	34	10
Housing and Home Furnishings	7	10
Home Nursing	9	9
Others ^a	21	41

Note. Home Economics Teachers N = 52; Teacher Educators N = 34.

^aOthers include: career education, CVAE, FHA, HECE, child development, teacher education, equipment, and curriculum development.

teacher education and curriculum development. Aging education courses were offered in 26 percent of the college and university home economics departments according to teacher educator respondents. Aging education courses were offered in departments other than home economics in 38 percent of the colleges and universities as reported by teacher educators. The home economics courses included: Management Problems of Special Needs Groups, Nutrition for the Elderly, Home Economics and Aging, Clothing, and Human Development. Thirty-eight percent of the teacher educators indicated research was being conducted in aging education at their institution.

Hypotheses Testing

The Stages of Concern questionnaire data is interpreted by identification of the highest concern stage score, second highest concern score and the analysis of group profiles. Hypotheses one, two, three and four are related to Stages of Concern score data interpretation.

Stages of Concern Interpretation

There are seven stages of concern. A high peak score on stage 0, awareness; stage 1, informational; and stage 2, personal indicates nonusers of the innovation under study. A high peak score on stage 4, consequence; stage 5, collaboration; and stage 6, refocusing; indicates users of the

innovation under study. Interpretation is based on the stage of concern definitions. Stages of concern scores and stage definitions are related (Hall, George, & Rutherford, 1979).

Analysis of the stages of concern profile provides more complete interpretation and assessment of the data. Profile interpretation is based on stage definitions. Intensity, or concern, is indicated by the percentile scores. The higher the stage, the more intense is the concern at that stage (Hall, George, & Rutherford, 1979). Table 3 and Figure 1 show the results for hypotheses one, two, three and four.

Hypothesis One

The first hypothesis stated: Secondary vocational home economics teachers' SoC scores on the stages awareness, informational, and personal will fall in the nonuser range (70% or greater) as plotted on the concerns profile. The means for the stages: awareness, 86; informational, 79; and personal, 75; were within the nonuser range. Frequency and percentages of the highest concern stage for home economics teachers are reported in Table 3. In Figure 1 the stages of concern profile scores for home economics teachers indicate teachers are nonusers of aging education. Hypothesis one was supported by these findings.

Table 3

Frequency And Percentage Of Home Economics
Teachers' and Teacher Educators'
Highest Concerns Stage^a

Group	Stages Of Concern						
	0	1	2	3	4	5	6
HE Teachers	30 (61)	13 (27)	2 (4)	2 (4)	1 (2)	1 (2)	0
HE Teacher Educators	13 (38)	8 (24)	6 (18)	3 (9)	1 (3)	2 (3)	1 (3)

Note. Home Economics Teachers N = 49; Teacher Educators N = 34.

^aPercentages are in parentheses.

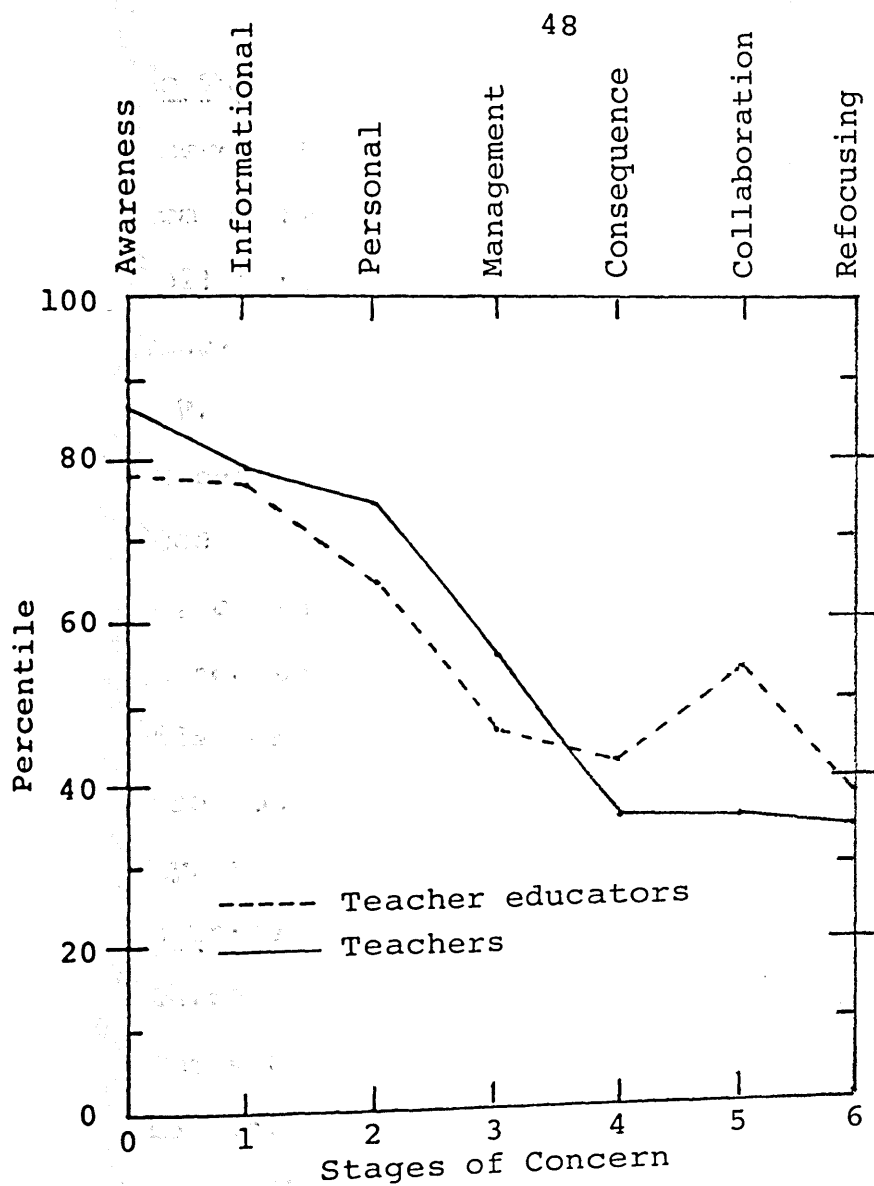


Figure 1. Profiles of home economics teachers' and teacher educators' concerns about aging education in the home economics curriculum. (Home Economics Teachers N = 49; Teacher Educators N = 34)

