

AN APPRAISAL OF IN-SERVICE EDUCATION  
FOR HOME ECONOMICS TEACHERS IN BRITISH COLUMBIA

by

EILEEN LOLA JACKSON

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APPROVED:

  
\_\_\_\_\_  
Professor and Head of Home Economics Education  
In Charge of Major

  
\_\_\_\_\_  
Head of Department of Home Economics Education

  
\_\_\_\_\_  
Chairman of School Graduate Committee

  
\_\_\_\_\_  
Dean of Graduate School

Date thesis is presented

July 31, 1958

Typed by Margaret Barber



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# AN APPRAISAL OF IN-SERVICE EDUCATION FOR HOME ECONOMICS TEACHERS IN BRITISH COLUMBIA

## CHAPTER I

### INTRODUCTION

#### The Need for In-service Education

Because of the great demands placed upon teachers today, programs for in-service education of teachers is recognized as an increasingly pressing problem. Gradually schools have taken over many responsibilities handled, adequately or not, by the home and other institutions. New services have been delegated to the schools. For example, alcohol education, sex education, occupational guidance, health and even dental care are now accepted as part of the school program. Besides being prepared to share in these responsibilities, teachers need to keep up-to-date on both the subject matter they teach and the methods for teaching. Certainly new philosophies and new techniques must be developed if teachers are to cope successfully with this tremendously increased responsibility of preparing youth for life in this changing world.

Any philosophy, to be kept alive and working, needs to be periodically revised and restated. In their busy day-to-day schedules, teachers cannot lose sight of the fundamental objectives of teaching. Rather, they must accept

the responsibilities that are concomitant with increased professional recognition and remuneration. With the present day trends of increased numbers of working mothers, a higher divorce rate, frequent migrations and immigrations, and increased standards of living, the home economics teacher has a vitally important role to play. She must be continually revising her objectives and methods to meet the ever changing needs of her pupils.

It must be admitted then that the pre-service education of teachers cannot adequately prepare them to meet successfully all the situations that they will encounter in their teaching. In-service education has arisen out of a very definite need of the teacher, a need that has been recognized by the teachers themselves, as may be seen by the fact that many forms of in-service education are teacher-inspired. In-service education has become of such importance in the writer's own local teacher organization, that she has undertaken this study with a very personal desire to learn more of the extent of professional growth evolving from teacher participation in activities contributing to teacher improvement.

That there is a need for study on this topic in the United States as well as Canada is evident. In 1954, "evaluation of various forms of in-service education" was listed by the Committee on Studies and Standards of the



American Association of Colleges for Teacher Education as an area in which research is needed (3, p.51).

### Definition of In-service Education

In-service education is a term which may be used quite loosely by teachers, administrators and school boards. For the purposes of this study it needs to be clearly understood.

The definition of in-service education which most closely coincides with the beliefs of the writer is that given by Phillips. He states that

In-service education may be said to consist of those experiences, processes, procedures and techniques which result in the personal, social, academic and professional growth of the individual concerned, and hence in the improvement of the quality and effectiveness of the educational program (14, p.357).

In-service education, in contrast to pre-service education, is "on-the-job training," whereas pre-service education usually refers to college preparation for teacher certification before employment as a teacher. In-service education is taken after graduation from an institution of higher education and after entrance into the teaching field. It may or may not take place during the school term. Summer vacation time is frequently used for many types of in-service education activities.

For this study, the term in-service education includes only selected activities directly related to teaching, and in which a teacher participates with the ultimate objective of bringing about an increased learning of her pupils.

### Purpose of the Study

Teachers individually and collectively spend considerable amounts of money on in-service education. If these activities are serving their purpose, that of improving instruction, then the money has been well spent. If they are not serving their purpose, then new and more effective activities need to be planned.

Many types of in-service education are teacher-sponsored. It would seem that the British Columbia Teachers' Federation considers teacher-sponsored in-service activities extremely valuable. The following statement appears in an In-service Education Guide Sheet issued by them in 1957. "The British Columbia Teachers' Federation believes in a program of in-service education for teachers, promoted and carried out by teachers. It is Federation policy to encourage and assist Local Associations to be active in this field (4, p.1)."

The writer has been teaching home economics for 10 years, and during that time she has participated in many forms of in-service education. She has been very much



aware that she derived more and greater benefits from some types of in-service education than from others. When the opportunity occurred for the writer to undertake an investigation, she chose to appraise in-service education for home economics teachers in British Columbia.

In order to make this appraisal, this study was designed with these four specific purposes in mind:

1. To determine the degree of availability of three of 11 selected types of in-service education to the home economics teachers of British Columbia.
2. To determine how many of the home economics teachers in British Columbia participate in 11 selected in-service education activities.
3. To determine which of the 11 selected types of in-service education the British Columbia home economics teachers believed were most beneficial to them.
4. To ascertain the nature and extent of the benefits derived from 11 selected types of in-service education as appraised by the home economics teachers in British Columbia.

