

RELATIVE EFFECTIVENESS OF TWO METHODS OF TEACHING
PERSONAL DEVELOPMENT TO HOMEMAKING GIRLS

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INTRODUCTION

Homemaking is that area of the school program which "concerns itself with assisting individuals to develop increasing ability in carrying their respective home responsibilities in relation to food, shelter, clothing, child care and guidance, health and home care of the sick, and in family and group relationships."¹ Spafford defines its purposes as follows:

- (1) The achieving of a satisfying and functioning philosophy of life with emphasis on personal and family living. . . .
- (2) The developing of a wholesome personality and the working out of satisfying human relationships. . . .
- (3) The broadening and enriching of life. . . .
- (4) The acquiring of techniques and skills needed in immediate personal and home living, learning to use one's resources to attain the values set up as most worth-while in life. . . .²

In general, it may be said that the major objective of homemaking education is to aid in the all-round development of the pupils so that they may be "sturdy folk, healthy in mind, body, and soul; enlightened in outlook; efficient in inter-personal relationships, and skilled in techniques of

¹State Board for Vocational Education, Homemaking Division, "Homemaking Education in Texas" (mimeographed bulletin), Austin, Texas, November, 1946, p. 2.

²Ivool Spafford, Fundamentals in Teaching Home Economics, pp. 2-4.

home living and making a living . . . ³ The place of home economics in a personality development program is indicated in the following comment:

Home economics undeniably has a place in training for social living. This involves training for life, for individual and social advancement. Home economics must place emphasis upon some skills but these skills must be considered in terms of their human qualities, their relations to the attitudes which are socially acceptable.⁴

Considerable research has been done on various aspects of personal development. There are recent investigations which show that some school subjects have been found to influence personality. So far as has been determined, nothing has been done to ascertain the relative effectiveness of home economics in developing personality.

In 1946 Anderson⁵ made a study of dominance, or self-evaluation, in women students of the North Texas State Teachers College and of the Texas State College for Women in Denton. She attempted to measure, compare, and evaluate the level of self-esteem in the women students of these colleges. She also attempted to show the relationship of certain

³State Board for Vocational Education, Homemaking Division, op. cit., p. 1.

⁴I. S. Wiles, "Home Economics and Life's Attitudes," Practical Home Economics, XI (January, 1933), 9-10.

⁵Nan L. Anderson, "A Study of Dominance-feeling in College Women" (Unpublished Master's Thesis, Department of Education, North Texas State Teachers College, 1946).

background factors to dominance-feeling in these two groups. She concluded that the two groups compared favorably with each other with respect to norms and levels of self-esteem and had similar environmental, physical, and social backgrounds. She also concluded that the following background factors affected the degree of dominance-feeling in college women: size of the family, the position of the child in the family, attachment of the subject to other children in the family, church membership and attendance, membership and leadership in clubs, men friends, women friends, conflict and attachment between daughter and father, conflict and attachment between daughter and mother, and choice of college. These findings are not directly related to the present problem but are indirectly related in that they involve problems connected with home life.

A study of the effect of group guidance classes on the attitudes and personal adjustments of sophomore high school girls in Galveston, Texas, was made by Hatcher⁶ in 1946. The investigator sought to determine to what extent the teaching of group guidance seemed to improve the personality and attitudes of forty-five sophomore girls. She concluded that substantial gains in personal adjustment were made by members of these classes. Although these findings have no

⁶Eva Hortense Hatcher, "A Study of the Effect of Group Guidance Classes on the Attitudes and Personal Adjustments of Sophomore High School Girls" (Unpublished Master's Thesis, Department of Education, North Texas State Teachers College, 1946).

direct relation to the present problem, they are cited as data on efforts made to improve personality of high school girls.

In 1948, Moore⁷ made an experimental study of personality development in the stenography class of the Edinburg, Texas, high school. The investigator's purpose was "to make a survey of all personality training procedures in an attempt to adapt those methods to the instructional problems of schools having a large Latin-American enrollment, and . . . to correlate personality development with the study of stenography and job finding by giving it specific emphasis in such a course."⁸ Two groups, each containing twelve Latin-American and eighteen Anglo-American students, were used in the study. Both groups were given the same three personality tests at the beginning of the school year. One group received specific training in personality development, but the other group did not. At the end of the year, the three tests were administered again for indications of growth in personality adjustment. An analysis of data showed that the group that had had special training improved more than did the other group. These findings are not to

⁷Phelma Newton Moore, "An Experimental Study of Personality Development in the Stenography Class of the Edinburg High School" (Unpublished Master's Thesis, Department of Business Administration, North Texas State Teachers College, 1948).