Hypothesis Two

The second hypothesis stated: Secondary vocational home economics teachers' SoC scores on the stages consequence, collaboration, and refocusing will fall in the nonuser range (40% or less) as plotted on the concerns profile. Frequency and percentages for highest concern stages for secondary vocational home economics teachers are reported in Table 3. The means for the stages; consequence, 34, collaboration, 35; and refocusing, 34; were within the nonuser range. In Figure 1 the stages of concern profile for home economics teachers indicates teachers are nonusers of aging education. Based on these results, hypothesis two was accepted.

Hypothesis Three

The third hypothesis stated: University and college home economics teacher educators' SoC scores on the stages consequence, collaboration, and refocusing will fall in the user range (70% or greater) as plotted on the concerns profile. The frequency and percentages of highest concern stages for home economics teacher educators are reported in Table 3. The means for the stages: consequence, 43; collaboration, 54; and refocusing, 37; fell below the user range. In Figure 1 the stages of concern profile for home economics teachers indicates teacher educators are not

within the user range on the stages consequence, collaboration and refocusing. As a result of these findings, hypothesis three was rejected.

Hypothesis Four

The fourth hypothesis stated: University and college home economics teacher educators' SoC scores on the stages awareness, informational, and personal will fall in the user range (40% or less) as plotted on the concerns profile. The frequency and percentages of highest concern stages for home economics teacher educators are reported in Table 3. The means for the stages: awareness, 78; informational, 77; and personal, 65; fell above the user range. In Figure 1 the stages of concern profile for home economics teacher educators indicates teacher educators are not within the user range on stages awareness, informational and personal. Based on SoC mean scores of home economics teacher educators, hypothesis four was rejected.

Hypothesis Five and Six

Hypotheses five and six examined the difference in SoC scores between home economics teachers and teacher educators as determined by a t test. Comparisons between scores was a one-tailed t test, significant at the .05 level. Results of the comparison are shown in Table 4.

Table 4

Comparison Of Home Economics Teachers' and Teacher
Educators' Stages Of Concern Scores

Variable	Sources of Variation	Mean	Standard Deviation	t Value
Stage 0 Awareness	Teachers	86	18	1.9029*
	Teacher Educators	78	20	
State 1 Informational	Teachers	79	19	.48
	Teacher Educators	77	18	
Stage 2 Personal	Teachers	75	21	1.859*
	Teacher Educators	65	23	
Stage 4 Consequence	Teachers	34	30	-1.0741
	Teacher Educators	43	28	
State 5 Collaboration	Teachers	35	26	-3.1230*
	Teacher Educators	54	29	
Stage 6 Refocusing	Teachers	34	29	-.4832
	Teacher Educators	37	26	

Note. Degrees of Freedom = $N_1 + N_2 - 2 = 80$.

*Significant at .05 level, one-tailed t test independent scores.

Hypothesis Five

The fifth hypothesis stated: There will be a significant difference between vocational home economics teachers' and teacher educators' SoC scores on the following stages: awareness, informational and personal. A t value was found to be significant at the .05 level for stage 0, awareness. No significant difference was found between home economics teachers' and teacher educators' scores for stage 1, informational. A t value was found to be significant at the .05 level for stage 2, personal. Teachers' scores were significantly higher for stage 0, awareness and stage 2, personal than teacher educators' scores. As a result of these findings, hypothesis five was accepted for SoC stage 0, awareness and stage 2, personal and rejected for SoC stage 1.

Hypothesis Six

The sixth hypothesis stated: There will be a significant difference between vocational home economics teachers' and home economics teacher educators' SoC scores on the following stages: consequence, collaboration, and refocusing. No significant difference between home economics teachers' and teacher educators' scores was found on stage 4, consequence and stage 6, refocusing. A t value was found to be significant at the .05 level for

stage 5, collaboration. Teacher educators' stage 5 score was significantly higher than home economics teachers' scores. As a result of these findings, hypothesis six was rejected for SoC stage 4, consequence and stage 6, refocusing and accepted for SoC stage 5, collaboration.

Summary

A hypothesized difference between home economics teachers' and teacher educators' SoC scores for stage 0, awareness; stage 2, personal; and stage 5, collaboration was supported statistically. When the two groups were compared utilizing a one-tailed t test, home economics teachers' scores were significantly higher than teacher educators' scores on concern stages awareness and personal. Teacher educators' scores were significantly higher than home economics teachers' scores for concern stage 5, collaboration. No significant difference in scores was shown between home economics teachers and teacher educators for concern stage 1, informational; stage 4, consequence; and stage 6, refocusing. Stages of concern score data indicated both teachers' and teacher educators' scores fell in the nonuser range as plotted on the Stages of Concern profile.

