Evaluation of the Utilization of the Home Economics BASE Curriculum in the West Virginia Middle School

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Evaluation of the Utilization of the
Home Economics BASE Curriculum in
the West Virginia Middle School

by
Lana J. Hardy

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of the requirements for the degree of
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INTRODUCTION

The junior high school was created in the early 1900's from the eight year elementary or grammar school and a four year high school. At that time administrators and teachers believed that the needs of the middle year students were being overlooked (Jackson, 1986). The current concept of middle schools began developing in the late 1950's and was being implemented in 1963 (Kindred, Wolotkiewicz, Mickelson, & Coplein, 1981).

This reorganization of the middle/junior high school started in West Virginia in the late 1970's. Home economics educators in the state wanted to provide input into the content of these new programs, so they launched their own development plan that same year.

In the fall of 1979 a cross section of people interested in the middle school program were called together to determine what should be included in middle/junior high school home economics. Those attending this meeting included teachers, students, administrators, supervisors, college teachers, vocational directors, representatives from agencies, and advisory committee members from local schools. They reviewed the characteristics of this age group and brainstormed for program ideas for BASE. The name BASE, which is an acronym
for Basic Attitudes, Skills, and Experiences, was selected in August/September of 1980.

According to Blankenship (1981) the BASE committee set as their fundamental idea that the home economics program for middle/junior high schools should:

1. Be different from the high school program
2. Grow out of the needs and characteristics of the students
3. Be broad based to include all aspects of home economics
4. Be flexible
5. Be exploratory - not emphasize depth
6. Be geared for boys as well as girls
7. Include some activities that could be taught in a regular classroom, if necessary
8. Be compatible with middle school teaching techniques (team teaching, etc.).

According to the BASE Utilization Handbook (1988), written by Home Economics Educators in West Virginia, BASE is presently a series of five curriculum areas, each of which is presented in a separate curriculum guide. The five BASE curriculum guides are:

3. Management (1985)
In 1988, Career Lessons as well as a Utilization Handbook were developed. The lessons on careers will be incorporated throughout the curriculum and the handbook will be used to aid teachers in implementing the complete BASE program.

Each BASE curriculum guide is divided into banks, or cognitive development areas, so teachers can draw lessons more easily from the curriculum and use as much or as little material as needed. Organizing the content into banks gives teachers the opportunity to create their own program based on the developmental needs of each group of students. These banks are adapted from the major concepts that were identified by the West Virginia State Board of Education. These four BASE Banks are:

- **Bank I** Using Basic Skills
- **Bank II** Self-Knowledge, Self-Understanding, Decision Making
- **Bank III** Independence/Interdependence
- **Bank IV** Exploratory

BASE was designed to meet the unique needs of home economics programs for the middle/junior high school student. It is a flexible curriculum that can meet the diversity of needs for each age group within the school system.

Curriculum developers today are recognizing the need for a flexible program and administrators throughout the state are implementing BASE in the home economics classroom. The BASE program has also been purchased and taught by other states and foreign countries. To help with the explanation
and implementation of BASE to these states, some of West Virginia's best teachers and instructors are holding workshops to aid in new teacher understanding.

This study was developed as a way to evaluate the BASE curricula and to examine the learner outcomes of BASE. Learner outcomes state the objective or the goal in each area of home economics. The objective of BASE is to help the student acquire a set of skills. This study will examine teacher ranking of these learner outcomes as to importance to the students and as to the frequency these outcomes are taught. Evaluation will also include the reasons teachers spend less time on some areas of the BASE home economics curriculum.

Statement of Problem

The purpose of this study is to determine the content being taught in BASE home economics classes and the concepts teachers think are important to include in such programs. The survey also asked teachers to indicate reasons for not teaching those learner outcomes which they do not include. The following objectives, definitions, assumptions, and limitations constitute the foundations for the study.

Objectives

1. To determine the subject matter content in middle/junior high school home economics programs.
2. To determine which BASE learner outcomes teachers consider to be important for the student to master.
3. To indicate specific reasons for not teaching
proposed learner outcomes.

4. To determine the length of time students are enrolled in home economics BASE programs.

5. To determine which area of BASE teachers spend the most time teaching.

6. To determine the involvement with Future Homemakers of America in the middle/junior high school program.

Definitions
1. BASE - middle/junior high school home economics curriculum for grades 5 - 8
2. learner outcomes - objectives or the overall goal
3. basic skills - skills such as reading, writing, communicating, simple number skills, and perception. These skills are the foundation of learning.
4. FHA - Future Homemakers of America

Assumptions
1. Home economics teachers are using the BASE curriculum.
2. Teachers will believe that what they teach is important.
3. Teachers are using all proposed learner outcomes.

Limitations
1. Findings are based on the surveys returned.
2. The sample was drawn from middle/junior high school teachers of West Virginia's BASE system and findings cannot be generalized to other populations.
3. Survey form has only four possible answers for not
teaching learner outcomes.

Summary

This study examines the BASE learner outcomes and the reasons middle/junior high school teachers have for not using them. The review of the literature examines the current relevant research concerning middle/junior high schools, transescent students, their needs and characteristics, and the concepts of an effective middle/junior high school. A description of the methodology of this study is included along with the findings, a discussion of these findings, their implications; and a summary.
REVIEW OF LITERATURE

In the review of the literature, factors to be discussed are the following: development of the middle/junior high school, definition and characteristics of the transescent student, student needs, and the components of an effective middle/junior high school.

Over the years there have been various plans for grouping students of the same grade level into different schools. An early plan consisted of the eight year elementary or grammar school and a four year high school. The need for grade reorganization in the early 1900's was based on the judgement that this system was unable to meet the demands for all students. Arguments to establish a 6-3-3 grouping included; differences in subject matter emphasis, differences in the mental, educational, and vocational needs of the students, and a means to aid the students in bridging the gap from elementary to high school (Jackson, 1986).

The establishment of the junior high school created the six year elementary program. The current concept of the middle school began developing in the late 1950's. The organizational pattern we know today came into existence by 1963 (Kindred et al., 1981). A middle school may include
any arrangement of grade 4 through grade 8, but about
two-thirds of these schools include grades 6 through 8,
with most of the others including grades 5 through 8. The
6 - 8 grouping seems to be preferred by many teachers, since
sixth graders tend to be more like seventh graders than like
fifth graders (Blankenship & Moerchen, 1979).

The middle school program is based on more than just
the regrouping of grade levels. The schools were regrouped
as a bridge from elementary to secondary education
(Alexander & George, 1981). This bridge helps the students
adapt to their new social position and their physical
changes. An effective middle school must build upon the
early childhood program and anticipate the secondary
education program that follows. The middle grades need to
help the student who has been dependent upon adults to
become more independent. The understanding and comprehension
of this emerging adolescent student is crucial to the
success of the program at this level.

The Transescent Student

The child at the middle school level is also known as a
transescent. Donald H. Eichorn (1966) due to the lack of an
adequate term, designated this period in development as the
transescence period and the individual, the transescent.
He defined transescence as the stage of development which
begins prior to the onset of puberty and extends through the
early stages of adolescence. The transescent designation
is based on physical, social, emotional, and intellectual
changes that appear prior to the puberty cycle to the time the body gains some stabilization over these changes (Alexander & George, 1981).

According to Alexander and George (1981), Blankenship and Moerchen (1979), and Kindred et al. (1981) the chronological ages for this stage of development are ages 10 – 14.

**Characteristics**

At some time between the ages of 10 to 14 years of age, most youth experience their highest growth rate since about the age of two (Blankenship & Moerchen, 1979). Individual growth usually is not general nor consistent over a period of time, but occurs rapidly and in growth spurts; some students will not mature as quickly as others, causing transescents to question whether they are "normal" or if "something is wrong". The physical development of girls is about one and a half to two years ahead of that of boys (Kindred et al., 1981).

Alexander and George (1981) and Kindred et al. (1981) both agree that this period of transescent rapid growth produces poor motor coordination and fatigue. This period is also usually accompanied with restlessness and irritability.

Before the late 1970's, middle school educators had been somewhat directed by Jean Piaget's classification of cognitive development. Piaget (1965) views cognitive
development as a series of sequential stages. Factors like culture and individual experiences may affect progression from one stage to the next. Beginning middle/junior high school students are in the concrete operations stage of development. They can focus on several aspects of a situation simultaneously, are sensitive to transformations, and can reverse the direction of their thinking. By the age of 11 or 12 years, students progress into the final stage of development, formal operations. Although it takes many years to master this stage, the transescent student can use deductions from hypothetical situations in formulating possible explanations (Blankenship & Moerchen, 1979).

Recent research on brain growth seriously challenges this emphasis of complex intellectual concepts on the 12 to 14 age group. Brain stage research points out that the brain develops in spurts or stages. During brain growth periods, children acquire an ability to attain new or higher level of cognitive development. Between growth stages there are resting or plateau periods characterized by minimal or no brain growth. Learning can occur during these times, but it is very difficult for youngsters to deal with new complex learning tasks (Hensley, 1985).

While these brain stages do not occur at the same time for everyone, stages to occur within predictable age ranges. According to Epstein and Toepfer (1978) brain growth occurs at the ages of 10 to 12 years and again at 14 to 16 years.
This says that a majority of students cannot deal with new complex learning tasks during the plateau of 12 to 14 years of age. Middle/junior high school teachers must be careful not to challenge learners at an unachievable level of difficulty during this plateau period. If these students are unable to handle a higher operation, their bewilderment and loss of self esteem might contribute to future academic problems. To guard against alienating students, definite steps must be taken to alleviate problems during brain growth plateaus. New information can be introduced and mastered by students if it does not require them to operate at higher cognitive levels (Hensley, 1985).

Brink and Norris (1985) and Lipsitz (1981) agree that the transescent is also experiencing a transition in social relationships. These students are beginning to separate themselves from the dependency upon their parents and are seeking role identification from a peer group. No longer are adults the center of the student's life. According to Swain (1981) this may be the last time an educator can have a major effect on the child's self concept. Alexander and George (1981) state that transescents are moving towards greater independence from the authority of adults.

Middle/junior high school students have very few social defenses. The student's self perception is a direct reflection of the feedback provided by others. The student will direct his life toward those who fulfill his desired
image. If transescents cannot find the idealized image in
the adult world, they will depend on their peers to devise
the needed concepts. The 10 to 14 year old has difficulty
in developing a realistic self perception and is therefore
dependent upon others for his or her self image (Brink &
Norris, 1985). Educators must help students become aware
of their own values and how to set and meet realistic goals.