⁸Ibid., p. 1.

be compared with the findings of the present problem except from the standpoint of the results of special training in the area of personality development. The investigator concluded that "personality traits can be measured scientifically with some degree of reliability and . . . personality can be improved through systematic training."⁹

When the problem arose as to when and how to incorporate an emphasis on personality in the home economics course of the high school at Tiooga, Texas, in 1948 and 1949, the teacher began to investigate courses of study and instructional materials. An examination of the State Department's homemaking guide, "Homemaking Education in Texas,"¹⁰ showed that personality development was not listed as one of the special areas of the homemaking program, nor did it contain special units on this subject.

The question as to whether to teach personality development as a separate unit or to include it as an integral part of the total homemaking program became a problem which required careful investigation. It became the purpose of this study, therefore, to determine whether more measurable growth in personality is achieved by teaching a special unit

⁹Ibid., p. 83.

¹⁰State Board for Vocational Education, Homemaking Division, op. cit.

in personality than by including such subject matter as an integral part of the homemaking program.

As in practically all studies, certain limitations were necessary in the development of the present problem. They were as follows: (1) the local study includes only students in the Tioga, Texas, high school; (2) the experiment extends over the period of one year; (3) no control group was set up, and no provision was made for equating or matching the two groups according to homemaking classes, homemaking or social experience, and previous classes in homemaking; and (4) the analysis of problems is limited to types and does not deal with specific problems.

PROCEDURE

The initial step in this study was to divide the members of the homemaking classes in the high school of Tioga, Texas, into groups. One class, composed of eighteen juniors and seniors, was designated as Group A. Another class, made up of sixteen freshmen and sophomores, was designated as Group B. Both classes were enrolled in first-year homemaking. All of the girls had access to the same references and supplementary materials. Both groups participated in units related to the same areas of homemaking, except that Group B participated in an additional unit on personality development, whereas Group A dealt with this problem only as an integral part of the total program.

Tests and Plan of Work

In order to determine the status of each girl's individual and social adjustment, all of the students included in the experiment took the California Test of Personality, Secondary Series.¹ In addition to the test, each girl made a study of her problem by marking the Problem Check List, High School Form.² As she read through the list, she

¹Ernest W. Tiegs, Willis W. Clark, and Louis P. Thorpe, California Test of Personality, Secondary Series.

²Ross L. Mooney and Mary Alice Price, Problem Check List, High School Form.

underlined the problems which were of concern to her. She also added a summary of her personality needs as she interpreted them.

When the initial testing and problem-checking program was completed, units in the following areas were planned co-operatively by both classes and the teacher: food preparation and nutrition, clothing construction, grooming, home management, entertaining, laundering, child care, family relationships, and sex education. Group B's additional unit on personality development included such topics as "Understanding Ourselves," "The High School Girl and Her Family," "You and Your Family," "Boy and Girl Friendships," and "Looking toward Marriage."

In setting up the instructional procedure, the problem arose as to when the special four-weeks personality unit for Group B should be taught. In order to avoid its development disproportionately early or late in relation to the whole experiment, it was placed early in the second semester. The personality content for Group A, on the other hand, extended over the nine-months school year.

At the end of school, the California Test of Personality, Secondary Series, was administered again to Groups A and B. Results of the initial and final tests were then studied to determine whether comparable changes had taken place.

Course Content for Personality Development

The development of each girl's personality may be said to be in line with two major objectives of the homemaking program which include becoming a better member of her immediate family and a more capable and efficient homemaker for the future. These objectives place emphasis on a well-rounded, satisfying life and satisfying individual and family standards of living. More specifically stated, the over-all objectives for the course content for personality development were (1) the development of specific skills, habits, and practices; (2) the acquisition of desirable knowledges; (3) initiation of changes in habits of thinking, attitudes, and interests; (4) development of appreciations; (5) improvement of each girl's own social adjustment and emotional stability; and (6) the enlargement and extension of desirable purposes in life, based on a working philosophy of life.³

The major objective in the unit regarding food preparation and nutrition was the attainment and maintenance of optimum health. Emphasis was placed on the role of good food habits in promoting efficiency, happiness, learning ability, and general well-being.⁴ The following two main

³State Board for Vocational Education, Homemaking Division, op. cit., pp. 12-13.