CHAPTER V

SUMMARY AND CONCLUSIONS

Summary

This study was conducted to determine the concerns Texas home economics teachers and teacher educators have about the inclusion of aging education in the home economics curriculum. The purpose of the study was to compare the stages of concern about aging education between home economics teachers and teacher educators utilizing the Stages of Concern Questionnaire scores. A stratified random sample of 100 home economics teachers from the membership roster of the Vocational Homemaking Teachers Association of Texas (VHTAT) was selected to participate in this study. Forty-five home economics teacher educators were identified by the deans or department heads from nineteen Texas colleges and universities to participate in this study. The data for the research analysis was obtained from a mailed 35 item questionnaire related to the levels of concern home economics teachers and teacher educators have about aging education in the home economics curriculum.

The following procedures were used to examine the hypotheses of this study: (1) frequency and percentage counts from demographic information was collected for both sample populations to illustrate their similarities and differences; (2) stages of concern scores and group profiles were utilized to examine home economics teachers' and teacher educators' level of concern about aging education in hypotheses one, two, three, and four; (3) a t test between mean group scores on the SoC stages awareness, informational, personal, consequence, collaboration and refocusing determined significance and indicated users and nonusers of aging education.

Conclusions

Educational Background and Experience

Results of this study indicate half of the home economics teachers have never taught aging education as a part of the home economics curriculum. This lack of background in and knowledge of aging education concurs with studies by Russell (1979) and Jacobs (1975). According to Russell (1979), aging education is not found in the public schools because teachers are unprepared as a result of inadequate materials and lack of training. Jacobs (1975) found most aging education in public schools is uncoordinated and fragmented because of the lack of formal training for teachers. Inservice training for teachers and adequate

materials as suggested by Russell (1979) would interest more teachers in teaching aging education in public schools.

This researcher found teacher educators also lacked training and teaching experience in aging education. In a survey of home economics departments in 360 colleges throughout the United States, Griffin, Hughston, and Richey (1979) found a need for better qualified home economics faculty in gerontology and related areas. These findings suggest a need for coursework and inservice workshops to prepare teacher educators in the area of aging education.

This research found aging education course offerings in home economics departments as well as other departments of Texas colleges and universities were limited. According to Griffin, Hughston, and Richey (1979), 86 percent of the 360 institutions they surveyed reported gerontology was being taught in the home economics program. In a similar study of 88 institutions offering graduate level courses in education, Lumsden (1978) found only 19 percent of the institutions surveyed offered one or more courses in education and aging. These findings indicate university home economics departments and departments of education need to develop curriculum in aging education.

Stages of Concern About Aging Education

Aging education as a general topic is not foreign to home economics teachers and teacher educators. As a result of this study, the high SoC scores on stages awareness, informational, and personal identify both groups as nonusers of aging education. According to Hall, George, and Rutherford (1979), the nonuser concerns are high on stages 0, 1, and 2, and low on stages 4, 5, and 6. A nonuser profile indicates awareness of and concern about the innovation (stage 0) and interest in learning more about the innovation (stage 1 is higher than stage 2). In this research study, teachers' and teacher educators' profiles concur with nonuser profile definitions.

The data from the mean difference between groups identifies home economics teachers and teacher educators as being significantly different from one another in their concerns about aging education. Home economics teachers' scores were significantly higher than teacher educators' scores on stages 0, awareness, and 2, personal. A high score on stage 2, personal, indicates questions and uncertainty about the innovation (Hall, George, & Rutherford, 1979). According to Fuller (1969), high personal concerns can be referred to as "self" concerns. Home economics

teachers' concerns profile indicates more intense personal concerns than teacher educators.

Home economics teacher educators' score on stage 5, collaboration, was significantly higher than home economics teachers' score.. Hall, George, and Rutherford (1979) defined stage 5, collaboration, as a focusing on cooperation and coordination with others regarding the use of the innovation. According to these researchers, a concern profile with a high stage 5 and a high stage 1 is indicative of an individual or group looking for ideas from others and wanting to learn what others are doing with the innovation rather than collaborating. Teacher educators' profile exemplified this level of concern. Based on the data and the stages of concern definitions, both home economics teachers and teacher educators are nonusers of aging education.

Limitations

This study is limited to the responses of a stratified random sample of vocational home economics teachers with membership in the Vocational Homemaking Teachers Association of Texas (VHTAT). This study is further limited to the responses of home economics teacher educators identified by the deans or department heads of

nineteen Texas colleges and universities offering vocational home economics programs.

Recommendations

Research Recommendations

Based on the findings of this study, the following recommendations are presented. An investigation of post secondary institutions in Texas offering a program in gerontology is needed in order to identify training programs for teachers and teacher educators. An increase in gerontological research in home economics education is encouraged. It is recommended that this study be replicated in five years to examine the direction home economics education has taken in aging education.

Curriculum Recommendations

Some considerations for curriculum development and improvement can be recommended. Qualified home economics faculty in the field of gerontology at the secondary and university levels would enhance the home economics program. Development of curriculum materials in aging education for use at the secondary and university levels would strengthen the various components of the home economics curriculum. Home economics teacher education programs need to provide inservice and preservice training

in aging education. Greater leadership by the home economics profession is needed in providing a support system for our nation's elderly.

APPENDIX A

LETTERS TO DEANS OR DEPARTMENT HEADS,
COLLEGES AND UNIVERSITIES

1204 Brook Drive
Kilgore, TX 75662
September 10, 1980

Departments of Home Economics
Deans or Department Heads
Colleges and Universities in Texas

I need your help identifying the teacher educators in Texas colleges and universities with the major responsibility of teaching home economics education courses. I would appreciate your listing the names of the teacher educators from your institution on the enclosed card. The persons nominated will be sent a brief questionnaire concerning aging education in home economics. This information will be used as part of my doctoral dissertation from the Texas Woman's University. The Texas Education Agency, home economics division, is aware of this study and will receive a copy of the final results.