### Selected Studies in In-service Education

In-service education is certainly not new. Teachers have been participating in it for many years. The more planned and organized in-service programs, however, are relatively new. The amount of current literature on the subject indicates a great interest in this field, but there has been little research into the comparative values of the different forms of in-service activities in any field of education. One fairly extensive study was made by Lingren.

He set out to evaluate 22 types of in-service activities involved in the development of new high school curricula. His list, which follows, shows the scope of in-service education today:

- Teacher self-rating
- Individual reading
- Faculty professional library
- Professional bibliographies available
- Local professional bulletins
- Membership in professional organizations
- Discussion or study groups
- Committee work
- Experimentation or research projects
- School surveys
- Visiting days or field study
- Exchange teachers
- Supervisors in on planning units of work
- Faculty meetings on curriculum problems
- Late afternoon, evening, or Saturday classes
- Summer school
- Leave of absence for study
- Curriculum specialists used as consultants
- Participation in civic life
- Affiliation with non-professional groups
- Teacher parent meetings and conferences

Twenty-three secondary schools participated in this study, and were chosen because of the considered excellence of their in-service education program. All sizes and types of secondary schools were included. Data were gathered through representatives from the selected schools. The five activities which the teachers rated as being of most benefit in the development of a new curriculum were, in order, study groups, committee work, experimentation and research, faculty meetings on curriculum problems, and summer workshops. A number of teachers mentioned the use of supervision in the planning of the curriculum, the use of curriculum specialists, and the faculty library as being of much value to them for this purpose. Arising out of these activities, many new methods of teaching were used which had not been practiced prior to these programs (12, pp.62-68).

From Flint, Michigan, Holmlund reported on the evaluation of a course on child development which grew out of a need for knowledge to cope with the problems which ordinarily went to child guidance experts. Because there were not enough of these experts to handle the situation, a project was set up in which 69 teachers composed an experimental group and 42 a control group. The experimental group participated in the child guidance course. Before and after evaluations were made by the principals concerned,



and then self-evaluations were made by the teachers themselves. The results showed a definitely higher rating by the principal for the teachers in the experimental group than for those in the control group. The teachers themselves stated that the course had been helpful in gaining clearer concepts of child growth and behavior, in learning new techniques, and in improving their own educational philosophy (8, pp.50-52).

Cory conducted a survey on the incentives used in motivating the professional growth of teachers. Two hundred and fifty-nine principals and 1197 teachers participated in the survey. The study was conducted by means of questionnaires which were given only to the better teachers and those who, in many cases, had taken part in in-service activities. The findings of this survey which are significant to the present study were: The teachers who had participated in workshops or study groups in any area were more likely to believe that the benefits to be derived from such participation were valuable to them. The opportunity to share in the solving of problems which were of direct concern to the teachers was believed to be the most vital incentive to teacher growth. The benefits the participants most frequently mentioned as being derived from taking part in these activities were those which revolved around renewed interest in their teaching (6, pp.385-409).

In 1956, the British Columbia Teachers' Federation issued a lengthy report on a year's study of teacher-sponsored in-service education in British Columbia. The information was secured by means of questionnaires to the teachers themselves and to the executives of the local teacher organizations. The activities listed for evaluation were: workshops, study groups, institutes, conferences, inter-class visits, extension programs, courses, and "others". Some of the results from this report are pertinent to this study. For instance, the type of activity most frequently preferred was that which gave practical teaching methods. Courses giving practical subject matter information were also desired. It was interesting to note that the home economics teachers responded with the wish for advanced work in their field, but the frequency of the response was not given in this report (5, pp.1-11).

In the same report, evaluation sheets from the 1955-1956 Okanagan Valley in-service education program showed that teachers participating in this particular program derived varied benefits, including:

1. Practical help for beginning teachers
2. Opportunity to discuss problems for which there is insufficient time at conventions
3. New ideas to try out
4. Suggested references and texts



5. Mental health boost from discovering other teachers have the same problems (5, p.13)

The writer selected the four preceding studies because they revealed the directions being taken by research in the field of in-service education. They indicated also the scope of in-service education today, and the benefits which certain teachers have derived from participation in these activities.

It was necessary at this stage to limit the present study to specific types of in-service education and specific benefits which teachers may derive from them.

#### Limitations of the Study

Although it has been shown that there are many different kinds of in-service activities, this study has been limited to the 11 which the writer believed to be the most tangible which home economics teachers would recognize as being concerned with the improvement in the learning of pupils. These 11 types chosen were:

1. British Columbia Teachers' Federation conventions
2. Correspondence courses
3. Extension courses
4. Local conventions
5. Local school district teacher meetings
6. Night school

7. Professional literature
8. School staff meetings
9. Summer sessions
10. Supervisory visits
11. Workshops

After the 11 types of in-service education were selected for this study, the writer's attention was more directly channelled along these lines. She endeavored to comprise a list of all the benefits which may be derived from these 11 types of in-service education. To accomplish this, she used books, magazine articles, pamphlets and theses. She also approached teacher associates for their opinions and assistance in this task. The list could be endless, but limitations had to be made. The final selection of the benefits to be derived from these in-service activities aimed at touching on all aspects of teacher growth. The 26 benefits listed in this study were:

1. Developed a clearer insight into the behavior of children
2. Helped you improve your classroom organization and control
3. Helped you develop a better understanding of the community
4. Increased your confidence in the presence of your fellow teachers

5. Increased your awareness of educational trends and professional problems
6. Increased your ability to provide for individual differences
7. Enabled you to interpret your pupils' progress to their parents
8. Enabled you to interpret the school program
9. Increased your knowledge of subject matter
10. Increased your understanding of the objectives of general education
11. Increased your understanding of the objectives of home economics education
12. Increased your understanding of the problems of other teachers
13. Increased your understanding of the pupils' parents and home life
14. Enriched your own personal life
15. Increased your understanding of the duties and responsibilities of the principal
16. Made you more aware of the need for professional unity
17. Increased your skill in using pupil records to help them learn to solve their problems
18. Contributed toward a higher salary



19. Helped you realize more satisfactions from teaching
20. Increased your skill in measuring student achievement
21. Increased your skill in recognizing student difficulties
22. Increased your understanding of supervisory services
23. Encouraged you to assume more responsibilities in your teacher organization
24. Improved your teaching methods
25. Enabled you to accept a more desirable teaching position
26. Helped you to identify and solve your teaching problems

The next section describes the 11 types of in-service education as they are carried on in British Columbia. It also presents the opinion of the writer, as well as that of other writers, as to the benefits which may be derived from each type of in-service education.

## Types of In-service Education

### Conventions

The British Columbia Teachers' Federation holds annual conventions of four days' duration at Easter vacation time. Business, professional and sectional meetings are held. The home economics teachers have one day devoted to sectional meetings. Local conventions that were considered in this study are held in the fall of each year and include all teachers from a designated district or group of districts. Business, professional and sectional meetings are held, the time allotted for each varying from year to year and from district to district.

It may be assumed that similar types of benefits could be derived from these two types of conventions, with the provincial convention contributing to a broader outlook on educational affairs. Benefits which could be received from either of these conventions are numerous. For example, a teacher may gain confidence in his own ability to pursue the task at hand, and he could develop a professional spirit (1, p.19). He might also receive experience in probing for solutions to common problems, and gain access to new techniques, new methods and new tools, and perhaps improve his classroom teaching by keeping abreast of the latest educational thought (21, pp.427-429). The teacher



is almost sure to have a better understanding of the problems of other teachers after participation in conventions (15, p.126). Of course, the benefits received would vary according to the type of sectional meeting and the quality of the speaker. The social aspect of conventions should not be ignored, as the spirit of comradeship experienced during these group activities is invaluable. Teachers frequently return to their classrooms inspired and refreshed after participation in conventions.

#### University Correspondence Courses and Extension Courses

Most universities offer correspondence or extension courses in various fields of interest. Correspondence courses are most frequently done individually, and, therefore, the participant is denied the benefits of group association. In both instances, work is taken mainly for credit. Despite these drawbacks, however, there can be definite benefits to participants in these two activities. Professional growth and stimulation are sure to result if the program is directed toward attainable objectives (1, p.17). In a lengthy report on adult education, Titus said that participation in extension work helps teachers to improve themselves, their contribution to society, and their earning capacity (17, p.17). The values of correspondence and extension courses would vary greatly with the

subject matter, but whatever the topic, it could be expected that increased knowledge of subject matter, increased confidence in the presence of fellow teachers, and enrichment of personal life are definite benefits to be received from participation in these activities.

### Local School District Teacher Meetings

Besides being a member of the British Columbia Teachers' Federation, each teacher is a member of a local association. There is one or more local associations in each of the school districts. As a general rule these associations hold regular monthly meetings, although this is not always so. The nature of work undertaken at these meetings varies. Their scope covers the whole range of educational interests and activities. The benefits from such meetings may be of a direct and substantial or an intangible nature. Perhaps most important of all, regular attendance at these meetings provides the teacher with the opportunity to become "profession-conscious" (16, p.239).

### Night School

Night school in British Columbia is an evening class sponsored by the local school boards with financial assistance from the provincial, and in some instances, the federal government. Any subject may be offered if there is

sufficient demand and an available instructor. Wales made a very detailed study of the development of adult education in British Columbia. He reports that the first formal adult education program in British Columbia was held in Vancouver in 1909. He stated further, that now more than 80 per cent of the school districts in British Columbia provide night school courses with some 33,500 adults attending (19, pp.49,127).

Since night school may embrace anything from classes in hobbies to classes in basic English, the rewards may be highly personal and individual. Teachers would doubtless find they have a better understanding of the community because of participation in night school. Some other benefits accruing from adult education, of which night school is one form, are, according to Titus, increased skills and enrichment of personal life (17, pp.6,9).