⁴Adelle Davis, Vitality through Planned Nutrition, pp. 1-3.

types of activities were engaged in as means of accomplishing the desired outcomes of the unit:

1. A survey of the nutritional needs of each girl and her family. This information was used to help her recognize and solve the family's nutritional problems through planning adequate meals.

2. Provision of experiences in planning, preparing, and serving meals with emphasis on table etiquette and meal service.

In the unit on clothing construction⁵ the following outcomes were sought for and by each girl:

1. The enrichment of her appreciation and understanding of the social significance of dress.

2. The development of her understanding of certain factors which influence dress modes.

3. The attainment of a desirable selection of clothing for becomingness and occasion.

4. The realization of her responsibility as a buyer.

5. The attainment of knowledge conducive to the wise selection of both fabric and dress.

6. Familiarity with the necessary steps in garment construction and an understanding of their relation to the production of a satisfactory garment.

⁵Lucy Rathbone, Elizabeth Tarpley, and Alice F. Blood, Fabrics and Dress, pp. 2, 8, 88, 51-53, 35-50, 312-327, 330-333.

7. Knowledge of the care needed to maintain satisfactory garments made from various materials.

In order to develop experiences for the realization of the preceding aim, opportunities were provided for the selection of clothing and fabrics, the construction of garments, and the care of clothing. Additional experience in individual wardrobe planning and construction was gained through home projects.

The unit on grooming⁶ was designed to help develop an understanding of good grooming and to achieve some skill in this realm of experience. Understandings developed in this unit were as follows:

1. The importance of being appropriately groomed for all occasions.
2. The essentials of good grooming.
3. Types of clothes appropriate for school, business, and social life.
4. The necessity for building good daily health and grooming habits.

Opportunities were provided for each girl to analyze her cosmetic needs through the use of charts on types of desirable make-up. Selections of proper types of clothes for various occasions were made from pictures. Opportunities

⁶Mabel B. Trilling and Florence Williams, Art in Home and Dress, pp. 405-514.

were provided for laboratory experience in good grooming practices.

The unit on home management included emphasis on house plans, family budgets, and home beautification. Emphasis was placed on management of space, equipment, furnishings, fluctuating income and prices, household accessories in relation to beautification, and economy of time consumed by household tasks. The following objectives were set up for this unit:

1. Making homes safe and healthy places in which to live.
2. Using, caring for, and repairing home equipment and furnishings.
3. Conserving and keeping homes in good repair.
4. Helping youth find opportunities for rendering home services.

The girls had experience in planning budgets for their respective homes. They selected house plans from magazines and analyzed them. They also visited homes and noted the house plans and the furnishings. During the emphasis on flower arrangement they participated in a demonstration on corsage making. Home projects related to home management furnished experiences which provided for an analysis of the needs to be met in each girl's home.

⁷State Board for Vocational Education, Homemaking Division, op. cit., pp. 19-22.

The primary purpose of the unit on entertaining was to give the girls experience in two phases of the problem:

1. Planning entertainments and leisure-time activities, including decorations, games, and refreshments for family enjoyment and for social groups.

2. Developing the social qualities essential to entertaining or being entertained, at home or in other places.⁸

Provision was made for collecting party ideas from books and magazines. Girls planned and served a tea for their mothers and sponsored a Mexican supper for the public. In addition, they were guests at a Future Homemakers of America party given by a neighboring group of girls.

The purposes of the unit on laundering were as follows:

1. To enable the girls to take proper care of their clothes.

2. To understand laundering methods in relation to the type of article to be laundered, the fabric, and the condition of the garment.

3. To understand daily, occasional, and seasonable care of clothes.

4. To learn how to remove stains and mend clothes.⁹

⁸Faith Leman Gorrell, Hughina McKay, and Frances Zuill, Food and Family Living, Revised Edition, pp. 45-63.

⁹Rathbone, Tarpley, and Blood, op. cit., pp. 317-329.

The girls visited a commercial laundry and observed methods in operation. They also laundered the dish towels in the home economics department of the school. Home experiences included helping with the family laundry.