Thank you for your prompt assistance.

Sincerely,

Peggy Owens

lh

Enclosure

APPENDIX B

STAGES OF CONCERN QUESTIONNAIRE

TEXAS WOMAN'S UNIVERSITY

DENTON, TEXAS 76204

LEGE OF NUTRITION, TEXTILES,
AND HUMAN DEVELOPMENT
PHONE (817) 382-8821

DEPARTMENT OF HOME ECONOMICS EDUCATION
AND CONSUMER SCIENCES
Box 23975, TWU STATION
PHONE (817) 387-6915

Dear Home Economics Teacher:

Attached is a questionnaire to obtain information for a doctoral re-search study in the Department of Home Economics and Consumer Sciences at the Texas Woman's University.

The purpose of this study is to determine the concerns home economics teacher educators have about aging education in the home economics curriculum. You are a part of a randomly selected sample of college and university home economics teacher educators asked to complete the enclosed questionnaire. Participation in this project is voluntary.

All responses are to remain confidential. Data pertinent to teacher educators as a group will be used, no individual responses will be quoted. The questionnaire is coded to assure that follow-up requests are sent to the correct audience.

Please fold the completed instrument to show the address, staple closed, and mail. A prompt response is appreciated. Your consent to participate in the study and willingness to allow your responses to be used in the collection of data will be assumed by your returning the answered questionnaire to the researcher by November 17, 1980.

The Texas Education Agency and the president of VHTAT are aware of this study and will receive a copy of the final results. Thank you for your contribution to the enhancement of home economics in Texas.

No medical service or compensation is provided to subjects by the University as a result of injury from participation in research.

Dr. June Impson
HECS, TWU

Peggy Owens
Doctoral Student/TWU

Attachment

December 10, 1980

SoCQ
Aging Education

Concerns Questionnaire

In order to identify these data, please give us the last four digits of your Social Security number:

The purpose of this questionnaire is to determine what people who are using or thinking about using various programs are concerned about at various times during the innovation adoption process. The items were developed from typical responses of school and college teachers who ranged from no knowledge at all about various programs to many years experience in using them. Therefore, a good part of the items on this questionnaire may appear to be of little relevance or irrelevant to you at this time. For the completely irrelevant items, please circle "0" on the scale. Other items will represent those concerns you do have, in varying degrees of intensity, and should be marked higher on the scale.

For example:

This statement is very true of me at this time.	0 1 2 3 4 5 6 7
This statement is somewhat true of me now.	0 1 2 3 4 5 6 7
This statement is not all true of me at this time.	0 1 2 3 4 5 6 7
This statement seems irrelevant to me.	0 1 2 3 4 5 6 7

Please respond to the items in terms of your present concerns, or how you feel about your involvement or potential involvement with Aging Education in the Home Economics Curriculum. We do not hold to any one definition of this innovation, so please think of it in terms of your own perception of what it involves. Since this questionnaire is used for a variety of innovations, the name Aging Education never appears. However, phrases such as "the innovation," "this approach," and "the new system" all refer to Aging Education. Remember to respond to each item in terms of your present concerns about your involvement or potential involvement with Aging Education.

Thank you for taking time to complete this task.

Copyright, 1974
Procedures for Adopting Educational Innovations/CBAM Project R & D
Center for Teacher Education, The University of Texas at Austin

SoC Questionnaire

- | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|--|-----------|---|---------------|-----------|---|--------------|---------------|
| Irrelevant | Not true | | Somewhat true | of me now | | Very true of | |
| | of me now | | | | | me now | |
| 1. I am concerned about students' attitudes toward this innovation..... | | | | | | 0 | 1 2 3 4 5 6 7 |
| 2. I now know of some other approaches that might work better..... | | | | | | 0 | 1 2 3 4 5 6 7 |
| 3. I don't even know what the innovation is..... | | | | | | 0 | 1 2 3 4 5 6 7 |
| 4. I am concerned about not having enough time to organize myself each day..... | | | | | | 0 | 1 2 3 4 5 6 7 |
| 5. I would like to help other faculty in their use of the innovation..... | | | | | | 0 | 1 2 3 4 5 6 7 |
| 6. I have a very limited knowledge about the innovation..... | | | | | | 0 | 1 2 3 4 5 6 7 |
| 7. I would like to know the effect of reorganization on my professional status..... | | | | | | 0 | 1 2 3 4 5 6 7 |
| 8. I am concerned about conflict between my interests and my responsibilities..... | | | | | | 0 | 1 2 3 4 5 6 7 |
| 9. I am concerned about revising my use of the innovation..... | | | | | | 0 | 1 2 3 4 5 6 7 |
| 10. I would like to develop working relationships with both our faculty and outside faculty using this innovation..... | | | | | | 0 | 1 2 3 4 5 6 7 |
| 11. I am concerned about how the innovation affects students..... | | | | | | 0 | 1 2 3 4 5 6 7 |
| 12. I am not concerned about this innovation..... | | | | | | 0 | 1 2 3 4 5 6 7 |
| 13. I would like to know who will make the decisions in the new system..... | | | | | | 0 | 1 2 3 4 5 6 7 |
| 14. I would like to discuss the possibility of using the innovation..... | | | | | | 0 | 1 2 3 4 5 6 7 |

0	1	2	3	4	5	6	7
Irrelevant	Not true		Somewhat true	of me now		Very true of	
	of me now					me now	