#### Professional Literature

That professional literature is considered an important in-service activity is shown by Ade's statement that there should be an organized program for the staff to direct the attention of teachers to valuable articles (1, p.17). In this connection Leeper has shown that 33 editors of state journals estimated that two thirds of their stated functions were directed toward professional growth and



education (10, p.95). Many people question the contribution of educational literature to teacher growth. Perkins sent out questionnaires to teachers and administrators asking their opinion as to whether they believe that the periodicals they read regularly would be more valuable to them if they were more practical and less theoretical. There seemed to be a definite indication that more articles reporting successful techniques and more "how to do it" articles were desired (13, p.241).

If professional journals were successful in their objectives, they could conceivably contribute to all the benefits listed in the questionnaire used for the present study.

### Staff Meetings

In British Columbia it is expected that there be at least one staff meeting every month. Such regular staff meetings should achieve the objectives stated by Walle; namely, the development of a philosophy that will be used consistently throughout the whole program, stimulation to professional reading, and increased security of the staff, one with the other (20, p.403). More specific benefits which could be expected to contribute to the broad objectives mentioned above would be a greater understanding of

the problems of other teachers and the responsibilities of the principal.

In addition to the regular staff meetings, any number of meetings may be held. These meetings generally deal with more specific topics such as curriculum, promotions, or the school program. Consequently, the benefits derived therefrom are of a more specific nature in that a particular problem is solved through the cooperative efforts of the staff members.

### Summer Sessions

As early as 1931, an estimated one quarter of all the teachers in the United States attended summer school (1, p.15). This indicated a felt need on the part of the teachers, and indicated also that summer sessions were fulfilling at least a part of that need. Since that time the number of courses offered and the number of teachers attending has increased. The contents of the summer session courses would greatly influence their value to the teacher. Whatever the course, increased knowledge of subject matter, enrichment of personal life, and increased confidence should result.

### Supervisory Visits

The British Columbia Department of Education has on its staff three persons whose duty it is to supervise and inspect home economics teachers in the province. In discussing the improvement of instruction, Allester stated that "a measure of the value of the supervisory program is the extent to which it makes teachers self-confident, self-dependent and self-directive (2, p.211)."

Ade believed that supervision must be constructive. He feels that it must not be merely class inspection, but "it should include help in directing the learning process, student activities, pupil adjustment and teacher adjustment (1, p.12)." If we accept these two statements, then it is possible for supervisory visits to provide all the benefits listed in this study.

### Workshops

According to Diederich and Van Til, the first known "workshop" was held at Ohio State University in 1936 (7, p.2). Since then countless workshops have been held throughout Canada and the United States.

In a report on a summer workshop held annually by the British Columbia Teachers' Federation, Legg et al stated that some of the values of these workshops lay in the information and inspiration they provide the young teacher



and the renewal of information and rejuvenation of spirit they provide the more experienced teacher (11, p.65).

New ideas and techniques, new insights and purposes, broader perspective and more understanding are all benefits which Waldrep felt could be derived from workshops (18, pp.164-166).

Hutchins described a workshop held at New York State College to study the problems and needs of city supervisors of home economics. This workshop, as evaluated by the participants resulted in a new focus on their own problems, improved methods and new evaluative devices and techniques (9, p.30).

The meaning of the term "workshop" is somewhat vague. Many of the local in-service meetings considered in this study have been designated as workshops regardless of their length or scope. Such workshops are predominantly teacher-sponsored and organized; therefore, some of the benefits derived will probably be in direct ratio to the enthusiasm, effort and activity of those participating.

### Summary

This study is concerned with in-service education for home economics teachers in British Columbia. The need for research on this subject has been shown in this chapter. The purpose of this study is to appraise the selected types

of in-service education in the light of the benefits which might be derived from them.

The next chapter will describe the methods used to collect and tabulate the data for this study.

## CHAPTER II

### METHOD OF PROCEDURE

#### Introduction

Just as a teacher needs continually to re-evaluate her success, so is it necessary for those planning in-service education for teachers to have a periodic evaluation of the programs. To do this they need information from the teachers participating in in-service education. It is hoped that an appraisal of some kinds of in-service education by home economics teachers in the province of British Columbia will be useful to in-service education planners. An attempt was made in this study to collect such information from these teachers. The instrument chosen for this purpose was the questionnaire.

#### Preparation of the Questionnaire

The questionnaire was planned to appraise the reactions of the home economics teachers to 11 selected types of in-service education activities in terms of 26 specific benefits they had derived from them.

As was stated in the preceding chapter, the 11 types of in-service education selected for this study were those tangible activities which the writer believed all teachers would recognize as being concerned with the improvement in



the learning of pupils. These 11 selected types of in-service education were arranged in alphabetical order on the questionnaire (Appendix A).

The ideas for the benefits which may be derived from in-service education were provided by books, professional magazine articles, other teachers and theses. These benefits were sorted and duplicates were discarded. From the remaining items, the writer endeavored to choose those which would examine all the chief aspects of teacher improvement. The benefits finally chosen revolved around the following six categories of teacher improvement:

1. Professional Attitudes and Understandings
2. Classroom Teaching
3. Understanding and Evaluation of Pupils
4. Relationships with Parents and Community
5. Professional Advancement
6. General Enrichment

The benefits were then stated in consistent statements and arranged in alphabetical order according to the key word or phrase in the statement, regardless of the category into which they were grouped. The key words were underlined.