The unit on child care had two main objectives: (1) to understand and guide the growth and development of young children, and (2) to understand the responsibilities of parenthood. The purpose of the first objective was twofold: first, to develop an understanding of how mind and character grow; and second, to show how personality patterns developed in the very early years determine the kind of an adult person the individual will become. The aim of the second objective was to provide experiences that help the girls in their daily relationships with children and in their understanding of the responsibilities of parenthood.¹⁰

Activities were provided for the observation of the care of infants and the play of young children. Home experiences included the care of the girl's young brothers and sisters.

The unit on family relationships was centered around the following general concepts related to democratic family living:

1. Parents and children should develop a general plan of co-operation.

¹⁰Ibid., pp. v-vi.

2. A family council or regular family planning is an effective way of initiating and developing a spirit of co-operation.

3. Each member of the family should have some time each day which he can call his own.

4. When working or playing together, each member of the family should give his best self.¹¹

The purposes of the unit were as follows:

1. To help the girls to understand how families can live happily together.

2. To show how each member, young or old, can share family responsibilities.

3. To show how the feeling of security grows when each member knows that he is indispensable to the happiness and smooth operation of the home.

Activities included in the unit were as follows:

1. A tea was given for the mothers.

2. Each girl analyzed her own family as to interests, leisure time, income, and responsibilities to be shared.

3. Each girl read books and periodicals of family relationships.

The purpose of the unit on sex education was threefold:

¹¹Helen Goodspeed, Esther R. Mason, and Elizabeth Woods, Care and Guidance of Children, p. 15.

1. To understand the physical development of the adolescent.
2. To develop desirable attitudes toward physical and emotional changes.
3. To learn about social diseases.

The program was based on the following concepts:

1. Sex is a natural, normal, vital factor in living things.
2. An accurate sex vocabulary is essential for understanding sex.
3. Accurate information promotes wholesome sex attitudes.¹²

Two major activities were included in the unit. First, each girl read about the problem of sex in books and bulletins. Second, a film on "Men" was shown to all the girls.

In order to provide opportunities for developing social qualities, additional social experiences were incorporated in the general homemaking course for Group A. Activities included a party for the girls and their dates, a tea for friends, and an afternoon reception for the mothers. Each of these functions was preceded and followed by a class discussion on manners, invitations, introductions, social graces, and serving etiquette. In addition to these activities, each

¹²Anonymous, "A Course in Personal Relationships" (mimeographed), Tulsa, Oklahoma, Public Schools, 1947.

girl attended some other social function and brought back to class the names of new people whom she met.

As already stated, four consecutive weeks of concentrated work on personality development were carried on with Group B. During this time the Problem Check List, High School Form, was referred to occasionally as students or teachers found it helpful in clarifying problems of purpose or procedure.

Summary of Steps in Procedure

The steps in the procedure were as follows:

1. Investigate tests to discover an instrument suitable for measuring the status of personality development at the beginning and at the end of the experiment.
2. Interest high school homemaking students in personality development and enlist their co-operation in carrying on the experiment.
3. Investigate and select an instrument for discovering students' personality problems.
4. Administer the California Test of Personality, Secondary Series.
5. Investigate curriculum and instructional materials for suitable content to use in guiding students in personality development.
6. Administer the Problem Check List, High School Form.

7. Plan a unit on personality development in co-operation with the high school students.

8. Teach the special personality unit for Group B.

9. Include the content of the personality unit as an integral part of the nine-months' homemaking course for Group A.

10. Administer the California Test of Personality, Secondary Series, to both groups as an end test.

11. Compile and analyze data to determine significant changes in the two groups.

DISCUSSION AND RESULTS

The Problem Check List

As was stated under "Procedure," each girl who participated in the present study filled out the Problem Check List, High School Form,¹ at the beginning of the study. Through this medium, the girls were enabled to determine and to identify many of their personal problems in the following eleven areas: (1) health and physical development; (2) finances, living conditions, and employment; (3) social and recreational activities; (4) courtship, sex, and marriage; (5) social and psychological relationships; (6) personal-psychological relationships; (7) morals and religion; (8) home and family; (9) the future: vocational and educational; (10) adjustment to school work; and (11) curriculum and teaching procedures. Table 1 contains data on these items.

Examination of data in Table 1 shows that 704 problems were marked by Group A, whereas 356 were marked by Group B. In each of the eleven areas, the number checked by Group A was consistently larger than the number checked by Group B. The greatest difference for the two groups occurred in the

¹Mooney and Price, op. cit.