15. I would like to know what resources are available if we decide to adopt this innovation..... 0 1 2 3 4 5 6 7
16. I am concerned about my inability to manage all the innovation requires..... 0 1 2 3 4 5 6 7
17. I would like to know how my teaching or administration is supposed to change..... 0 1 2 3 4 5 6 7
18. I would like to familiarize other departments or persons with the progress of this new approach..... 0 1 2 3 4 5 6 7
19. I am concerned about evaluating my impact on students..... 0 1 2 3 4 5 6 7
20. I would like to revise the innovation's instructional approach..... 0 1 2 3 4 5 6 7
21. I am completely occupied with other things..... 0 1 2 3 4 5 6 7
22. I would like to modify our use of the innovation based on the experiences of our students.... 0 1 2 3 4 5 6 7
23. Although I don't know about this innovation, I am concerned about things in the area..... 0 1 2 3 4 5 6 7
24. I would like to excite my students about their part in this approach..... 0 1 2 3 4 5 6 7
25. I am concerned about time spent working with nonacademic problems related to this innovation..... 0 1 2 3 4 5 6 7
26. I would like to know what the use of the innovation will require in the immediate future..... 0 1 2 3 4 5 6 7
27. I would like to coordinate my effort with others to maximize the innovation's effects..... 0 1 2 3 4 5 6 7
28. I would like to have more information on time and energy commitments required by this innovation..... 0 1 2 3 4 5 6 7

- | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|------------|-----------|---|---------------|-----------|---|--------------|---|
| | Irrelevant | Not true | | Somewhat true | of me now | | Very true of | |
| | | of me now | | | | | me now | |
| 29. I would like to know what other faculty are doing in this area..... | | | | | | | | |
| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 30. At this time, I am not interested in learning about this innovation..... | | | | | | | | |
| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 31. I would like to determine how to supplement, enhance or replace the innovation..... | | | | | | | | |
| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 32. I would like to use feedback from students to change the program..... | | | | | | | | |
| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 33. I would like to know how my role will change when I am using the innovation..... | | | | | | | | |
| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 34. Coordination of tasks and people is taking too much of my time..... | | | | | | | | |
| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 35. I would like to know how this innovation is better than what we have now..... | | | | | | | | |
| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

DEMOGRAPHIC DATA

Please complete the following:

1. What percent of your job is: teaching__% administration__% other__%
2. Age: 20-29__ 30-39__ 40-49__ 50-59__ 60-69__
3. Highest degree earned: Bachelor's__ Master's__ Doctorate__
4. Total years homemaking teaching experience_____.
Number of years at present school_____.
5. Type of school represented: Elementary__ Jr. High__ Secondary__
College/University__
6. Grade level taught_____.
7. How long have you been involved in aging education in the home
economics curriculum?
Never__ 1 yr.__ 2 yrs.__ 3 yrs.__ 4 yrs.__ 5 yrs. or more__
8. In your use of aging education, do you consider yourself to be:
Non-user__ novice__ intermediate__ old hand__ past user__
9. Have you received formal training in aging education (gerontology)
(workshops/courses)?
No__ Yes__ Specify_____.
10. In which of these subject matter areas do you incorporate aging
education?
Clothing__ Foods & Nutrition__ Consumer Education__
Family Living__ Housing/Home Furnishings__ Home Nursing__
Other (specify)_____.
11. Does your school offer any specific courses in aging education? Such
as: Nutrition for the Elderly, Retirement Planning, Middle Age and
Aging.
No__ Yes__ If yes, please indicate course titles.
Title(s)_____

12. Do you currently have any research projects with some focus on
gerontology at your school?
No__ Yes__ How many?_____
If yes, please specify research topic(s)._____

APPENDIX C

LETTERS TO TEACHERS AND TEACHER
EDUCATORS ABOUT STUDY

TEXAS WOMAN'S UNIVERSITY

DENTON, TEXAS 76204

COLLEGE OF NUTRITION, TEXTILES,
AND HUMAN DEVELOPMENT
PHONE (817) 382-8821

November 15, 1980

DEPARTMENT OF HOME ECONOMICS EDUCATION
AND CONSUMER SCIENCES
BOX 23975, TWU STATION
PHONE (817) 387-6915

Dear Home Economics Teacher:

This is my second request for your participation in this study.

Attached is a questionnaire to obtain information for a doctoral research study in the Department of Home Economics Education and Consumer Sciences at the Texas Woman's University.

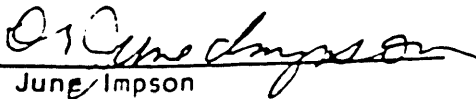
The purpose of this study is to determine the concerns home economics teachers have about aging education in the home economics curriculum. You are a part of a randomly selected sample of vocational home economics teachers asked to complete the enclosed questionnaire. Participation in this project is voluntary.


All responses are to remain confidential. Data pertinent to home economics teachers as a group will be used, no individual responses will be quoted. The questionnaire is coded to assure that follow-up requests are sent to the correct audience.

Please fold the completed instrument to show the address, staple closed, and mail. A prompt response is appreciated. Your consent to participate in the study and willingness to allow your responses to be used in the collection of data will be assumed by your returning the answered questionnaire to the researcher by November 28, 1980.

The Texas Education Agency and the president of VHTAT are aware of this study and will receive a copy of the final results. Thank you for your contribution to the enhancement of home economics in Texas.

No medical service or compensation is provided to subjects by the University as a result of injury from participation in research.


Dr. Jung Impson
HECS/TWU


Peggy Swans
Doctoral Student/TWU

TEXAS WOMAN'S UNIVERSITY

DENTON, TEXAS 76204

DEPARTMENT OF NUTRITION, TEXTILES,
AND HUMAN DEVELOPMENT
PHONE (817) 382-8821

December 10, 1980

DEPARTMENT OF HOME ECONOMICS EDUCATION
AND CONSUMER SCIENCES
Box 23975, TWU STATION
PHONE (817) 387-6915

Dear Home Economics Teacher:

I need your participation in the final data collection for this study.