The participants were asked to rate the various types of in-service education activities with respect to the specific benefits. A rating scale was selected because it was

believed that this method would show varying degrees of benefit the teachers had gained from each of the 11 selected types of in-service activities. A five point scale was used in order to obtain a midpoint in tabulation. A low score of one instead of zero made it easier to show the difference between those persons giving no answer and those giving the lowest rating on the scale. The rating scale used was as follows:

Of great benefit	5 points
Of some benefit	4 points
Sometimes beneficial and sometimes not	3 points
Of little benefit	2 points
Of no benefit	1 point

Information on the professional background of the participants was requested in order to facilitate interpretation of the results. They were asked to state the grade levels they taught, their home economics teaching experience, their teacher certification and the degrees they held. It was believed that this information would make the data received more meaningful.

A letter of transmittal was included on the front of the questionnaire. This letter explained the purpose of the study and asked the cooperation of all the home economics teachers in providing the information requested.

### Pre-testing the Questionnaire

Two pre-tests were made before the final preparation of the questionnaire. The first questionnaire was tested on five teachers attending summer session at Oregon State College, 1955. Using their suggestions, the questionnaire was then revised. The second trial was made on 11 persons, including teachers attending summer session, 1957, and staff members of the Home Economics Education Department at Oregon State College. The criticisms and suggestions of these persons were received and studied. A final revision was then made and the questionnaires were printed and distributed.

### Distribution of the Questionnaire

With the approval of the Provincial Supervisor of Home Economics, all of the 313 persons teaching home economics in the elementary and secondary schools of British Columbia in the fall of 1957 were asked to participate in this study. The lists of teachers and schools were obtained from the Provincial Supervisor of Home Economics for British Columbia, and the Supervisor of Home Economics for the Vancouver City Schools. In many instances the questionnaires were sent direct to the home economics departments of the school with no name on them because an up-to-date list of names and addresses was not available at the time of mailing.



### Return of the Questionnaires

Of the 313 questionnaires sent to British Columbia home economics teachers, 120, or 38 per cent usable copies were returned in time to be included in this study. Eighteen questionnaires which were either too incomplete, incorrectly made out, or arrived too late had to be discarded. A total of 138 or 44 per cent of the British Columbia home economics teachers cooperated by returning the questionnaire. It needs to be emphasized that the sample on which these data are based may be either a biased or representative group.

Although names were not requested on the questionnaire, some persons voluntarily included them, or wrote personal or explanatory notes to the writer. Also persons in the writer's own community handed their completed questionnaires directly to her. The information so received indicated that most areas of the province were represented in this study. At least one questionnaire was known to be received from each of the following: Vancouver, Burnaby, New Westminster, Vancouver Island, Fraser Valley, Okanagan Valley, Kootenay, Peace River and the Coastal area.

### Preparation for Analysis of Data

When the questionnaires were returned the ratings of each respondent were recorded. There were 26 listed benefits with a possible score of five for each benefit; therefore, a score of 130 was attainable for any one of the 11 types of in-service education by any one of the respondents. The total of the scores for one type of in-service education was calculated and a total mean score was determined. This was done for each of the 11 types of in-service education activities. For example, from Table 2 it can be seen that of the 120 British Columbia home economics teachers, 102 said they had attended summer sessions. If they had rated all 26 benefits as five (Of great benefit) there might have been a mean score of 130, but they rated summer session as 78.

Next, the ratings of all the respondents for each benefit derived from each type of in-service education were totalled and mean scores for each of the benefits were obtained. The number of respondents in each case was recorded along with the mean scores. With these figures a master table was prepared. The information from this master table is used throughout this study. (See Table A, Appendix B)

### Summary

A questionnaire was prepared to gather information about in-service education for persons teaching home economics in elementary and secondary schools in British Columbia. There were 313 questionnaires distributed, and from these, 120, or 38 per cent usable responses were returned. Most of the main geographic areas were represented in these responses. The next chapter shows the 120 home economics teachers' reactions to the benefits derived from in-service education programs in which they participated.



### CHAPTER III

## ANALYSIS OF DATA

### Introduction

Since knowledge of the professional background of the respondents makes interpretation of the data collected more significant, information regarding the grade levels of home economics they taught, the years of home economics teaching experience they had completed, and the degrees and teaching certificates held by the participants was gathered for this study.

### Professional Background of 120 Respondents

#### Grade Levels of Home Economics Taught by 120 Respondents

The 120 teachers participating in this study represented those teaching home economics at all levels from grades five and six to grade 12. One person taught grades five and six only, 43 teachers or 36 per cent taught junior high only, and 21 or 18 per cent taught senior high levels only. There was one teacher who taught all grades from five to 12, and 54 teachers or 45 per cent taught various combinations of junior-senior high school grades.

As would be expected, the largest group, 45 per cent of the respondents, taught both junior and senior high

school. Thirty-six per cent taught only junior high school and 18 per cent taught only senior high school.