Relationships are beginning with the opposite sex during
this period of preadolescence. Girls sexually mature sooner
than boys so physical contacts may produce new reactions
where only one partner is affected. The situation eases
by the age of 14 or 15 as more boys are becoming “aware”
of girls. Establishing a new and wholesome relationship
with the opposite sex becomes a significant developmental
task (Alexander & George, 1981; Blankenship & Moerchen,
1979; and Kindred et al., 1981).

Needs

While the variety within this age group is extreme, the
transescent student has specific needs that students of other
grade levels do not have. Alexander and George (1981) and
Kindred et al. (1981) agree that this period of rapid growth
produces poor motor coordination and fatigue. Middle/junior
high school students need frequent opportunities for physical
movement and for rest and change of activity. Such students
need to be given the opportunity to participate in physical
exercise. They need to learn muscle and body control and to
develop lasting exercise standards. According to Alexander
and George (1981), they also need help in diet, nutrition, personal problems such as menstruation, growing beards, changing voices, and outgrowing clothes. Personal counseling on such matters may also be needed.

According to Blankenship and Moerchen (1979) the transescent's interests are often fleeting. They may desire to begin a long term class project but interest may lag before completion. Short projects that allow the student to reach small goals and accomplish desired outcomes and completion are necessary. It is helpful to explain to the students how their learning will benefit them. Middle/junior high school students are apt to be enthusiastic and often impulsive. Educators should take advantage of this vigor and develop projects and assignments where the student can participate.

According to Alexander and George (1981, p. 9)

tears, giggles, crushes and tantrums all are common in adolescence. The peaks and valleys of emotional development during the middle school years indicate an exciting period -- and indeed to observe, work with and enjoy youngsters at this age is exciting, but also fatiguing for both the teacher and the taught.

Middle/junior high school teachers have a challenge to meet. They must develop a relevant, activity orientated curriculum that concentrates upon the present in concrete forms (Brink & Norris, 1985). The instructors must also remember the variation in intellectual development of the transescent and create a program that does not make students
feel frustrated but creates in them the desire and confidence to learn.

Effective Middle/Junior High Schools

Alexander and George (1981) state that a very comprehensive part of the middle school is its curriculum, that is, the program of planned learning opportunities for its students. In developing an effective curriculum, Ralph Tyler (1949) devised a model for program decisions, which has become a cornerstone in curriculum development. Objectives from three sources may be included in the curriculum:

1. Societal conditions and expectations
2. Student characteristics, or the needs and interests of the students
3. Content of the field of study.

These sources of objectives will yield tentative general objectives of the program.

In studies to measure school effectiveness, areas other than the curriculum have also been examined. The focus in these studies has been on the dimension of academic effectiveness, but what makes a school academically effective? By using test scores, researchers from the Oregon University Center for Educational Policy and Management (1983) have found four common themes to effective middle/junior high schools:

1. Strong emphasis on academics
2. Orderly and pleasant environment
3. High expectations for students
4. Strong leadership.

**Strong Emphasis on Academics**

Arnold (1985), George and Oldaker (1985), Hallinger, Murphy, Weil, Mesa, and Mitman (1983) and Lipsitz (1981) agree that there must be a strong emphasis placed on academics. Excitement is incorporated by including special topics and integrated studies.

Methods and materials that are used must be geared toward the student's level of development and understanding (Arnold, 1985). Too many times, students are taught from books with a reading level far above the level they can comprehend. The transescent student needs a broad variety of materials available, so he or she can manipulate, create, and disassemble in order to learn. The students need flexibility and a variety of options so they can find their own level. Decision making helps students become more independent.

According to Bell (1986) each student is unique in preferred learning style. Learning styles are the way individuals absorb and retain new difficult information and/or skills. The learning process is best if individual learning styles are addressed and teaching activities utilize these styles. Students who have learning activities available to match their learning style were more interested in the subject matter, achieved better, and wanted to learn other school subjects in the same way (Smith & Renzulli, 1984). Stress, frustration, and burn-out can result when
students are required to perform in environments inconsistent with their style preferences. Bell (1986) also noted that giving the students the chance to pursue learning through their preferred style increases their involvement in learning. Involvement encourages improved achievement and a more positive attitude towards learning.

It is also important, according to Hallingder et al. (1983), to maintain a consistent instructional program between the school's achievement goals, classroom objectives and curriculum materials, and the instructional practices of the teacher. Students need their overall academic program to be consistent, maintaining precise academic goals.

Setting a strong emphasis on academics includes more than the current movement towards traditional basic skills education. It is simply not enough to provide for the needs of early adolescents. The students must be challenged to consider their own decisions (St. Clair, 1984).

Curricula must also emphasize knowledge, the internal process involving thinking, feeling and, at times, doing. Knowledge cannot arise through emphasizing information and isolated skills (Arnold, 1985). A responsive curriculum will also help students make sense of themselves and of their friends. The middle/junior high school teacher must develop a curriculum that deals with the questions of the age group. Content that deals with issues such as
adolescence itself, sex and sex roles, rules and authority, cooperation, and conflict resolution, must be included in an effective curriculum.

Arnold (1985) also emphasizes the importance of concrete and real world experiences. He thinks too much value is placed on the technical and theoretical instead on the practical. Arnold suggests involving students in the community through apprenticeships, volunteer programs and projects. Some students are involved in the community through work study programs. This gives the middle/junior high school students the opportunity to perform useful services, develop skills, and experience "real" life.

Orderly and Pleasant Environment

Effective middle/junior high schools have a commonly understood and fair discipline standard that is enforced by administrators, teachers, and students. Students must also perceive that the discipline is administered fairly (Squires, Huitt & Segars, 1984). The students must agree that discipline is necessary and take an active role in developing rules and guidelines.

A positive attitude also affects the classroom environment. Students and teachers should enjoy coming to school. A positive attitude can be started by organizing ways for the teachers and students to get together and function collectively by focusing on the positive aspects of the school's program. Values of caring, sharing, and loving can be emphasized through special projects and
activities to concentrate on overall school involvement and improvement (Deeler, 1984).

Lipsitz (1981) encourages programs with variety. Students comment that a rigorous instructional program reduces discipline problems. There is not time for boredom if every minute of the day is already occupied with academic instruction.

Students, teachers, and principals contribute to a school's orderly environment. Effective schools have a low incidence of violence and vandalism. Student participation in school affairs is also effective. The students develop a sense of responsibility to their school and positive student behavior is more likely to occur (Squires et al., 1984).

According to Squires et al. (1984) teachers can enhance the orderly environment of a school through their skills in instruction and classroom management. In instruction, the teachers' use of time is important. Teachers who begin and end lessons on time, usually have fewer discipline problems. Providing rewards or other forms of positive reinforcement has a positive effect on classroom control. The teacher's own behavior should be a model for the student to follow. The teacher should use punishment, but avoid humiliation and over-reaction to student misbehavior.

High Expectations for Students

Effective schools have high expectations for students; teachers believe that students can learn. Parental
expectations have an even greater effect on what children learn (Lounsbury, 1983).

According to the research conducted by Squires et al. (1984) teachers and principals in effective schools express their expectations for success in a way that students know what is expected of them and believe they can measure up to these high standards. The school communicates its expectations for students by providing rewards for met goals and creating opportunities for student participation and leadership. Developing incentives for learning that are school-wide in nature has a positive effect on learning. In effective schools, rewards reach a greater number of students with a greater frequency (Hallinger et al., 1983).

**Strong Leadership**

The middle/junior high school principal must provide strong, effective leadership in order for that school to be successful. Squires et al. (1984) have stated that there are three processes of leadership for developing a positive school climate: (1) develop positive models, (2) generate consensus, and (3) use feedback.

**Modeling**

Teachers and administrators are in the position of authority. Persons tend to copy the actions, attitudes, and beliefs of respected people who have authority. Administrators can reveal their beliefs about school and curriculum to the students through conviction, completion of projects, following through with ideas, and instilling
in the students a sense of pride in themselves and in their school. Modeling appropriate behavior can create and maintain an orderly environment. Encouraging student involvement by administrator involvement helps create school pride and a sense of belonging.

Consensus Building

Group solidarity builds as groups of people behave in consistent patterns. In effective schools, consensus builds around the school goals. All teachers and administrators must cooperate and work together. Meeting together, reviewing school patterns and goals, and consistently enforcing rules helps to achieve consensus.

Feedback

The school, like all organizations, must provide feedback to students about the acceptability of their behavior. Students then can learn what is valued by the organization. The feedback must support a school climate in which academics are emphasized. Principals and teachers both provide feedback that reinforces school goals. Positive feedback to students is associated with better student outcomes. Feedback that builds expectations for success is communicated through rewards and leadership positions for students. An improved self concept may be fostered in students by a belief that their actions and decisions can have an impact on their world (Squires et al., 1984).

The National Institute of Education chooses effective middle/junior high schools on the basis of meeting these
eight criteria (Jackson, 1986):

1. Achievement
2. Low absenteeism
3. Low vandalism
4. Low occurrence of graffiti
5. Low suspension rates
6. Parental satisfaction
7. Reputation for excellence
8. Joy

According to a study by George and Oldaker (1985) the following characteristics have been revealed to be common in effective middle/junior high schools:

1. Teachers and students were organized into interdisciplinary teams, rather than into self-contained and departmentalized instruction.

2. Flexible scheduling was used, often with some kind of block schedule.

3. A home base period was included along with a teacher-advisor for each student.

4. Curriculum was focused on the student's personal development and skills needed for continued learning and also included a wide range of exploratory activities.

5. Administrators and faculty members collaborated on decisions that shaped school policy.

6. Parents were involved and supported the school program.

7. Staff development programs improved instruction
and classroom management.

8. The total school program was supported by the community.

In order for effective middle/junior high school guidelines to be successfully implemented, the staff must be prepared. Staff development, according to Merenbloom (1985) is the key to the success of a middle school. The staff must learn not only how to implement a new program but how to contribute to the development of the program. A successful staff development program must have: (1) definite goals, objectives, and an organized plan, (2) a sustained, sequential continuous effort, (3) a thorough understanding of the middle school concepts and (4) sensitivity to the needs of the teachers. Strong leadership from administrators is also necessary in creating effective staff programs. Those school districts that do the best comprehensive job in developing their staff will do the best job of creating successful schools.