Attached is a questionnaire to obtain information for a doctoral research study in the Department of Home Economics Education and Consumer Sciences at the Texas Woman's University.

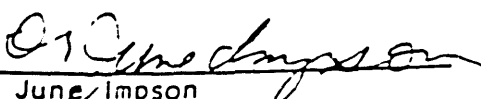
The purpose of this study is to determine the concerns home economics teachers have about aging education in the home economics curriculum. You are a part of a randomly selected sample of vocational home economics teachers asked to complete the enclosed questionnaire. Participation in this project is voluntary.


All responses are to remain confidential. Data pertinent to home economics teachers as a group will be used, no individual responses will be quoted. The questionnaire is coded to assure that follow-up requests are sent to the correct audience.

Please fold the completed instrument to show the address, staple closed, and mail. A prompt response is appreciated. Your consent to participate in the study and willingness to allow your responses to be used in the collection of data will be assumed by your returning the answered questionnaire to the researcher by December 20, 1980.

The Texas Education Agency and the president of VHTAT are aware of this study and will receive a copy of the final results. Thank you for your contribution to the enhancement of home economics in Texas.

No medical service or compensation is provided to subjects by the University as a result of injury from participation in research.


Dr. June Impson
HECS/TWU


Peggy Owens
Doctoral Student/TWU

1204 Brook Drive
Kilgore, Texas 75662
January 19, 1981

Dear Home Economics Teacher,

You were previous sent a questionnaire to obtain information for a doctoral research study in the Department of Home Economics at Texas Woman's University. The purpose of this study is to determine the concerns home economics teachers have about aging education in the home economics curriculum.

As part if this study, it is necessary to poll the non-respondents for demographic information needed to complete data collection. Please complete the enclosed postcard and return to me as soon as possible.

Thank you for your cooperation and contribution to the enhancement of home economics in Texas

Sincerely,

A handwritten signature in dark ink, appearing to read "Peggy Owens". The signature is fluid and cursive, with the first name "Peggy" and last name "Owens" clearly distinguishable.

Mrs. Peggy Owens
Doctoral Student, TWU

APPENDIX D

LIST OF HIGHEST STAGE PROFILE

SCORES BY GROUP

TEACHERS

6 FEBRUARY, 1981

SUBJECT NUMBER	STAGE OF CONCERN PERCENTILE SCORES							TOTAL
	0	1	2	3	4	5	6	
02 0102	99	60	57	56	5	5	9	36
02 0103	46	40	72	15	3	19	6	18
02 0107	86	99	95	98	82	76	73	98
02 0109	46	91	83	69	90	80	65	89
02 0201	66	96	76	27	0	80	52	54
02 0203	99	69	83	95	21	9	17	71
02 0204	99	45	28	15	3	5	6	12
02 0207	98	51	41	15	9	4	5	15
02 0208	23	75	95	77	96	28	69	83
02 0209	91	90	94	83	54	59	38	89
02 0210	37	16	14	30	19	4	9	3
02 0301	99	75	92	52	24	52	9	77
02 0302	99	90	87	94	8	22	11	74
02 0303	89	63	78	43	63	40	84	77
02 0306	93	91	92	11	3	16	9	39
02 0308	99	90	95	88	43	44	34	92
02 0309	98	90	94	60	82	76	60	95
02 0310	66	84	83	65	63	52	81	83
02 0401	86	99	95	80	38	31	3	80
02 0403	98	45	35	39	24	14	6	27
02 0404	91	66	55	47	19	5	2	27
02 0406	99	66	95	69	4	14	11	63
02 0407	46	90	78	15	13	9	6	39
02 0408	99	57	57	27	3	9	9	30
02 0410	72	95	67	7	16	16	17	36
02 0505	99	95	96	99	54	25	73	98
02 0507	89	72	63	77	13	36	30	60
02 0508	53	88	67	39	59	12	69	60
02 0509	84	75	76	69	63	48	30	74
02 0603	99	88	85	77	2	9	6	60
02 0604	99	95	89	69	59	68	57	95
02 0605	97	54	57	39	8	9	3	24
02 0608	96	88	70	56	8	48	5	54
02 0701	93	80	59	83	54	16	52	74
02 0703	94	91	87	97	63	48	57	95
02 0704	66	96	76	5	24	98	47	71
02 0707	96	84	83	77	24	44	38	77
02 0710	84	75	80	60	19	31	20	57
02 0801	72	96	85	34	92	88	81	92
02 0806	46	93	92	47	66	55	77	86

PROCEDURES FOR ADOPTING EDUCATIONAL INNOVATIONS PROJECT
 RESEARCH AND DEVELOPMENT CENTER FOR TEACHER EDUCATION
 THE UNIVERSITY OF TEXAS AT AUSTIN