#### Home Economics Teaching Experience of 120 Respondents

On this questionnaire the teachers were asked to tell how many years they had taught home economics. It must be emphasized that because of the shortage of home economics teachers these people may have taught elementary school or other secondary school subjects before becoming home economics teachers.

The home economics teaching experience of the 120 respondents ranged from less than one year to 29 years. There were four persons or three per cent of the teachers with less than one year's experience, 59 respondents or 50 per cent with from one to four years' experience, and 31 or 25 per cent who had taught home economics for five to nine years. Eleven teachers or nine per cent indicated that they had taught from 10 to 14 years, and 15 persons or 13 per cent stated that they had taught home economics for 15 years or more.

Fifty per cent were teachers who had one to four years of experience, and 25 per cent had five to nine years of experience. Only three per cent were beginning home economics teachers and 22 per cent had been teaching home economics from 10 to 29 years.

### Teaching Certificates Held by 120 Respondents

The respondents represented teachers with anywhere from one to six years' training beyond high school level. Seven individuals or six per cent of the teachers responding indicated that they held Elementary Conditional Certificates or the equivalent of one year training beyond the junior matriculation (grade 12) level. Sixteen respondents or 13 per cent held Elementary Basic Certificates or indicated two years' training beyond junior matriculation, and 15 teachers or 13 per cent held Elementary Advanced Certificates or the equivalent of three years' training beyond junior matriculation. These three certificates qualify persons to teach at the elementary level, but because of the grave shortage of home economics teachers in British Columbia, many persons have been called upon to fill home economics teaching positions in the junior and senior high schools. The data collected for this study do not show whether these people have any home economics courses beyond junior matriculation. Without these teachers, many areas would have no home economics departments at all.

Respondents holding certificates which qualify them to teach at the secondary level are as follows: 22 teachers or 18 per cent held Secondary Conditional Certificates or the equivalent of four years' training beyond grade 12, 49 teachers or 41 per cent held Secondary Basic Certificates



or the equivalent of five years beyond grade 12, and 11 teachers or nine per cent of the respondents indicated that they held Secondary Advanced Certificates or the equivalent of six years' training beyond junior matriculation.

At least 50 per cent of the teachers were not fully qualified to teach home economics in the secondary schools.

#### Degrees Held by 120 Respondents

The 120 respondents included 38 teachers or 32 per cent with no degree, 80 or 66 per cent with bachelor's degrees and two persons or two per cent with master's degrees. It was interesting to note that four of those teachers holding bachelor's degrees held two such degrees, and one teacher stated that she held three bachelor's degrees.

#### Summary

The 120 participants in this study include teachers teaching at all levels where home economics is taught in elementary and secondary schools in British Columbia. The teaching experience ranged from less than one year to 29 years. There were 66 per cent with bachelor's degrees, but more important, there were 32 per cent with no degree. Two per cent held master's degrees. The teaching certificates held by the respondents indicate that they had anywhere from one to six years' training beyond high school. At least 50 per cent of the teachers were not fully qualified to teach home economics in the secondary school.

Availability of, Participation in, and Rating of 11  
Selected Types of In-service Education Activities  
Indicated by British Columbia Home Economics Teachers

The first two purposes of this study were to determine the availability of certain types of in-service education to the home economics teachers of British Columbia, and how many of the home economics teachers participate in those selected in-service activities. The writer believed that this information would be of value to those concerned with planning in-service activities for teachers. In order to verify this belief, the respondents were asked to indicate the availability of those activities which were not known to be available to all teachers. The following activities were considered as available to all teachers: British Columbia Teachers' Federation conventions, correspondence courses, local conventions, local school district teacher meetings, professional literature, school staff meetings, summer sessions, and supervisory visits. Extension courses, night school and workshops may not be offered in all communities in the province.

Then the respondents were asked to state their participation in the selected in-service activities. They were not questioned on local conventions, school staff meetings or supervisory visits, as participation in these were considered to be obligatory, and would involve all teachers.

A record was kept also of the number of persons rating each of the 11 selected types of in-service education. A comparison of these three factors was made. This information is shown on Table 1.

Throughout the discussion of Table 1, data provided by the respondents but not shown on this table will be introduced as necessary to make the information more meaningful.

Table 1 shows the difference between the numbers stating that they had participated in a specific type of in-service education in the past seven years and the numbers rating the benefits of that activity.

#### British Columbia Teachers' Federation Conventions

Table 1 shows that, although it is possible for all teachers to participate in British Columbia Teachers' Federation conventions, only 76 persons or 63 per cent of the 120 home economics teachers had attended at least one such convention in the past seven years. Of these, only 65 teachers or 54 per cent rated this activity according to the benefits to be derived from them.