Summary

The transescent student has broad cognitive, emotional, social, and physical characteristics and needs. The middle/junior high school was developed to meet the specific needs of these students, but providing them a school that is conducive to learning, involves more than developing a curriculum that is effective. In a truly effective school setting, the entire environment is geared to the success of the student. The schools consider and plan quality
curriculum for the entire school day. This involves a demand for academics, an environment that promotes learning, high ideals for the students, and strong leadership. This, being implemented by a caring, knowledgeable, and trained staff, can produce a school that instills in the student a knowledge of himself and others, and a love for learning.
METHODOLOGY

Do West Virginia middle/junior high school home economics teachers teach the BASE learner outcomes approved by the state board of education? Do they spend more time teaching those learner outcomes that they consider to be more important? Has the home economics curriculum in West Virginia middle/junior high schools expanded to include all five content areas? Discovering the answers to the preceding questions became the foundation for the construction of this study. In the following section, the development of the methodology is described.

Hypotheses

1. Home economics teachers are including all five areas of home economics equally in their curriculum.

2. Learner outcomes that are not taught or taught less frequently are considered to be the least important.

3. Middle/junior high school home economics teachers are developing a foundation for Future Homemakers of America in these grade levels.

4. Learner outcomes that are taught the most or the most frequently are considered to be the most important.

5. The most cited reason for not covering a learner outcome will be lack of time.
Development of Instrument

To measure home economics middle/junior high school teacher use of West Virginia BASE learner outcomes, a survey form was constructed that consisted of the 66 learner outcomes which have been approved by the State of West Virginia Board of Education, including the basic skills outcomes for each content area of BASE. In order to examine the teacher's ranking of use and importance and explain the reasons for not including all learner outcomes in the curriculum three color coded sheets were developed.

On the first sheet (question number one through 66), teachers were asked to rank each BASE learner outcome according to the level of use in their program in the last two years. They were to mark answer A if they always taught that learner outcome, B if they frequently taught it, C if they sometimes taught it or D if they never taught it. On the second page of the survey (questions 67-132), teachers were asked to rank each BASE learner outcome according to how important they thought each concept was to the middle/junior high school student. They were to mark letter A if that learner outcome was of great importance, B if it was of moderate importance, C if it was of low importance or D if it was of no importance. On the final page of the survey (questions 133-198), teachers were to identify reasons for excluding those BASE learner outcomes they sometimes or never taught. They were to mark answer A if the teacher needed training in this area, B, if this
outcome was too sophisticated or too difficult, C if they had a lack of equipment or facilities or D if they did not have enough time. The teachers were to indicate their answers on a computer answer sheet using a #2 lead pencil.

Sample

The target population included all middle/junior high school home economics teachers in West Virginia. From the target population of 262 teachers, 45 returned their survey forms on time and therefore were included in this study. This resulted in 17% of teacher response.

Procedure

During the first week of December 1987, each middle/junior high school home economics teacher in West Virginia received a letter of introduction, the three page survey instrument, a computer answer sheet and a self addressed stamped envelope. The teachers were asked to participate in this study being conducted for the Home Economics section of the Bureau of Vocational, Technical and Adult Education in West Virginia through Marshall University. The middle/junior high school home economics teachers were asked to avoid identifying their forms, and a registration code was printed on each form to aid in evaluating teacher participation. The teachers were asked to include the grade levels they taught and also the length of time that grade level was exposed to the BASE curriculum. The teachers were instructed to read the directions throughly and to answer the questions, recording those answers on the
provided computer answer form, using a #2 lead pencil. The survey contained three parts, using sections A, B, and C on the answer sheet. After completion of the survey, the participating teachers were to return their answer sheet in the provided envelope to Marshall University - Home Economics Department by the end of December.

A reproduction of the letter of introduction and an original copy of the survey form and answer sheet are included in Appendix A.

Summary

The goal of this study is to measure home economics middle/junior high school teacher use of the 66 BASE learner outcomes approved by the West Virginia's Board of Education. A 198 question survey was distributed to the 262 middle/junior high school teachers. Teachers were questioned on their level of use, the level of importance, and their reason for not teaching all learner outcomes. Forty five computer answer sheets (17%) were returned for computer analysis.
RESULTS AND DISCUSSION

The sample contained 45 returned surveys from West Virginia BASE home economics middle/junior high school teachers. The Marshall University Computer Center summarized the data. The following section presents findings related to sample and hypotheses of the study.

Sample

BASE home economics teachers were located throughout the state of West Virginia. All teachers were assigned a three digit identification number and were asked to identify the length of BASE instruction to each grade level from grade 5 to grade 8, along with the ranking of the use of learner outcomes, the importance of those outcomes, and the reasons for not teaching those that were not being taught.

Descriptive Findings of the Study

Mean scores were summarized on each learner outcome for each grade level 5 - 8 and were analyzed for a combined analysis on the entire group of respondents. Basic skills outcomes are listed in the survey for each of the five curriculum areas of BASE. These learner outcomes deal with enhancing students basic skills. They include reading, writing, communication, number, and perceptual skills. The teachers noted that the BASE curriculum incorporates these skills into all five areas of BASE. Because of this implementation,
BASE teachers seldom develop curriculum plans or lessons concentrating exclusively on basic skill learner outcomes. They choose instead to develop learning activities to apply these basic skills. In order to measure the level of importance and the degree of use for each learner outcome, the basic skill outcomes for each area of BASE have been excluded from our findings.

**Ranking of BASE Learner Outcomes by Level of Use**

Mean scores of each BASE learner outcome were summarized to determine the level of use by this group of middle/junior high school teachers. If the teachers marked letter A (always taught) on the first page of their survey, that learner outcome was assigned a point value of one; as the time spent teaching the learner outcome decreased, the point value increased, with a limit of four points for learner outcomes that were never taught. The learner outcome: "recognize the essence of teamwork in the foods laboratory", is the most frequently taught learner outcome with a mean score of 1.09. "Working safely and cooperating with others in the foods laboratory", and basic nutrition is taught in nearly every home economics classroom in West Virginia. The six learner outcomes with the lowest mean scores are from the foods and nutrition content area. Other learner outcomes frequently taught and included in the top one-third of level of use included outcomes in clothing and textiles, personal development/
family relationships, and consumer education (see Table 1).

Foods and nutrition was the most frequently taught curriculum area of BASE with a mean score of 1.37. The area of personal development/family relationships had the second lowest mean for the level of use with 1.80. Clothing and textiles, management, consumer education, and the Future Homemakers of America learner outcomes completed the list (see Table 2).

When comparing the mean scores for the learner outcomes that are taught the least in the BASE classroom: "demonstrating awareness of the computer and its varied uses", has the highest mean score of 3.18. This is followed by the three learner outcomes dealing with Future Homemakers of America. Future Homemakers of America was originally started in the higher grade levels of senior high school as an organization for students participating in vocational home economics. This organization has expanded into the lower grades of the middle/junior high school, but some home economics programs have not integrated it into their curriculum. Learner outcomes representing all five areas of BASE are included in Table 3, of least taught learner outcomes.

_{Ranking of BASE Learner Outcomes by Level of Importance}_

Teachers ranked each learner outcome based on how important they thought each was to the middle/junior high school student. The mean score for each BASE learner outcome was summarized to determine the level of importance.
Table 1

Mean Scores* for Most Frequently Taught Learner Outcomes

<table>
<thead>
<tr>
<th>Mean</th>
<th>Learner Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.09</td>
<td>Recognize the essence of teamwork in the foods laboratory.</td>
</tr>
<tr>
<td>1.13</td>
<td>Demonstrate safety, sanitation and self sufficiency in the kitchen.</td>
</tr>
<tr>
<td>1.18</td>
<td>Describe the effects of food on the body.</td>
</tr>
<tr>
<td>1.22</td>
<td>Differentiate between good and poor food choices.</td>
</tr>
<tr>
<td>1.33</td>
<td>Recognize food needs and how these needs are fulfilled.</td>
</tr>
<tr>
<td>1.38</td>
<td>Recognize factors that influence eating.</td>
</tr>
<tr>
<td>1.48</td>
<td>Choose and use equipment, fabric and supplies needed to complete a simple fabric construction project.</td>
</tr>
<tr>
<td>1.51</td>
<td>Identify ways one influences and is influenced by peers.</td>
</tr>
<tr>
<td>1.58</td>
<td>Recognize changes common in people his/her own age and the influences these changes have upon self.</td>
</tr>
<tr>
<td>1.64</td>
<td>Explain how roles and personal traits help to determine self.</td>
</tr>
<tr>
<td>1.68</td>
<td>Identify procedures necessary for repair and care of clothing.</td>
</tr>
<tr>
<td>1.80</td>
<td>Identify his/her values and rank them in terms of importance.</td>
</tr>
<tr>
<td>1.82</td>
<td>Recognize problems and crisis situations.</td>
</tr>
<tr>
<td>1.84</td>
<td>Identify his/her goals and rank them in terms of values.</td>
</tr>
</tbody>
</table>

* 1.0 - always taught, 2.0 - frequently taught, 3.0 - sometimes taught, 4.0 - never taught.
Table 2

Mean Scores* for Level of Use for Each BASE Curriculum Area and the Future Homemakers of America Outcomes

<table>
<thead>
<tr>
<th>Mean</th>
<th>BASE Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.37</td>
<td>Foods and Nutrition</td>
</tr>
<tr>
<td>1.80</td>
<td>Personal Development/Family Relationships</td>
</tr>
<tr>
<td>1.95</td>
<td>Clothing and Textiles</td>
</tr>
<tr>
<td>2.07</td>
<td>Management</td>
</tr>
<tr>
<td>2.25</td>
<td>Consumer Education</td>
</tr>
<tr>
<td>2.76</td>
<td>Future Homemakers of America learner outcomes</td>
</tr>
</tbody>
</table>

* 1.0 - always taught, 2.0 - frequently taught, 3.0 - sometimes taught, 4.0 - never taught.
Table 3
Mean Scores* for Least Taught Learner Outcomes