TEACHERS

6 FEBRUARY, 1981

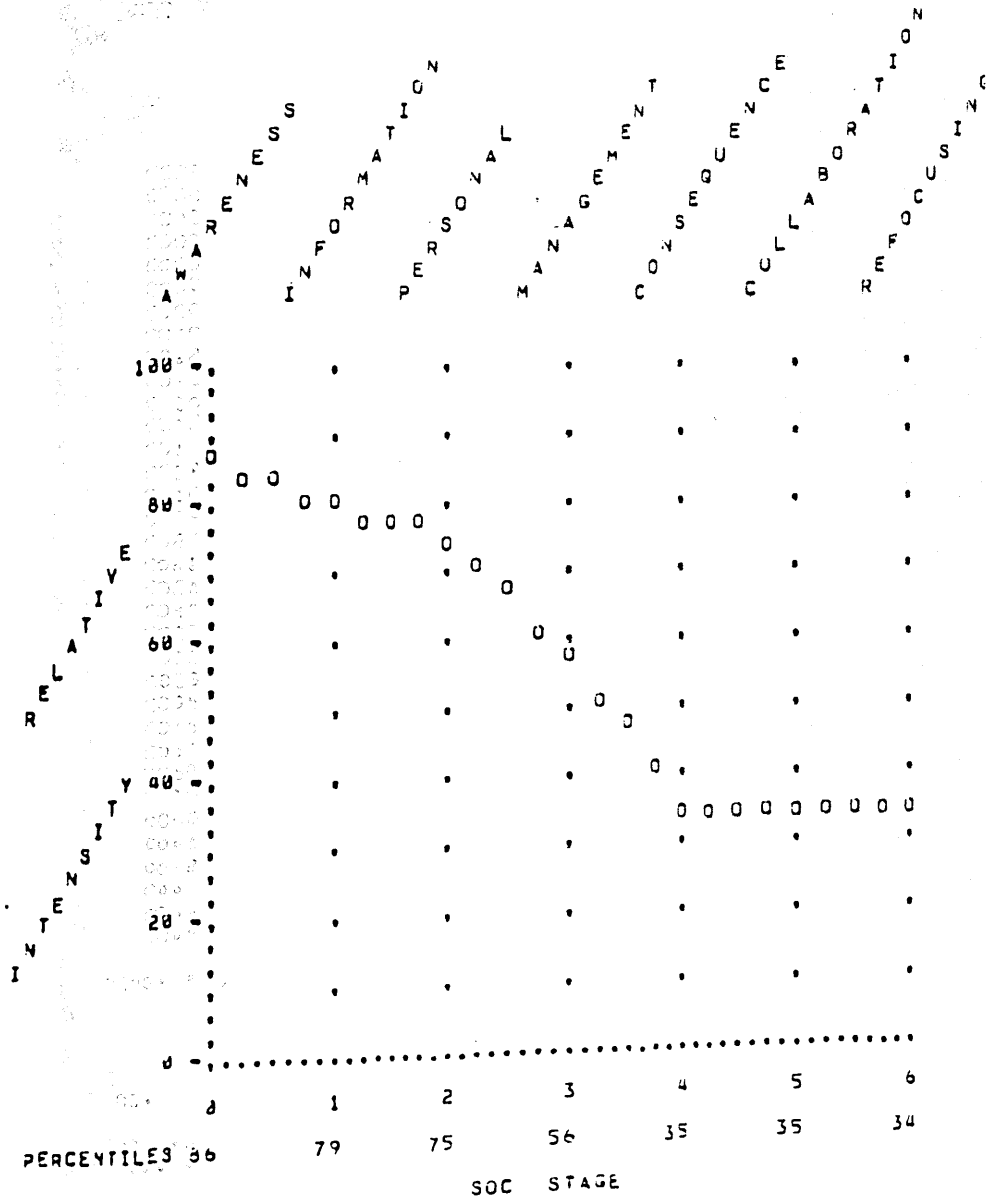
SUBJECT NUMBER	STAGE OF CONCERN PERCENTILE SCORES							TOTAL
	0	1	2	3	4	5	6	
02 0809	99	80	52	30	30	31	77	74
02 0810	84	99	99	85	96	80	65	98
02 0901	99	80	63	97	13	5	11	66
02 0903	93	40	12	56	5	10	6	12
02 0908	94	98	94	83	33	48	57	92
02 0909	99	91	80	30	21	52	9	69
02 1002	81	93	91	23	59	31	81	80
02 1005	91	93	91	60	8	5	6	51
02 1010	94	98	95	73	33	52	34	89

TEACHERS

GROUP PROFILE N= 49

MEAN	86	79	75	56	35	35	34	64
STD DEV	18	19	21	28	30	26	29	27
HI SOC1 FREQ	30	13	2	2	1	1	0	
PERCENT	61	27	4	4	2	2	0	

TEACHERS
6 FEBRUARY, 1981



SUBJECT = GROUP

N = 49

PROCEDURES FOR ADOPTING EDUCATIONAL INNOVATIONS/GRAM PROJECT
R-O CENTER FOR TEACHER EDUCATION, THE UNIVERSITY OF TEXAS AT AUSTIN

TEACHER EDUCATORS

6 FEBRUARY, 1981

SUBJECT NUMBER	STAGE OF CONCERN PERCENTILE SCORES							TOTAL
	0	1	2	3	4	5	6	
01 0001	66	91	89	90	82	84	14	89
01 0002	84	97	96	88	90	98	77	98
01 0003	99	40	25	7	2	5	9	12
01 0005	95	63	67	43	21	31	9	48
01 0006	77	63	17	5	4	14	2	6
01 0007	93	95	97	98	66	80	47	98
01 0008	89	96	78	52	8	48	34	66
01 0009	66	80	76	43	59	68	42	74
01 0012	99	97	63	23	8	31	9	57
01 0013	86	91	72	11	43	48	11	57
01 0014	46	45	52	11	21	36	9	15
01 0015	60	66	39	23	21	52	60	42
01 0016	66	63	76	73	38	64	47	71
01 0017	96	93	97	83	92	93	84	99
01 0018	46	45	17	23	86	80	38	45
01 0019	94	88	83	47	30	52	57	77
01 0020	53	80	67	43	54	72	57	71
01 0021	77	40	28	15	13	10	17	9
01 0023	89	90	92	23	66	84	38	86
01 0024	97	69	63	65	27	28	30	63
01 0028	93	84	52	34	43	25	17	51
01 0031	95	95	80	43	11	44	6	63
01 0033	96	95	97	94	71	84	30	98
01 0035	77	72	72	90	71	84	60	89
01 0036	53	63	59	34	54	59	77	66
01 0037	37	98	99	56	90	97	92	98
01 0038	94	93	92	83	38	88	81	95
01 0039	94	93	80	27	63	40	26	74
01 0040	77	90	83	92	33	48	17	77
01 0041	37	95	63	23	33	68	60	69
01 0042	98	60	91	83	38	22	26	80
01 0043	46	57	28	18	30	59	47	36
01 0044	91	66	12	15	4	9	9	9
01 0045	89	54	0	0	9	7	2	6