Five respondents did not indicate whether or not they had attended British Columbia Teachers' Federation conventions. Of the 76 who answered affirmatively, 20 said they had attended one such convention, 40 had attended from two to five, 10 had attended from six to nine, and six persons had attended more than 10 British Columbia Teachers' Federation conventions. The respondents also provided the



Table 1

Availability of, Participation in, and Rating of 11 Selected In-service Education Activities Indicated by British Columbia Home Economics Teachers (120 Respondents)

Types of In-service Education	Home Economics Teachers					
	Said was available		Said they participated in		Rated	
	No.	%	No.	%	No.	%
B. C. T. F. Conventions	120	100	76	63	65	54
Correspondence Courses	120	100	10	8	8	7
Extension Courses	61	51	25	41	20	33
Local Conventions	120	100	120*	100	86	72
Local School District Teacher Meetings	120	100	101	84	100	83
Night School	97	81	48	49	29	30
Professional Literature	120	100	97	81	105	88
School Staff Meetings	120	100	120*	100	116	97
Summer Sessions	120	100	99	83	102	85
Supervisory Visits	120	100	120*	100	102	85
Workshops	53	44	34	64	30	57

\*Considered obligatory for all teachers.

information that 30 had attended home economics sections only, five had attended general sections only, and 41 had attended both home economics and general sections of the British Columbia Teachers' Federation conventions.

### Correspondence Courses

One type of in-service activity available to any teacher who wishes to enroll is study through correspondence. According to Table 1, only 10 teachers, or eight per cent of the 120 respondents, indicated that they had taken at least one university correspondence course in the past seven years. Only eight individuals or seven per cent of the group rated this activity.

Twenty of the 120 respondents did not answer the question on university correspondence courses. Of the 10 who said they had participated in this activity in the past seven years, seven had taken one course, one had taken two courses, one had taken five courses and one had taken six correspondence courses. Also, seven of the participants indicated that the course or courses were related to home economics and/or teaching, and two said their courses were not related. One had taken some correspondence courses which were related to home economics and/or teaching and some which were not.

### Extension Courses

Table 1 shows that 61 home economics teachers, or 51 per cent of the 120 respondents, indicated that extension courses had been available to them in their community. Of these, 25 teachers or 41 per cent stated that they had taken one or more such courses in the past seven years. There were 20 persons or 33 per cent rated extension courses.

Twenty four of the respondents did not state whether or not they had taken university extension courses in the past seven years. Eleven said they had taken one course, 12 said they had taken two to five courses and two had taken six or more university extension courses. Six of the participants said that the courses taken had not been related to home economics and/or teaching, 16 said that their courses were related, and two had taken some courses which were and some which were not related to home economics and/or teaching. One participant did not answer this part of the question.

### Local Conventions

Local conventions, available to all but perhaps three of the new teachers, were rated by only 86 persons or 72 per cent of the 120 respondents.



### Local School District Teacher Meetings

From Table 1 it will be observed that there were 101 respondents or 84 per cent who indicated attendance at one or more local school district teacher meetings per year. One of these did not rate this activity, leaving 100 ratings, or 83 per cent of the 120 respondents. Two of the respondents not rating this activity were teachers new to teaching home economics or were new to teaching. If they were the latter they probably had not yet attended a local teachers' meeting.

Of the 101 home economics teachers who stated that they attended one or more local school district teacher meetings per year, there were 33 who generally attended all such meetings held in their district. Thirty indicated that they attended approximately three fourths of their district teacher meetings, and 28 usually attended from one half to three fourths of the meetings. Five respondents attended from one fourth to one half of the time, and four stated that they usually attended up to one fourth of these meetings. There were seven who attended none, and 12 who did not answer. Also one respondent indicated that she attended approximately two of the local school district teacher meetings per year, but she did not state how many such meetings were held in her area.

### Night School

Table 1 reveals that night school classes were offered in the communities of 97 teachers or 81 per cent of the 120 respondents. Forty eight of these or 49 per cent stated that they had attended night school classes in the past seven years. All of these teachers did not rate this activity. Only 29 persons or 30 per cent responded with ratings for night school.

There were 24 respondents who had attended one night school class, 21 who had attended from two to five classes, and three persons indicated that they had attended seven or more night school classes in the past seven years. Fifteen teachers did not answer this question. Nineteen of the 48 participants in night school classes stated that their classes were related to home economics and/or teaching, 20 indicated that their classes were not related and seven said that some of their classes were related and some were not. There were two participants who did not answer this part of the question.

### Professional Literature

According to Table 1, only 97 or 81 per cent of the 120 respondents indicated that they read one or more professional magazine. On the other hand, there were 105 persons or 88 per cent of the group rated this activity.

There were 33 home economics teachers who stated that they read one professional magazine regularly. Thirty four said they read two, and 30 read three or more professional magazines. Thirteen gave no answer.

#### School Staff Meetings

Table 1 shows that there were 116 teachers or 97 per cent of the 120 British Columbia home economics teachers who gave ratings for school staff meetings. One of the four persons not rating this type of activity was a teacher with less than one year home economics teaching experience.

#### Summer Sessions

According to Table 1 summer sessions were rated by 102 persons or 85 per cent of the respondents. Here again, there appeared more ratings than the number of persons who stated that they had participated in this activity in the past seven years. There were 99 or 83 per cent of the respondents who stated that they had attended summer session at least once in the past seven years. Of the three who did not answer, one had indicated her home economics teaching experience as 29 years, another 18-1/2 years and the third four years. Probably two of these teachers were rating summer sessions on experiences previous to the past seven years.