<table>
<thead>
<tr>
<th>Mean</th>
<th>Learner Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.18</td>
<td>Demonstrate awareness of the computer and its varied uses.</td>
</tr>
<tr>
<td>2.89</td>
<td>Utilize FHA activities to exercise decision making skills and to assume responsibility.</td>
</tr>
<tr>
<td>2.80</td>
<td>Recognize opportunities for participation at the regional, state, and national levels of FHA.</td>
</tr>
<tr>
<td>2.60</td>
<td>Identify purposes and functions of the local FHA chapter in relation to classroom instruction.</td>
</tr>
<tr>
<td>2.40</td>
<td>Identify sources of personal and family income and devise plans for sharing and spending.</td>
</tr>
<tr>
<td>2.33</td>
<td>Determine how personal and shared space and property can be used effectively.</td>
</tr>
<tr>
<td>2.32</td>
<td>Explain the relationship between fiber, yarns, fabric, and finish.</td>
</tr>
<tr>
<td>2.31</td>
<td>Determine ways in which people can have a greater control over life through individual and group problem solving.</td>
</tr>
<tr>
<td>2.27</td>
<td>Determine ways to conserve natural, personal, and family resources.</td>
</tr>
<tr>
<td>2.25</td>
<td>Identify various clothing functions.</td>
</tr>
<tr>
<td>2.24</td>
<td>Investigate the food supply in relation to sources, food forms, and processing of the food.</td>
</tr>
</tbody>
</table>

* 1.0 - always taught, 2.0 - frequently taught, 3.0 - sometimes taught, 4.0 - never taught.
If the teachers marked letter A on their survey (of great importance), that learner outcome was assigned a point value of one; as the degree of importance decreased, the point value increased with a limit of four points for those of no importance. Those learner outcomes found to be the most important were listed according to their mean score. The learner outcome the teachers believed to be the most important to their students was: "demonstrate safety, sanitation, and self sufficiency in the kitchen", with a mean score of 1.09. This was followed by: "describe the effects of food on the body", with a mean of 1.23. Four areas of BASE were represented in the top one-third of important learner outcomes, with an emphasis in the area of foods and nutrition, consumer education, and personal development/family relationships. The only BASE area not included in the top one-third on level of importance was clothing and textiles (see Table 4).

Learner outcomes considered to be the least important were also ranked according to their mean scores. The Future Homemakers of America learner outcomes were considered to be the least important with mean scores ranging from 2.43 to 2.20. Learner outcomes from the clothing and textiles area and management were included with high mean scores. Food and nutrition was the only BASE curriculum area not represented on the bottom one-third on level of importance (see Table 5).
Table 4  
Mean Scores* of the Most Important Learner Outcomes

<table>
<thead>
<tr>
<th>Mean</th>
<th>Learner Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.09</td>
<td>Demonstrate safety, sanitation and self sufficiency in the kitchen.</td>
</tr>
<tr>
<td>1.23</td>
<td>Describe the effects of food on the body.</td>
</tr>
<tr>
<td>1.25</td>
<td>Recognize various influences on personal consumer behavior.</td>
</tr>
<tr>
<td>1.31</td>
<td>Identify ways one influences and is influenced by peers.</td>
</tr>
<tr>
<td>1.32</td>
<td>Identify sources of personal and family income and devise plans for sharing and spending.</td>
</tr>
<tr>
<td>1.34</td>
<td>Differentiate between good and poor food choices.</td>
</tr>
<tr>
<td>1.34</td>
<td>Identify resources available to reach goals.</td>
</tr>
<tr>
<td>1.34</td>
<td>Identify consumer rights and responsibilities and demonstrate skills needed for being a responsible consumer.</td>
</tr>
<tr>
<td>1.36</td>
<td>Identify his/her own values and determine their relative importance.</td>
</tr>
<tr>
<td>1.36</td>
<td>Discuss the importance of caring for children in a responsible manner.</td>
</tr>
<tr>
<td>1.36</td>
<td>Recognize food needs and how these needs are fulfilled.</td>
</tr>
</tbody>
</table>

* 1.0 - great importance, 2.0 - moderate importance, 3.0 - low importance, 4.0 - no importance.
<table>
<thead>
<tr>
<th>Mean</th>
<th>Learner Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.43</td>
<td>Utilize FHA activities to exercise decision making skills and to assume responsibility.</td>
</tr>
<tr>
<td>2.41</td>
<td>Recognize opportunities for participation at the regional, state, and national levels of FHA.</td>
</tr>
<tr>
<td>2.20</td>
<td>Identify purposes and functions of the local FHA chapter in relation to classroom instruction.</td>
</tr>
<tr>
<td>1.79</td>
<td>Choose and use equipment, fabric, and supplies needed to complete a simple fabric construction project.</td>
</tr>
<tr>
<td>1.72</td>
<td>Determine ways in which people can have greater control over life through individual and group problem solving.</td>
</tr>
<tr>
<td>1.64</td>
<td>Identify various clothing functions.</td>
</tr>
<tr>
<td>1.60</td>
<td>Identify factors which influence choices made in resource use.</td>
</tr>
<tr>
<td>1.57</td>
<td>Identify procedures necessary for repair and care of clothing.</td>
</tr>
<tr>
<td>1.56</td>
<td>Describe the impact of various influences on consumer choices in clothing.</td>
</tr>
<tr>
<td>1.48</td>
<td>Describe social problems and their effect on the individual and society.</td>
</tr>
<tr>
<td>1.48</td>
<td>Identify his/her goals and rank them in terms of values.</td>
</tr>
<tr>
<td>1.48</td>
<td>Identify ways planning helps facilitate goal attainment.</td>
</tr>
</tbody>
</table>

* 1.0 - of great importance, 2.0 - of moderate importance, 3.0 - of low importance, 4.0 - of no importance.
The BASE curriculum area that middle/junior high school teachers consider to be the most important to their students is foods and nutrition with a mean of 1.33. This area is followed by consumer education, personal development/family relationships, management, and clothing and textiles. There is only a .04 change in mean scores between foods and nutrition and consumer education, and a mean change of .02 to personal development/family relationships. The change in mean increases between the remaining BASE areas, with the Future Homemakers of America having the highest mean of 2.34. Teachers believe foods and nutrition, consumer education and personal development/family relationships to be nearly equally important to the middle/junior high home economics program (see Table 6).

**Table 6**

Mean Scores* for Level of Importance for Each BASE Curriculum Area and the Future Homemakers of America Learner Outcomes

<table>
<thead>
<tr>
<th>Mean</th>
<th>BASE Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.33</td>
<td>Foods and Nutrition</td>
</tr>
<tr>
<td>1.37</td>
<td>Consumer Education</td>
</tr>
<tr>
<td>1.39</td>
<td>Personal Development/Family Relationships</td>
</tr>
<tr>
<td>1.46</td>
<td>Management</td>
</tr>
<tr>
<td>1.53</td>
<td>Clothing and Textiles</td>
</tr>
<tr>
<td>2.34</td>
<td>Future Homemakers of America - learner outcomes</td>
</tr>
</tbody>
</table>

*1.0 - great importance, 2.0 - moderate importance, 3.0 low importance, 4.0 - no importance.
Reasons for Not Teaching Learner Outcomes

Teachers were to identify their reasons for not teaching some of the learner outcomes of the curriculum. The explanations were broken into four categories: (1) teacher needs training in this area, (2) too sophisticated/too difficult, (3) lack of equipment/facilities, and (4) not enough time. The most frequently cited answer was not having enough time to cover the material, followed by the teacher believing they needed more training in that content area. Teachers believed the material was too complicated or that the classroom lacked supplies, less than 10% of the time when BASE learner outcomes were excluded from the home economics program (see Table 7).

Table 7

Reasons for Not Teaching BASE Learner Outcomes

<table>
<thead>
<tr>
<th>percent cited</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>28%</td>
<td>A) Teacher needs training in area</td>
</tr>
<tr>
<td>9%</td>
<td>B) Too sophisticated/too difficult</td>
</tr>
<tr>
<td>9%</td>
<td>C) Lack of equipment/facilities</td>
</tr>
<tr>
<td>54%</td>
<td>D) Not enough time</td>
</tr>
<tr>
<td>100% total</td>
<td></td>
</tr>
</tbody>
</table>

Further examination of reasons for not teaching BASE learner outcomes revealed that teachers would sacrifice teaching the clothing and textiles area when time was running
short on their program. Teachers also believed they needed more training in Future Homemakers of America, consumer education, and clothing and textiles. They also needed equipment or facilities for Future Homemakers of America, clothing and textiles, and management. Future Homemakers of America learner outcomes were considered by the teachers to be too difficult for their students' grade levels (see Table 8).

Length of Time that BASE is Taught

BASE is designed for grades 5 - 8, but according to the results of this study, there are few teachers actually teaching it below the seventh grade. Table 9 indicates the number of weeks BASE is taught in each grade level. The most frequent pattern for teaching BASE in both the seventh and eighth grade is on the 9, 18 or 36 week basis.
Table 8

Reasons Cited for Not Teaching Learner Outcomes by BASE Curriculum Areas

<table>
<thead>
<tr>
<th>Reason</th>
<th>Curriculum areas - number of times cited</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>*PD/FR</td>
</tr>
<tr>
<td>A) Teacher needs training</td>
<td>6.7</td>
</tr>
<tr>
<td>** n= 72.49</td>
<td></td>
</tr>
<tr>
<td>B) Too difficult</td>
<td>6.4</td>
</tr>
<tr>
<td>n= 58.74</td>
<td></td>
</tr>
<tr>
<td>C) Lack of equipment</td>
<td>5.56</td>
</tr>
<tr>
<td>n= 43.79</td>
<td></td>
</tr>
<tr>
<td>D) Not enough time</td>
<td>8.88</td>
</tr>
<tr>
<td>n= 55.74</td>
<td></td>
</tr>
</tbody>
</table>


** n= total number of responses.
Table 9
Number of Weeks BASE is Taught by Grade Level

<table>
<thead>
<tr>
<th>Grade</th>
<th>Weeks BASE is Taught</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6</td>
</tr>
<tr>
<td>5 (n-3)*</td>
<td>1</td>
</tr>
<tr>
<td>6 (n-8)</td>
<td>1</td>
</tr>
<tr>
<td>7 (n-33)</td>
<td>2</td>
</tr>
<tr>
<td>8 (n-41)</td>
<td>2</td>
</tr>
</tbody>
</table>

* n- the number of teachers responding from each grade level
Findings Related to Hypotheses

The results for the five hypotheses are as follows:

Hypothesis 1. Home economics teachers are including all five areas of home economics equally into their curriculum.