TABLE 1
**PROBLEMS CHECKED BY GROUPS A AND B ON THE
PROBLEM CHECK LIST, HIGH SCHOOL FORM**

Area	Group A	Group B	Difference
Health and physical development	69	40	29
Finances, living conditions, and employment	46	34	12
Social and recreational activities	70	36	34
Courtship, sex, and marriage.	77	54	23
Social-psychological relations	76	46	30
Personal-psychological relations	93	43	50
Morals and religion	45	11	34
Home and family	28	18	10
The future: vocational and educational	78	23	55
Adjustment to school work . .	61	36	25
Curriculum and teaching procedure	61	15	46
Total	704	356	348

areas of the future: vocational and educational, and personal-psychological relations areas. Showing the least difference were home and family and finances, living conditions and employment.

Further examination of Table 1 shows a great range in the number of problems in the different areas checked by each group. The highest number for Group A was ninety-three in the area of personal-psychological relationships, whereas the lowest was twenty-eight in the area of home and family. Other areas checked most often by this group, in their numerical order, are as follows; the future; vocational and educational; courtship, sex, and marriage; social-psychological relationships; social and recreational activities; health and physical development; adjustment to school work; curriculum and teaching procedures; finances, living conditions, and employment; morals and religion; and home and family.

The highest number of problems checked by Group B is fifty-four in courtship, sex, and marriage; whereas the lowest is eleven in morals and religion. Other areas checked most often by Group B, in their numerical order, are as follows; social-psychological relationships; personal-psychological relationships; health and physical development; social and recreational activities; adjustment to school work; finances, living conditions, and employment; the future; vocational and educational; home and family; curriculum and teaching procedures; and morals and religion.

Table 2 contains information on the responses of each group to five summarizing questions regarding the students'

acceptance of the Problem Check List. Responses to the second question on the list, which was, "How would you summarize your chief problems?" were not included in the table, because this question could not be answered by "yes" or "no."

An analysis of information in Table 2 shows that twenty-nine of the thirty-four girls participating in the study said that they felt that the items marked on the list gave a well-rounded picture of their problems. All of the participants in Group A indicated that they enjoyed filling out the list. Fourteen reported that they would like to have more opportunities in school to write, think about, and discuss matters of personal concern. The same number said they would like to talk to someone about their problems, but only two indicated that they had any person in mind with whom they would like to talk.

An examination of Group B's response to the summarizing questions shows that fourteen of the eighteen girls indicated that their marked checklist presented a well-rounded picture of their personal problems. Three answered "no" to this question, whereas one omitted her answer. Seventeen said that they enjoyed the questionnaire, and one failed to check this item. Only six reported that they would welcome more opportunities to write out, think about, or discuss their personal problems; ten answered negatively, and two did

TABLE 2

ATTITUDES OF GROUPS A AND B TOWARD PROBLEMS
IN THE PROBLEM CHECK LIST, HIGH
SCHOOL FORM

Summarizing Question	Type of Response								
	Yes			No			None		
	Group			Group			Group		
	A	B	Total	A	B	Total	A	B	Total
Do you feel that the items you have marked on the list sheet give a well-rounded picture of your problem? . . .	15	14	29	1	3	4	0	1	1
Have you enjoyed filling out the lists?	16	17	33	0	0	0	0	1	1
Would you like to have more chance in school to write out, think about, and discuss matters of personal concern to you?	14	6	20	2	10	12	0	2	2
If you had the chance, would you talk to someone about some of the problems marked in the list?	14	11	25	1	5	6	1	2	3
If so, do you have any particular person(s) in mind with whom you would like to talk?	2	5	7	13	10	23	1	3	4

not answer the question. Eleven girls indicated that they would welcome opportunities for counseling, five did not wish such opportunities, and two omitted their answers. Five participants stated that they had some particular person in mind with whom they would like to talk; ten had no one in mind; and three failed to check this item.

Three questions in this table deal with the student's recognition of her problems and her interest in working at their solution. These questions are the following:

1. Do you feel that the items you have marked on the list sheet give a well-rounded picture of your problem?
2. Would you like to have more chance to write out, think about, and discuss matters of personal concern to you?
3. If you had the chance, would you talk to someone about some of the problems marked in the list?

An analysis of the responses to the three preceding questions, as contained in Table 2, shows that Group A checked a total of forty-three "yes" responses, whereas Group B checked a total of thirty-one.