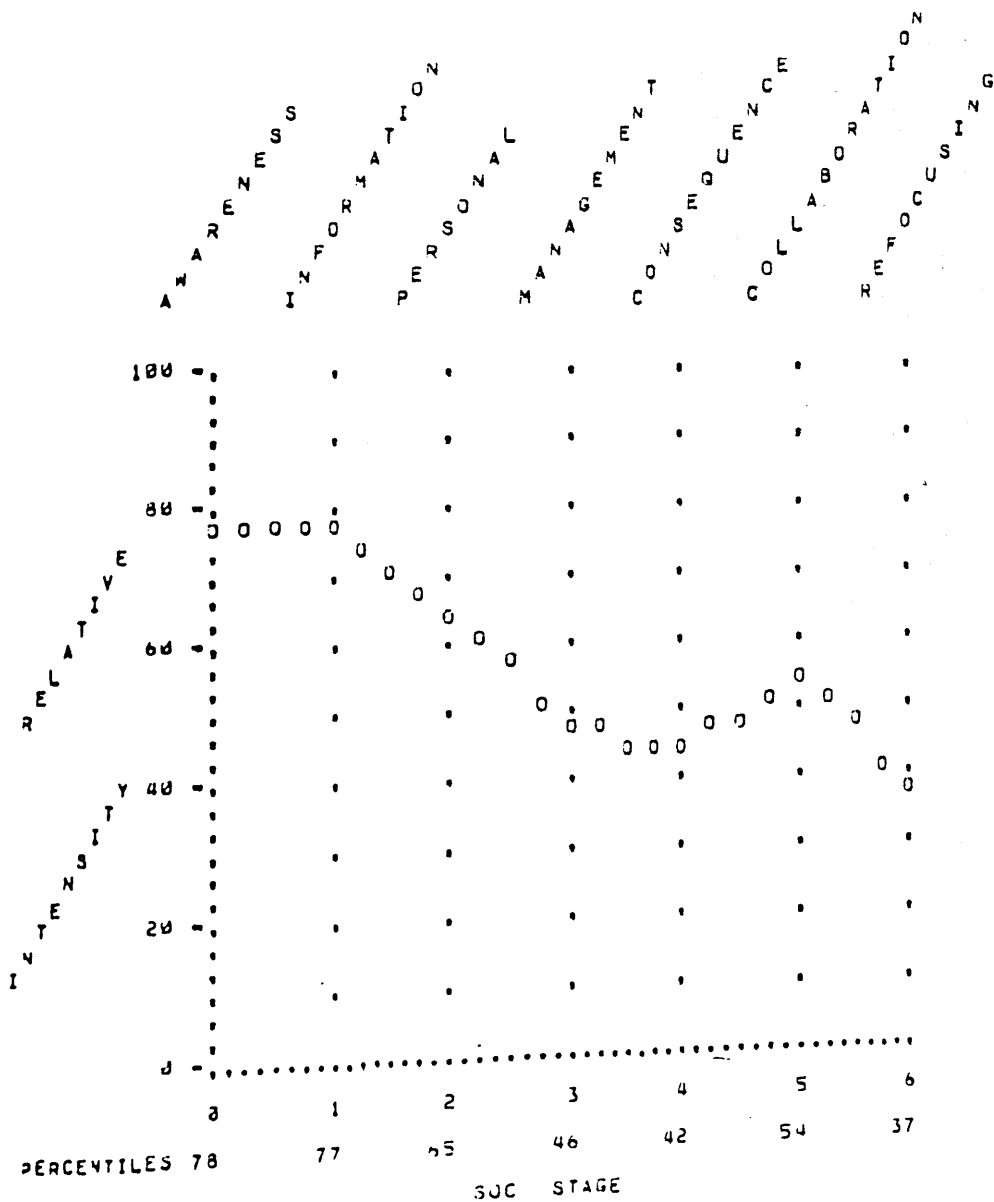
TEACHER EDUCATORS

GROUP PROFILE N= 34

MEAN	78	77	65	46	42	54	37	62
STD DEV	20	18	28	31	28	29	26	29
MI SOC1 FREQ	13	0	0	3	1	2	1	
PERCENT	38	24	18	9	3	6	3	

PROCEDURES FOR ADOPTING EDUCATIONAL INNOVATIONS PROJECT
 RESEARCH AND DEVELOPMENT CENTER FOR TEACHER EDUCATION
 THE UNIVERSITY OF TEXAS AT AUSTIN

TEACHER EDUCATORS
6 FEBRUARY, 1981



SUBJECT = GROUP

N = 34

PROCEDURES FOR ADOPTING EDUCATIONAL INNOVATIONS/CBAM PROJECT
3-5 CENTER FOR TEACHER EDUCATION, THE UNIVERSITY OF TEXAS AT AUSTIN

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