Hypothesis 1 can be tested by examining the level of use for each of the five content areas of BASE. According to the mean scores for each area, foods and nutrition is taught most frequently with a mean score of 1.37. When analyzing the amount of change between mean scores for each BASE area, there is a change of .43 from the mean of frequency taught for foods and nutrition to the mean of 1.80 for the area of personal development/family relationships. The change in mean scores between the other three areas of BASE are much smaller than the change from foods and nutrition to personal development/family relationships. This demonstrates that teachers spend more time teaching foods and nutrition than any other area of BASE. The mean change also shows that time expended upon teaching the areas of personal development/family relationships, clothing and textiles, management, and consumer education is more equally distributed. The emphasis of instructional time is concentrated on foods and nutrition with less time expended on each of the other four areas of BASE; therefore hypothesis 1 is rejected (see Table 10).

An unequal amount of time expended on the area of foods and nutrition may be defended by the degree of interest that home economists and students have in this area. Home
Table 10
Mean Scores* for Frequency Taught and Amount of Change Between Each BASE Curriculum Area

<table>
<thead>
<tr>
<th>Mean</th>
<th>Change</th>
<th>Curriculum Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.37</td>
<td></td>
<td>Foods and Nutrition</td>
</tr>
<tr>
<td>1.80</td>
<td>.43</td>
<td>Personal Development/Family Relationships</td>
</tr>
<tr>
<td>1.95</td>
<td>.15</td>
<td>Clothing and Textiles</td>
</tr>
<tr>
<td>2.07</td>
<td>.12</td>
<td>Management</td>
</tr>
<tr>
<td>2.25</td>
<td>.18</td>
<td>Consumer Education</td>
</tr>
</tbody>
</table>

* 1.0 - always taught, 2.0 - frequently taught, 3.0 - sometimes taught, 4.0 - never taught.
economists have been concerned and involved in sanitary food handling, nutrition education and health since the beginning of Boston's Cooking School and Ellen H. Richard's New England Kitchen Laboratory toward the end of the 19th century (AHEA, 1987; Pundt, 1960). Food and nutrition is one of home economics' cornerstones, and just as it was important in the foundation of this profession, it still remains an important part of its present and future.

More materials are also available concerning foods and nutrition. There are BASE curriculum guides for each area of home economics but more supplemental materials and educational references are available to the middle/junior high school teacher in the area of foods and nutrition. There are also many materials dealing with this content area in our homes and public libraries.

It is important to include all five areas of home economics in the program to help assist individuals in becoming self fulfilled persons (Blankenship & Moerchen, 1979; Terrass & Comfort, 1979). Home economics is an applied field of study that incorporates knowledge from many disciplines. The philosophy of home economics is to enable families to solve today's complex problems (Blankenship & Moerchen, 1979). These problems involve more than topics from the foods and nutrition area. More emphasis must be placed on today's home economics student's problems and concerns. Middle/junior high school students must be exposed to all areas of BASE, to develop their awareness
of other aspects of home economics education.

Hypothesis 2. Learner outcomes that are not taught or taught less frequently are considered by the teacher to be the least important.

Hypothesis 2 can be tested by examining the mean scores for the least taught learner outcomes in comparison to the mean scores for the least important learner outcomes. The three Future Homemakers of America learning outcomes have the three highest mean scores when ranking the outcomes to level of importance. They also have three high mean scores when ranking the outcomes to the level of use. This demonstrates that teachers do not consider the Future Homemakers of America learner outcomes to be important to their students; because of this, they spend little if any time teaching these objectives to their students. The learner outcomes, "identify various clothing functions", and "determine ways in which people can have a greater control over life through individual and group problem solving", also had high mean scores for both the level of use and the level of importance.

There are 11 learner outcomes on the bottom one-third of level of frequency taught. Five of these learner outcomes are also on the bottom one-third for mean scores of level of importance. Five of the learner outcomes that are in the bottom one-third of mean scores for the level of frequency taught are in the middle one-third for level of importance. One of the learner outcomes can be found
on the bottom one-third for level of frequency taught; "identify sources of personal and family income and devise plans for sharing and spending", was on the top one-third for level of importance. Teachers may believe that this outcome should be taught at home to avoid exposing parent's level of income and embarrassing students if parents are unemployed. Teachers do believe this outcome is important; in level of importance, this learner outcome is ranked in the top one-third.

More learner outcomes from the bottom one-third listing of frequency taught are found in the middle and top one-third ranking of level of importance than in the bottom one-third of important learner outcomes; therefore, hypothesis 2 is rejected (see Table 11).

The learner outcome; "demonstrate awareness of the computer and its varied uses", has the highest mean score of 3.18 for level of frequency taught. This same learner outcome is ranked in the middle one-third on level of importance. This discrepancy may be due to classrooms not having a computer available to them, and even though teachers consider computer use important, they are unable to teach this outcome. Middle/junior high school teachers may also believe some of these lower ranked learner outcomes to be too difficult for the transescent student.

When examining the mean scores for these less taught learner outcomes, the highest mean score is 3.18. When referring back to the survey form, 3.0 designates "sometimes
### Table 11

Bottom One-Third of Level of Frequency Taught and Location of Level of Importance

<table>
<thead>
<tr>
<th>Mean*</th>
<th>Learner Outcome</th>
<th>Location on Importance **</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.18</td>
<td>Demonstrate awareness of the computer and its varied uses.</td>
<td>middle</td>
</tr>
<tr>
<td>2.89</td>
<td>Utilize FHA activities to exercise decision making skills and to assume responsibility.</td>
<td>bottom</td>
</tr>
<tr>
<td>2.80</td>
<td>Recognize opportunities for participation at the regional, state and national levels of FHA.</td>
<td>bottom</td>
</tr>
<tr>
<td>2.60</td>
<td>Identify purposes and functions of the local FHA chapter in relation to classroom instruction.</td>
<td>bottom</td>
</tr>
<tr>
<td>2.40</td>
<td>Identify sources of personal and family income and devise plans for sharing and spending.</td>
<td>top</td>
</tr>
<tr>
<td>2.33</td>
<td>Determine how personal and shared space and property can be used effectively.</td>
<td>middle</td>
</tr>
<tr>
<td>2.32</td>
<td>Explain the relationship between fiber, yarns, fabric, and finish.</td>
<td>middle</td>
</tr>
<tr>
<td>2.31</td>
<td>Determine ways in which people can have a greater control over life through individual and group problem solving.</td>
<td>bottom</td>
</tr>
<tr>
<td>2.27</td>
<td>Determine ways to conserve natural, personal, and family resources.</td>
<td>middle</td>
</tr>
<tr>
<td>2.25</td>
<td>Identify various clothing functions.</td>
<td>bottom</td>
</tr>
<tr>
<td>2.24</td>
<td>Investigate the food supply in relation to sources, food forms, and processing of the food.</td>
<td>middle</td>
</tr>
</tbody>
</table>

**Totals**

11 learner outcomes in bottom one-third of level of frequency taught.

Location of learner outcomes of the level of importance:
   5- bottom one-third, 5- middle one third, 1- top one-third.

*1.0 - always taught, 2.0 - frequently taught, 3.0 - sometimes taught, 4.0 - never taught.

**Location on the list of importance: middle one-third, bottom one-third, top one-third.
taught". Therefore some middle/junior high school teachers are sometimes teaching these low ranking learner outcomes.

All five areas of BASE are represented in the bottom one-third of least taught learner outcomes so each curriculum area contains outcomes that are just frequently or sometimes taught. This rejection of hypothesis 2 also shows that not all teachers teach what they think the students need to learn. While some learner outcomes are considered to be important to middle/junior high school students, either the teachers feel inadequate or unable to include them into the curriculum. Teachers need to reevaluate their plans of study to incorporate these learner outcomes that they believe are important to the students in their classrooms.

Hypothesis 3. Middle/junior high school home economics teachers are developing a foundation for Future Homemakers of America in these grade levels.

To test hypothesis 3, the mean scores for the level of frequency taught of the Future Homemakers of America outcomes was compared to the mean scores for their level of importance. The Future Homemakers of America learner outcomes are on the bottom one-third for both frequency taught and level of importance. Due to these findings, hypothesis 3 is rejected (see Table 12).

The Smith-Hughes Act of 1917 laid the groundwork for Future Homemakers of America. The organization became
Table 12

Mean Scores* and Ranking** of Future Homemakers of America Learner Outcomes for Level of Use and Level of Importance

<table>
<thead>
<tr>
<th>Learner Outcome</th>
<th>Level of Use</th>
<th>Level of Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>Rank</td>
</tr>
<tr>
<td>Utilize FHA activities to exercise decision making skills and to assume responsibility.</td>
<td>2.89</td>
<td>40</td>
</tr>
<tr>
<td>Recognize opportunities for participation at the regional, state, and national levels of FHA.</td>
<td>2.80</td>
<td>39</td>
</tr>
<tr>
<td>Identify purposes and functions of the local FHA chapter in relation to classroom instruction.</td>
<td>2.60</td>
<td>38</td>
</tr>
</tbody>
</table>

* Level of Use: 1.0 - always taught, 2.0 - frequently taught, 3.0 - sometimes taught, 4.0 - never taught.

Level of Importance: 1.0 - great importance, 2.0 - moderate importance, 3.0 - low importance, 4.0 - no importance.

** Level of Use ranked from 1 to 41.

Level of Importance ranked from 1 to 36.
so named in 1945, and provides the opportunity for personal growth, leadership development, and community involvement. Many times it is the most visible part of the vocational home economics program, so it can serve as a valuable public relations tool (Blankenship & Moerchen, 1979). According to the BASE Utilization Handbook (1988), the classroom teacher's goal in a BASE program is to introduce students to the organization. Future Homemakers of America activities should be exploratory and related to BASE content. After this introduction, some students' interest may foster involvement outside of the classroom. In this case the teacher may organize an affiliated chapter.

This study's examination of the mean scores for the level of use and the level of importance of Future Homemakers of America learner outcomes found that middle/junior high school teachers do not consider the outcomes to be important to their students nor do they teach these outcomes. Teachers attributed this lack of time spent on Future Homemakers of America to a lack of teacher training and difficulty of learner outcomes. Teachers may believe that the senior high vocational home economics classroom is responsible for Future Homemakers of America and that it has no place in the middle school. With students enrolled in home economics for limited time spans, teachers may not believe there is enough time to discuss Future Homemakers of America. Teachers may not understand that the role of this organization in the middle/junior high school is simply to
introduce the students to this program. In order to encourage teacher use of these outcomes, more plans and ideas need to be available for the middle/junior high school teacher and workshops held to better explain their goals and objectives.