The Personality Tests

At the beginning of school, the California Test of Personality, Secondary Series, was administered to Groups A and B for the purpose of determining the extent to which each girl was adjusting to the problems and conditions which

confronted her. The maladjustments were further analyzed by the Problem Check List, High School Form, and used as a basis for the development of curricular materials. At the end of the school year the California Test of Personality was administered again to both groups to determine whether any measurable benefits had resulted from the year's work. The test scores for the two groups were then examined and compared.

Table 3 shows that the average score of Group A on the first administration of this test was 43.43; on the second it was 53.43, a gain of ten points. Group B's average on the first submission of the personality test was 39.68; on the second it was 51.56, a gain of 11.88 points. The score range -- 75, 80, 85, and 75 for the four successive tests -- was very high. The range in score difference for each group was proportionately high.

Further examination of the data in this table reveals that six of the sixteen girls in Group A attained higher scores than the group's average on the first submission of the personality test, and seven girls exceeded the group's average on the second test. In Group B, five of the eighteen girls exceeded the group's average on the first test, and eight exceeded it on the second test. In Group A, the gain made by individual girls ranged from five to seventy-five points, whereas the loss ranged from five to twenty-five

TABLE 3

DISTRIBUTION, RANGE, MEAN SCORE, AND SCORE DIFFERENCE
ON CALIFORNIA TEST OF PERSONALITY
FOR GROUPS A AND B

Pupil	Group A			Group B		
	Pre-test	End Test	Difference	Pre-test	End Test	Difference
1	85	90	+5	85	80	-5
2	70	90	+20	80	30	-50
3	65	40	-25	70	75	+5
4	65	80	+15	50	60	+10
5	55	90	+35	65	75	+10
6	45	40	-5	50	10	-40
7	40	15	-25	35	75	+40
8	40	80	+40	35	25	-10
9	40	15	-25	25	55	+30
10	35	30	-5	25	30	+5
11	30	40	+10	15	80	+65
12	30	90	+60	25	70	+45
13	25	95	+70	20	25	+5
14	20	20	0	20	20	0
15	10	30	+20	15	20	+5
16	10	10	0	10	40	+30

TABLE 3 -- Continued

Pupil	Group A			Group B		
	Pre-test	End Test	Difference	Pre-test	End Test	Difference
17				5	40	/35
18				5	20	/15
Total .	665	855	160	635	830	195
Mean .	43.43	53.43	10.00	39.68	51.56	11.88
Range .	75	80	90	85	75	100

points. In Group B, the gain ranged from five to sixty-five points, whereas the loss ranged from five to seventy points. Apparently, Group A's end-test scores were more consistent than the end-test scores of Group B.

Table 4, a presentation of comparisons of gain and loss in personality adjustment scores, shows that nine girls in Group A and twelve in Group B showed gains in personality development. Six girls in Group A and one girl in Group B made the same score on both personality tests and therefore showed neither gain nor loss in score points. Careful study of the data shows that the score gains for Group B may actually not be greater than gains from Group A. Referring to Table 3, it is seen that four girls in the first-named

group gained only five points. Since a score difference this small may be attributed to errors in sampling, the gain is not considered significant.

TABLE 4
COMPARISON OF GAIN AND LOSS IN PERSONALITY
ADJUSTMENT SCORES

Group	Number in Group	Gain		Loss		No Change	
		Number	Per Cent	Number	Per Cent	Number	Per Cent
A	16	9	56	5	37	2	12
B	18	12	66	5	27	1	5

After finding the percentages in each group whose scores were higher at the conclusion of the experiment, the question arose as to whether the scores were sufficiently high to show a real difference. A statistical test was applied. The mean difference and the standard error of the difference were computed and the D/s_d values compared with Fisher's "Tables of F and t^2 " to determine whether the mean differences found were significant. These data appear in Table 5.

Table 5, a comparison of mean differences for various groups in terms of D/s_d , shows the mean difference (D), the standard error of the difference (s_d), and the ratio of the

²R. A. Fisher, Statistical Methods for Research Workers, Table VI, p. 89.

standard error to the mean difference (D/s_d). Comparisons are shown for the pre-tests for Groups A and B, the end-tests for Groups A and B, the pre-test and end-test of Group A, and the pre-test and end-test of Group B.