Hypothesis 4. Learner outcomes that are taught the most or the most frequently are considered to be the most important.

Hypothesis 4 can be tested by comparing the mean scores of the most frequently taught learner outcomes with the mean scores of the most important learner outcomes. Many of the higher ranked learner outcomes for level of use are also ranked towards the top of level of importance with low mean scores. There are 15 learner outcomes that are included in the top one-third of outcomes listed by level of frequency taught; seven are included in the top one-third of outcomes listed by level of importance. Three outcomes from the top one-third of learner outcomes listed by level of frequency taught are included on the middle one-third of level of importance and three are found on the bottom one-third of level of importance. Two learner outcomes had no mean scores tabulated. Because not all learner outcomes were listed in the top one-third of the list of important outcomes, hypothesis 4 is rejected (see Table 13).

There were no learner outcomes from the BASE area of clothing and textiles included in the top one-third of most important learner outcomes. Clothing and textiles is included
<table>
<thead>
<tr>
<th>Mean*</th>
<th>Learner Outcome</th>
<th>Location on Importance **</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.09</td>
<td>Recognize the essence of teamwork in the foods laboratory.</td>
<td>middle</td>
</tr>
<tr>
<td>1.13</td>
<td>Demonstrate safety, sanitation, and self sufficiency in the kitchen.</td>
<td>top</td>
</tr>
<tr>
<td>1.18</td>
<td>Describe the effects of food on the body.</td>
<td>top</td>
</tr>
<tr>
<td>1.22</td>
<td>Differentiate between good and poor food choices.</td>
<td>top</td>
</tr>
<tr>
<td>1.33</td>
<td>Recognize food needs and how these needs are fulfilled.</td>
<td>top</td>
</tr>
<tr>
<td>1.38</td>
<td>Recognize factors that influence eating.</td>
<td>middle</td>
</tr>
<tr>
<td>1.48</td>
<td>Choose and use equipment, fabric, and supplies needed to complete a simple fabric construction project.</td>
<td>bottom</td>
</tr>
<tr>
<td>1.51</td>
<td>Identify ways one influences and is influenced by peers.</td>
<td>top</td>
</tr>
<tr>
<td>1.58</td>
<td>Recognize changes common in people his/her age and the influence these changes have upon self.</td>
<td>---</td>
</tr>
<tr>
<td>1.64</td>
<td>Explain how roles and personal traits help to define self.</td>
<td>middle</td>
</tr>
<tr>
<td>1.68</td>
<td>Identify procedures necessary for repair and care of clothing.</td>
<td>bottom</td>
</tr>
<tr>
<td>1.80</td>
<td>Identify his/her own values and determine their importance.</td>
<td>top</td>
</tr>
<tr>
<td>1.82</td>
<td>Recognize problems and crisis situations.</td>
<td>---</td>
</tr>
<tr>
<td>1.84</td>
<td>Identify his/her goals and rank them in terms of values.</td>
<td>bottom</td>
</tr>
<tr>
<td>1.84</td>
<td>Recognize various influences on personal consumer behavior.</td>
<td>top</td>
</tr>
</tbody>
</table>
Table 13 (continued)

**Totals**

15 learner outcomes in top one-third of level of frequency taught.

Location of learner outcomes on the level of importance;

- 7 - top one-third
- 3 - middle one-third
- 3 - bottom one-third
- 2 - no mean score tabulated

* 1.0 - always taught, 2.0 - frequently taught, 3.0 - sometimes taught, 4.0 - never taught.

** 2.0 - location on the list of level of importance, middle - middle one-third, bottom - bottom one-third, top - top one-third.

--- no mean score tabulated.
in the top one-third of frequency used, with two learner outcomes. Teachers may teach clothing and textiles and clothing construction because the students expect it to be included, or because the equipment that is used is very visible. There are no learner outcomes from the curriculum area of foods and nutrition on the bottom one-third of level of importance. Teachers consider this BASE area to be important and also frequently teach this material.

Most learner outcomes were ranked consistently and equally on both high use and high degree of importance. The discrepancy shown, however, demonstrates that not all teachers teach what they think is important for their students to learn. Teachers need to evaluate their home economics programs and include those subject areas that are important to the middle/junior high school student.

Hypothesis 5. Most cited reason for not covering a learner outcome will be the lack of time.

Hypothesis 5 can be tested by examining the number of times each reason for not teaching learner outcomes was cited. The reason cited the most frequently by the middle/junior high school teachers was: "not enough time", with 33.5 occurrences. "Teacher needs training in area", was cited 17 times followed by "too difficult", and "lack of equipment/facilities", with 5.5 times cited (see Table 14).

There is a mean difference of 16.5 between "not enough time" and "teacher needs training". Having a lack of time to cover the material plays a prominent role in the
Table 14
Reasons Cited for Not Including BASE Learner Outcomes

<table>
<thead>
<tr>
<th>Reasons</th>
<th>Times Cited*</th>
</tr>
</thead>
<tbody>
<tr>
<td>A) Teacher needs training in area</td>
<td>17</td>
</tr>
<tr>
<td>B) Too difficult</td>
<td>5.5</td>
</tr>
<tr>
<td>C) Lack of equipment/facilities</td>
<td>5.5</td>
</tr>
<tr>
<td>D) Not enough time</td>
<td>33.5</td>
</tr>
</tbody>
</table>

* total number of occurrences - 61.5. Decimals are due to shared occurrences.
classroom process of deciding what content is discussed in the middle/junior high school home economics classroom. Therefore, due to these findings, hypothesis 5 is accepted.

Not having enough time to cover all learner outcomes is understandable due to the length of time middle/junior high school students are in the home economics classroom. Most seventh and eighth grade students are only enrolled in home economics for 9, 18 or 36 weeks.

The teachers also stated that they believe they needed more training for certain learner outcomes. All three Future Homemakers of America learner outcomes and even some of the outcomes teachers did teach -- "recognize the essence of teamwork in the foods laboratory", and "describe the effects of foods on the body" -- were included as areas where teachers need help. To overcome this problem, workshops and seminars are needed for the BASE teacher to concentrate on these curriculum implementation problems.

Some outcomes are being excluded from the classroom because teachers believe they are too difficult; again, the Future Homemakers of America learner outcomes scored high in this area followed by clothing and textiles and personal development/family relationships. Additional explanation or activities can help the middle/junior high school teacher present these learner outcomes to their students at the same rate as their level of comprehension.

The lack of equipment was cited at the same rate as too difficult or too sophisticated. While funding for public
schools still remains on a level that needs improvement, teachers believe that other reasons play a more prominent role in deciding which learner outcomes are included into their home economics programs.
RECOMMENDATIONS AND SUMMARY

There appears to be a tendency to teach learner outcomes that are built around the stereotype of home economics. Cooking and sewing remain a prominent part of home economics in the middle/junior high school classroom. Coon's study (cited in Blankenship & Moerchen, 1979) found that foods and clothing consumed about three-fourths of the course time for junior high school students. Studies also done by Langham, Ross and Compton (cited in Blankenship & Moerchen, 1979) agreed that foods and nutrition and clothing and textiles were the areas most often taught by teachers.

In this study the BASE area of personal development/family relationships is taught more frequently than clothing and textiles. Teachers stated in this study that the clothing and textiles area was most likely the area to suffer when time was running short on their program.

The BASE middle/junior high school teachers that participated in this study were found to be inconsistent in teaching those learner outcomes that they considered to be important to their students. Some learner outcomes teachers believed students should learn are either being taught for a very limited amount of time or not at all. The students are not only not learning this important material but they may be receiving a very limited exposure
to the philosophy and meaning of home economics.

This study found that when teachers ranked BASE learner outcomes according to importance, the areas of foods and nutrition, personal development/family relationships, and consumer education received similar mean scores. Teachers may spend an unbalanced time allotment on teaching these three BASE areas, but teachers believe all three areas to be important to the middle/junior high school student.

This study also discovered that the organization of Future Homemakers of America is not being discussed in the middle/junior high school classroom. The students are not being given the opportunity to participate in this valuable learning experience that allows them to have the experience of being in charge, being responsible and learning to work together with a goal in mind (West Virginia Department of Education, 1988).

This study has brought to attention the fact that middle/junior high school BASE teachers need additional training in the aspects of presenting learner outcomes on the level the transescent student can comprehend. Those learner outcomes labeled as too difficult need to be presented in a concrete rather than abstract manner (Brink & Norris, 1985). Future training can also include involving this age of student into the Future Homemakers of America organization.
Further Studies

Suggestions for further research related to West Virginia's home economics curriculum are listed below.

1. Enlarge the study to include more West Virginia BASE teachers.

2. Evaluate BASE students on their ranking of learner outcomes as to importance and compare to teachers' ranking of importance to the BASE student.

3. Repeat this study in five years to evaluate progress in incorporation of the five areas of BASE.

4. Create a similar study involving the high school home economics curriculum of STEPS and ARF.

Summary

The purpose of this study was to evaluate the utilization of West Virginia's BASE curriculum learner outcomes. Middle/junior high school home economics teachers were asked to evaluate learner outcomes on the basis of teacher use and importance to the middle/junior high school student. Teachers also cited their reasons for excluding learner outcomes from their program.

Four of the five hypotheses of this study were rejected; the findings indicate some inconsistency between the learner outcomes that are taught and the learner outcomes teachers considered to be important. Teachers spend a substantial amount of time teaching the area of foods and nutrition. Teachers do not consider Future Homemakers of America to be important and are not including the purposes and functions of this
organization into their programs. The most frequently stated reason for exclusion of BASE learner outcomes was due to the lack of time available.
References


Appendix A

Instruments
Home Economics Teachers
West Virginia Middle/Junior High Schools

Dear Educator,

We are conducting a survey for the West Virginia Bureau of Vocational, Technical and Adult Education. This survey involves those teachers that are using the home economics BASE curriculum. This survey will measure your use of the BASE learner outcomes.

We would appreciate your completion of the included forms, please read the directions before beginning and return the forms to Marshall University.

Thank you for your cooperation in aiding us in gathering this information.

Home Economics Staff
Instructions:

ID codes:

Please use the area identified below as "BIRTH DATE" to enter your 3 digit ID code. Note that in all cases the first character will be a '0'. In the example below, the ID code for '111' is correctly coded.