TABLE 5
SIGNIFICANCE OF MEAN DIFFERENCES FOR VARIOUS
GROUPS IN TERMS OF D/s_d

Comparison	Mean Difference	s_d	D/s_d
Pre-test, Groups A and B	3.75	3.05	1.25
End-test, Groups A and B	1.87	9.95	0.018
Pre-test and end- test, Group A .	10.0	7.25	1.38
Pre-test and end- test, Group B .	11.88	7.7	1.54

According to data in Table 5, the ratio of the standard error of difference to the mean difference of the pre-tests for Groups A and B shows a D/s_d value of 1.25. Reference to Fisher's tables shows that the value of t for sixteen samples should be 2.042 or 2.750 to be significant at the five per cent or one per cent levels, respectively.³ Since the calculation of $D/s_d = 1.25$ is much smaller than this, the mean difference in score is due to sampling errors only

³ Ibid.

and not to real score differences between the two groups. Differences for the other groups are also too small to be considered significant.

These findings do not parallel the conclusions drawn by Moore,⁴ who found that special training in personality development among high school pupils appeared to result in more measurable benefits than an integrated treatment of the subject. However, since Moore's study involved Latin-American pupils, a comparison of her findings with those of the present study might not be significant.

⁴ Moore, op. cit., p. 1.

SUMMARY OF FINDINGS AND INTERPRETATIONS

An examination of the data supplied by the experiment with two methods of teaching personality development to homemaking students resulted in the following findings:

1. Mooney and Price's Problem Check List was an effective instrument for discovering personal problems.

2. Group A, composed of juniors and seniors, who did not participate in a special unit on personality, appeared to be more aware of their personality problems, more ready to express them, and more willing to discuss them than were members of Group B, composed of freshmen and sophomores. They checked approximately one third of all the problems listed, which represented fifty per cent more in kind and twice as many in number as those checked by Group B. These reactions may be attributed to the fact that members of Group A were more mature than Group B.

3. All totals were consistently higher for Group A than for Group B.

4. Three types of problems stood high for both groups, namely, (1) courtship, sex, and marriage; (2) personal-psychological relationships; and (3) social-psychological relationships.

5. Consistently low for both groups were problems of home and family; morals and religion; finances, living conditions, and employment. This indicates that family traditions and loyalties are strong. It also supports the observation that religious convictions and affiliations exert a great influence on these students, and that maintaining a standard of living consistent with the family income is a matter of personal pride.

6. The recognition of problems in three areas, namely, vocational and educational, adjustment to school work, and curriculum and teaching procedures, was pronounced in Group A but only slightly in evidence among members of Group B. This may be because age, vocational experience, and environment are contributory factors in these areas.

7. A review of the attitude of the students toward the problems of the questionnaire shows that the girls in Group A recognized, understood, and were more interested in discussing their problems than were members of Group B.

8. Group A showed an average gain of nine points on the final administration of the California Test of Personality, Secondary Series. Their apparently lower gain than that made by Group B may have been due to their lack of interest in taking the test.

9. Group B's seemingly larger mean score in personality development is due to sampling errors and does not

indicate a greater gain than that of Group A. Moreover, although Group B's personality scores for the pre-test and the end-test seem to show more consistent gain and to vary less than the scores of Group A, the results of application of the statistical test show that the mean difference cannot be interpreted as real.

10. The wide score range, and the fact that forty-two per cent of all the girls participating in the experiment showed no gain in the personality score at the end of the unit, indicate that instruction in personality development was not effective in bringing about measurable changes in personality. The relatively small differences between the various group averages in relation to the standard error of these differences show that neither group made a substantially greater gain than the other.

CONCLUSIONS

An analysis of the findings reported in previous sections of this study led to the conclusion that apparently no more measurable benefits were derived from teaching personality development as a separate unit than as an integral part of the home economics program. Two major limitations were recognized: first, the two groups were not comparable in age, classification, homemaking instruction, or social experience; and second, the number participating in the experiment was too small for results to be conclusive.

The investigator also concluded that because the more advanced group members were more aware of their problems and more interested in discussing them, they might have made more progress had they studied their personality problems as a special unit. The younger group members might have made as much or more progress had they studied their problems as they arose and as an integral part of the homemaking program. Since limited experience, background, and a more limited span of attention indicate less extensive and intensive treatment of personal problems at the freshman and sophomore levels, work with varied problems dealing with the improvement of home and family life might have provided better opportunity for the development of understandings, attitudes, and behavior commensurate with the growing needs of this group.

Finally, one may conclude that there are age, experience, and achievement levels at which more measurable results may be derived by teaching a separate unit in personality development but that further research is needed to determine these levels.

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