Grade Codes:

Please use the spaces identified as 'ABCDEFGHIJ' for entering the codes for length of instruction to each grade. Columns A-B are used for 5th grade, C-D for 6th, E-F for 7th and G-H for eighth. In the example below, the respondent taught 6 weeks of 5th grade instruction, 12 weeks of 6th, 12 weeks of 7th and 24 weeks of 8th grade instruction.
BASE DEVELOPMENT SURVEY

DIRECTIONS: Read each learning outcome below. Answer questions 1-80 by ranking each outcome according to the level of use in your program in the last two years.

A = I always teach this
B = I frequently teach this
C = I sometimes teach this
D = I never teach this

GENERAL

The learner will:
1. Identify purposes and functions of the local FHA Chapter in relation to classroom instruction.
2. Recognize opportunities for participation at the regional, state, and national levels of FHA.
3. Utilize FHA activities to exercise decision-making skills and to assume responsibility.

PERSONAL DEVELOPMENT/FAMILY RELATIONS

The learner will:
4. Enhance reading skills
5. Enhance writing skills
6. Enhance communication skills
7. Apply number skills
8. Enhance perception skills
9. Explain how roles and personal traits help to define self.
10. Recognize changes common in people his/her age and the influence these changes have upon self.
12. Use problem-solving steps in coping with problems and crisis.
13. Identify similarities and differences among families.
15. Identify ways one influence and is influenced by peers.
16. Discuss the importance of caring for children in a responsible manner.
17. Describe social problems and their effect on the individual and society.

FOODS/NUTRITION

The learner will:
32. Enhance reading skills
33. Enhance writing skills
34. Enhance communication skills
35. Enhance number skills
36. Enhance perceptual skills
37. Describe the effects of food on the body.
38. Recognize factors that influence eating.
39. Recognize food needs and how these needs are fulfilled.
40. Differentiate between good and poor food choices.
41. Investigate the food supply in relation to sources, food forms, and processing of the food.
42. Demonstrate safety, sanitation and self-sufficiency in the kitchen.
43. Recognize the essence of teamwork in the foods laboratory.

Please turn to back of page
CONSUMER EDUCATION
The learner will:
44. Enhance reading skills
45. Enhance writing skills
46. Enhance communication skills
47. Enhance number skills
48. Enhance perceptual skills
49. Recognize various influences on personal consumer behavior.
50. Describe factors to be considered in setting and achieving consumer goals.
51. Identify sources of personal and family income and devise plans for sharing and spending.
52. Identify consumer rights and responsibilities and demonstrate skills needed for being a responsible consumer.
53. Identify the impact of teen consumers on the marketplace.
54. Demonstrate awareness of the computer and its varied uses.

CLOTHING/TEXTILES
The learner will:
55. Enhance reading skills
56. Enhance writing skills
57. Enhance communication skills
58. Enhance using numbers skills
59. Enhance perception skills
60. Identify ways clothing both reflects and affects self image.
61. Identify various clothing functions.
62. Describe the impact of various influences on consumer choices in clothing.
63. Identify effective grooming habits and grooming products.
64. Explain the relationship between fiber, yarn, fabric, and finish.
65. Identify procedures necessary for repair and care of clothing.
66. Choose and use equipment, fabric, and supplies needed to complete a simple fabric construction project.
BASE DEVELOPMENT SURVEY

DIRECTIONS: Read each learning outcome below. Answer questions 67-132 by ranking each outcome according to how important you think each is to the middle school/junior high school student.

A = Great importance
B = Moderate importance
C = Low importance
D = no importance

GENERAL

The learner will:

67. Identify purposes and functions of the local FHA Chapter in relation to classroom instruction.

68. Recognize opportunities for participation at the regional, state, and national levels of FHA.

69. Utilize FHA activities to exercise decision-making skills and to assume responsibility.

PERSONAL DEVELOPMENT/FAMILY RELATIONS

The learner will:

70. Enhance reading skills

71. Enhance writing skills

72. Enhance communication skills

73. Apply number skills

74. Enhance perception skills

75. Explain how roles and personal traits help to define self.

76. Recognize changes common in people his/her age and the influence these changes have upon self.

77. Recognize problem and crisis situations.

78. Use problem-solving steps in coping with problems and crises.

79. Identify similarities and differences among families.

80. Identify ways individual family members influence family life.

81. Identify ways one influences and is influenced by peers.

82. Discuss the importance of caring for children in a responsible manner.

83. Describe social problems and their effect on the individual and society.

MANAGEMENT

The learner will:

84. Enhance reading skills

85. Enhance writing skills

86. Enhance communication skills

87. Enhance number skills

88. Enhance perception skills

89. Identify his/her own values and determine their relative importance.

90. Identify his/her goals and rank them in terms of values.

91. Identify resources available to reach goals.

92. Identify factors which influence choices made in resource use.

93. Identify ways planning facilitates goal attainment.

94. Identify ways decisions affect each other and the management process.

95. Determine how personal and shared space and property can be used effectively.

96. Determine ways to conserve natural, personal and family resources.

97. Determine ways in which people can have greater control over life through individual and group problem solving.

FOODS/NUTRITION

The learner will:

98. Enhance reading skills

99. Enhance writing skills

100. Enhance communication skills

101. Enhance number skills

102. Enhance perceptual skills

103. Describe the effects of food on the body.

104. Recognize factors that influence eating.

105. Recognize food needs and how these needs are fulfilled.

106. Differentiate between good and poor food choices.

107. Investigate the food supply in relation to sources, food forms, and processing of the food.

108. Demonstrate safety, sanitation and self-sufficiency in the kitchen.

109. Recognize the essence of teamwork in the foods laboratory.

Please turn to back of page
CONSUMER EDUCATION

The learner will:

110. Enhance reading skills
111. Enhance writing skills
112. Enhance communication skills
113. Enhance number skills
114. Enhance perceptual skills
115. Recognize various influences on personal consumer behavior.
116. Describe factors to be considered in setting and achieving consumer goals.
117. Identify sources of personal and family income and devise plans for sharing and spending.
118. Identify consumer rights and responsibilities and demonstrate skills needed for being a responsible consumer.
119. Identify the impact of teen consumers on the marketplace.
120. Demonstrate awareness of the computer and its varied uses.

CLOTHING/TEXTILES

The learner will:

121. Enhance reading skills
122. Enhance writing skills
123. Enhance communication skills
124. Enhance using numbers skills
125. Enhance perception skills
126. Identify ways clothing both reflects and affects self image.
127. Identify various clothing functions.
128. Describe the impact of various influences on consumer choices in clothing.
129. Identify effective grooming habits and grooming products.
130. Explain the relationship between fiber, yarn, fabric, and finish.
131. Identify procedures necessary for repair and care of clothing.
132. Choose and use equipment, fabric, and supplies needed to complete a simple fabric construction project.
BASE DEVELOPMENT SURVEY

DIRECTIONS: Read each learning outcome below. Answer questions 133-188 by identifying reasons for those outcomes you sometimes or never teach (as marked in questions 1-66).

A = Teacher needs training in this
B = Too sophisticated/too difficult
C = Lack of equipment/facilities
D = Not enough time

GENERAL
The learner will:
133. Identify purposes and functions of the local FHA Chapter in relation to classroom instruction.
134. Recognize opportunities for participation at the regional, state, and national levels of FHA.
135. Utilize FHA activities to exercise decision-making skills and to assume responsibility.

PERSONAL DEVELOPMENT/FAMILY RELATIONS
The learner will:
136. Enhance reading skills
137. Enhance writing skills
138. Enhance communication skills
139. Apply number skills
140. Enhance perception skills
141. Explain how roles and personal traits help to define self.
142. Recognize changes common in people's/their age and the influence these changes have upon self.
143. Recognize problem and crisis situations.
144. Use problem-solving steps in coping with problems and crisis.
145. Identify similarities and differences among families.
146. Identify ways individual family members influence family life.
147. Identify ways one influences and is influenced by peers.
148. Discuss the importance of caring for children in a responsible manner.
149. Describe social problems and their effect on the individual and society.

MANAGEMENT
The learner will:
150. Enhance reading skills
151. Enhance writing skills
152. Enhance communication skills
153. Enhance number skills
154. Enhance perception skills
155. Identify his/her own values and determine their relative importance.
156. Identify his/her goals and rank them in terms of values.
157. Identify resources available to reach goals.
158. Identify factors which influence choices made in resource use.
159. Identify ways planning facilitates goal attainment.
160. Identify ways decisions affect each other and the management process.
161. Determine how personal and shared space and property can be used effectively.
162. Determine ways to conserve natural, personal and family resources.
163. Determine ways in which people can have greater control over life through individual and group problem solving.

FOODS/NUTRITION
The learner will:
164. Enhance reading skills
165. Enhance writing skills
166. Enhance communication skills
167. Enhance number skills
168. Enhance perceptual skills
169. Describe the effects of food on the body.
170. Recognize factors that influence eating.
171. Recognize food needs and how these needs are fulfilled.
172. Differentiate between good and poor food choices.
173. Investigate the food supply in relation to sources, food forms, and processing of the food.
174. Demonstrate safety, sanitation, and self-sufficiency in the kitchen.
175. Recognize the essence of teamwork in the foods laboratory.
CONSUMER EDUCATION

The learner will:

176. Enhance reading skills
177. Enhance writing skills
178. Enhance communication skills
179. Enhance number skills
180. Enhance perceptual skills
181. Recognize various influences on personal consumer behavior.
182. Describe factors to be considered in setting and achieving consumer goals.
183. Identify sources of personal and family income and devise plans for sharing and spending.
184. Identify consumer rights and responsibilities and demonstrate skills needed for being a responsible consumer.
185. Identify the impact of teen consumers on the marketplace.
186. Demonstrate awareness of the computer and its varied uses.

CLOTHING/TEXTILES

The learner will:

187. Enhance reading skills
188. Enhance writing skills
189. Enhance communication skills
190. Enhance using numbers skills
191. Enhance perception skills
192. Identify ways clothing both reflects and affects self image.
193. Identify various clothing functions.
194. Describe the impact of various influences on consumer choices in clothing.
195. Identify effective grooming habits and grooming products.
196. Explain the relationship between fiber, yarn, fabric, and finish.
197. Identify procedures necessary for repair and care of clothing.
198. Choose and use equipment, fabric, and supplies needed to complete a simple fabric construction project.
<table>
<thead>
<tr>
<th>Rank</th>
<th>Mean</th>
<th>Learner Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.09</td>
<td>Recognize the essence of teamwork in the foods laboratory.</td>
</tr>
<tr>
<td>2</td>
<td>1.13</td>
<td>Demonstrate safety, sanitation, and self sufficiency in the kitchen.</td>
</tr>
<tr>
<td>3</td>
<td>1.18</td>
<td>Describe the effects of food on the body.</td>
</tr>
<tr>
<td>4</td>
<td>1.22</td>
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<td>7</td>
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<td>Choose and use equipment, fabric, and supplies needed to complete a simple fabric construction project.</td>
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<td>1.64</td>
<td>Explain how roles and personal traits help to define self.</td>
</tr>
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<td>11</td>
<td>1.68</td>
<td>Identify procedures necessary for repair and care of clothing.</td>
</tr>
<tr>
<td>12</td>
<td>1.80</td>
<td>Identify his/her own values and determine their importance.</td>
</tr>
<tr>
<td>13</td>
<td>1.82</td>
<td>Recognize problems and crisis situations.</td>
</tr>
<tr>
<td>14</td>
<td>1.84</td>
<td>Identify his/her own goals and rank them in terms of values.</td>
</tr>
<tr>
<td>15</td>
<td>1.84</td>
<td>Recognize various influences on personal consumer behavior.</td>
</tr>
<tr>
<td>16</td>
<td>1.87</td>
<td>Discuss the importance of caring for children in a responsible manner.</td>
</tr>
<tr>
<td>17</td>
<td>1.89</td>
<td>Use problem solving steps in coping with problems and crisis.</td>
</tr>
<tr>
<td>18</td>
<td>1.89</td>
<td>Identify consumer rights and responsibilities and demonstrate skills needed for being a responsible consumer.</td>
</tr>
<tr>
<td>20</td>
<td>1.91</td>
<td>Identify effective grooming habits and grooming products.</td>
</tr>
<tr>
<td>21</td>
<td>1.95</td>
<td>Identify ways individual family members influence family life.</td>
</tr>
<tr>
<td>22</td>
<td>1.95</td>
<td>Identify resources available to reach goals.</td>
</tr>
<tr>
<td>23</td>
<td>2.00</td>
<td>Identify similarities and differences among families.</td>
</tr>
<tr>
<td>24</td>
<td>2.00</td>
<td>Identify ways planning facilitates goal attainment.</td>
</tr>
<tr>
<td>25</td>
<td>2.02</td>
<td>Describe social problems and their effects on the individual and society.</td>
</tr>
<tr>
<td>Rank</td>
<td>Mean</td>
<td>Learner Outcomes</td>
</tr>
<tr>
<td>------</td>
<td>------</td>
<td>------------------</td>
</tr>
<tr>
<td>26</td>
<td>2.04</td>
<td>Identify ways decisions affect each other and the management process.</td>
</tr>
<tr>
<td>27</td>
<td>2.11</td>
<td>Identify the impact of teen consumers on the marketplace.</td>
</tr>
<tr>
<td>28</td>
<td>2.13</td>
<td>Describe factors to be considered in setting and achieving consumer goals.</td>
</tr>
<tr>
<td>29</td>
<td>2.15</td>
<td>Identify factors which influence choices made in resource use.</td>
</tr>
<tr>
<td>30</td>
<td>2.16</td>
<td>Describe the impact of various influences on consumer choice in clothing.</td>
</tr>
<tr>
<td>31</td>
<td>2.24</td>
<td>Investigate the food supply in relation to sources, food forms, and processing of the food.</td>
</tr>
<tr>
<td>32</td>
<td>2.25</td>
<td>Identify various clothing functions.</td>
</tr>
<tr>
<td>33</td>
<td>2.27</td>
<td>Determine ways to conserve natural, personal, and family resources.</td>
</tr>
<tr>
<td>34</td>
<td>2.31</td>
<td>Determine ways in which people can have a greater control over life through individual and group problem solving.</td>
</tr>
<tr>
<td>35</td>
<td>2.32</td>
<td>Explain the relationship between fiber, yarns, fabric, and finish.</td>
</tr>
<tr>
<td>36</td>
<td>2.33</td>
<td>Determine how personal and shared space and property can be used more effectively.</td>
</tr>
<tr>
<td>37</td>
<td>2.40</td>
<td>Identify sources of personal and family income and devise plans for sharing and spending.</td>
</tr>
<tr>
<td>38</td>
<td>2.60</td>
<td>Identify purposes and functions of the local FHA chapter in relation to classroom instruction.</td>
</tr>
<tr>
<td>39</td>
<td>2.80</td>
<td>Recognize the opportunities for participation at the regional, state, and national levels of FHA.</td>
</tr>
<tr>
<td>40</td>
<td>2.89</td>
<td>Utilize FHA activities to exercise decision making skills and to assume responsibility.</td>
</tr>
<tr>
<td>41</td>
<td>3.18</td>
<td>Demonstrate awareness of the computer and its varied uses.</td>
</tr>
</tbody>
</table>

* mean scores - 1.0 - always taught, 2.0 - frequently taught, 3.0 - sometimes taught, 4.0 - never taught.
Appendix C
Ranking and Mean Scores* for All BASE Learner Outcomes by Level of Importance

<table>
<thead>
<tr>
<th>Rank</th>
<th>Mean</th>
<th>Learner outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.09</td>
<td>Demonstrate safety, sanitation and self sufficiency in the kitchen.</td>
</tr>
<tr>
<td>2</td>
<td>1.23</td>
<td>Describe the effects of food on the body.</td>
</tr>
<tr>
<td>3</td>
<td>1.25</td>
<td>Recognize various influences on personal consumer behavior.</td>
</tr>
<tr>
<td>4</td>
<td>1.31</td>
<td>Identify ways one influences and is influenced by peers.</td>
</tr>
<tr>
<td>5</td>
<td>1.32</td>
<td>Identify sources of personal and family income and devise plans for sharing and spending.</td>
</tr>
<tr>
<td>6</td>
<td>1.34</td>
<td>Differentiate between good and poor food choices.</td>
</tr>
<tr>
<td></td>
<td>1.34</td>
<td>Identify resources available to reach goals.</td>
</tr>
<tr>
<td></td>
<td>1.34</td>
<td>Identify consumer rights and responsibilities and demonstrate skills needed for being a responsible consumer.</td>
</tr>
<tr>
<td>9</td>
<td>1.36</td>
<td>Discuss the importance of caring for children in a responsible manner.</td>
</tr>
<tr>
<td></td>
<td>1.36</td>
<td>Recognize food needs and how these needs are fulfilled.</td>
</tr>
<tr>
<td></td>
<td>1.36</td>
<td>Identify his/her own values and determine their relative importance.</td>
</tr>
<tr>
<td>12</td>
<td>1.39</td>
<td>Identify ways decisions affect each other and the management process.</td>
</tr>
<tr>
<td></td>
<td>1.39</td>
<td>Determine how personal and shared space and property can be used effectively.</td>
</tr>
<tr>
<td></td>
<td>1.39</td>
<td>Identify ways clothing both reflects and affects self image.</td>
</tr>
<tr>
<td></td>
<td>1.39</td>
<td>Recognize the essence of teamwork in the foods laboratory.</td>
</tr>
<tr>
<td>16</td>
<td>1.40</td>
<td>Explain the relationship between fiber, yarn, fabric, and finish.</td>
</tr>
<tr>
<td>17</td>
<td>1.41</td>
<td>Explain how roles and personal traits help to define self.</td>
</tr>
<tr>
<td>18</td>
<td>1.42</td>
<td>Identify effective grooming habits and grooming products.</td>
</tr>
<tr>
<td>19</td>
<td>1.43</td>
<td>Describe factors to be considered in setting and achieving consumer goals.</td>
</tr>
<tr>
<td></td>
<td>1.43</td>
<td>Determine ways to conserve natural, personal, and family resources.</td>
</tr>
<tr>
<td></td>
<td>1.43</td>
<td>Recognize factors that influence eating.</td>
</tr>
<tr>
<td>22</td>
<td>1.45</td>
<td>Investigate the food supply in relation to sources, food forms, and processing of the food.</td>
</tr>
<tr>
<td></td>
<td>1.45</td>
<td>Identify the impact of teen consumers on the marketplace.</td>
</tr>
<tr>
<td></td>
<td>1.45</td>
<td>Demonstrate awareness of the computer and its varied uses.</td>
</tr>
<tr>
<td>25</td>
<td>1.48</td>
<td>Identify ways planning helps facilitates goal attainment.</td>
</tr>
<tr>
<td>Rank</td>
<td>Mean</td>
<td>Learner Outcome</td>
</tr>
<tr>
<td>------</td>
<td>------</td>
<td>-----------------</td>
</tr>
<tr>
<td>1.48</td>
<td>Identify his/her goals and rank them in terms of values.</td>
<td></td>
</tr>
<tr>
<td>1.48</td>
<td>Describe social problems and their effect on the individual and society.</td>
<td></td>
</tr>
<tr>
<td>1.56</td>
<td>Describe the impact of various influences on consumer choices in clothing.</td>
<td></td>
</tr>
<tr>
<td>1.57</td>
<td>Identify procedures necessary for repair and care of clothing.</td>
<td></td>
</tr>
<tr>
<td>1.60</td>
<td>Identify factors which influence choices made in resource use.</td>
<td></td>
</tr>
<tr>
<td>1.64</td>
<td>Identify various clothing functions.</td>
<td></td>
</tr>
<tr>
<td>1.72</td>
<td>Determine ways in which people can have greater control over life through individual and group problem solving.</td>
<td></td>
</tr>
<tr>
<td>1.79</td>
<td>Choose and use equipment, fabric, and supplies needed to complete a simple fabric construction project.</td>
<td></td>
</tr>
<tr>
<td>2.20</td>
<td>Identify purposes and functions of the local FHA chapter in relation to classroom instruction.</td>
<td></td>
</tr>
<tr>
<td>2.41</td>
<td>Recognize opportunities for participation at the regional, state, and national levels of FHA.</td>
<td></td>
</tr>
<tr>
<td>2.43</td>
<td>Utilize FHA activities to exercise decision making skills and to assume responsibility.</td>
<td></td>
</tr>
</tbody>
</table>

* mean scores - 1.0 - great importance, 2.0 - moderate importance, 3.0 - low importance, 4.0 - no importance.