Of the 99 home economics teachers who had attended one or more summer sessions in the past seven years, 28 had attended one summer session, 71 had attended from two to six sessions. Three persons gave no answer to this question. Sixty eight of the participants said that the summer sessions they had attended were related to home economics and/or teaching. Five said their courses were not related and 22 had taken some courses which were and some which were not related to home economics and/or teaching. Four did not respond to this question.

### Supervisory Visits

It was assumed that supervisory visits were available to all home economics teachers and that participation in them was obligatory. Table 1 reveals that this type of inservice activity was rated by only 102 individuals or 85 per cent of the 120 teachers responding in this study. Two of those not responding were new home economics teachers and so they may not yet have been visited by the supervisor.

### Workshops

According to Table 1, 53 teachers or 44 per cent of the group stated that educational workshops had been available to them in their community. Of the 53, there were 34 or 64 per cent who said that they had attended one or more

such workshops. Thirty persons or 57 per cent of those to whom workshops were available rated this type of in-service activity.

Of the 34 home economics teachers who had attended workshops, 14 had attended one workshop, 10 had attended two, and 10 had attended more than two educational workshops in their community. Thirty-four persons did not answer the questions on workshops.

### Summary

In summary, Table 1 shows that the three types of in-service education in this study which were not available to all teachers were: extension courses, night school and workshops. These were available to 51 per cent, 81 per cent and 44 per cent, respectively, according to the 120 respondents.

More than 80 per cent of the 120 respondents stated that they participated in local school district teacher meetings, professional literature and summer sessions. It was assumed that 100 per cent would participate in local conventions, school staff meetings and supervisory visits, with the possible exception of the four new teachers.

Sixty-three per cent of the respondents indicated that they had attended one or more British Columbia Teachers' Federation conventions, and more than half of these

attended general sections as well as home economics sections.

Very few persons stated they participated in correspondence courses. Forty-one per cent of those to whom extension courses were available stated that they participated in them, and 64 per cent of those who said that educational workshops were available to them stated that they had attended workshops.

As could be expected, the 120 home economics teachers participated more in courses and summer sessions related to home economics and teaching than in those not related.

More than 50 per cent of the respondents rated all but four of the 11 activities on this table. These four activities were correspondence courses, extension courses, night school and workshops. Only 25 per cent or less rated these four types of in-service education.



120 Respondents' Beliefs as to Which of the 11 Selected  
Types of In-service Education Were Most Beneficial

The overall ratings of the 11 types of in-service education by the 120 respondents show a general picture of how the respondents believe that each of these types of in-service activities helps improve their teaching. It will be recalled that each respondent was asked to rate the 11 types of in-service activities in which they had participated. These ratings were as follows:

Of great benefit	5
Of some benefit	4
Sometimes beneficial and sometimes not	3
Of little benefit	2
Of no benefit	1

Since there were 26 listed benefits with a possible score of five for each, a score of 130 was attainable. The total of the scores for one type of in-service education was calculated and a total mean score was determined. This was done for each of these activities, and then these 11 selected types of in-service education were arranged in order of the highest score. The results of this may be seen in Table 2.

Table 2 shows that the respondents believed summer sessions definitely provided them with more benefits than any one of the other 10 selected types of in-service

Table 2

The Ratings of the 11 Selected Types of In-service Education According to the Benefits the 120 Respondents Believed They Received

Types of In-service Education	Responding	Total Mean Score (Possible 130)
Summer Sessions	102	78
Supervisory Visits	102	63
School Staff Meetings	116	63
Workshops	30	62
Professional Literature	105	55
Local Conventions	86	53
B. C. T. F. Conventions	65	50
Local School District Teacher Meetings	100	48
Extension Courses	20	47
Correspondence Courses	8	43
Night School	29	36

education. The spread of 15 points between the total mean score of 78 for summer sessions and 63 for the next most preferred type of in-service education was greater than that between any other two shown on this table. This rating for summer sessions was made by 102 persons or 85 per cent of the 120 respondents.

Supervisory visits scored a total mean of 63 of the possible 130 and were the next most preferred of the 11 selected types of in-service education. One hundred and two teachers or 85 per cent of the 120 respondents rated this activity.

Also scoring 63 for the total mean were school staff meetings. In this instance, the response was made by 116 persons or 97 per cent of the 120 respondents.

Workshops received a total mean score of 62 of the possible 130 for the benefits which might be derived from them. It must be remembered, however, that only 30 individuals or 25 per cent of the respondents rated this activity.

Of the total 120 respondents, 105 persons or 88 per cent rated the in-service activity of reading professional literature. They gave this activity a total mean score of 55 out of a possible 130 for the benefits which they derived from reading professional literature.



The teachers participating in local conventions indicated that they received from them benefits to the total mean score of 53. This response was made by 86 teachers or 72 per cent of the total group.

A smaller number, 65 persons or 54 per cent of the respondents replied that the benefits derived from participation in British Columbia Teachers' Federation conventions were valued at a total mean score of 50.

Local school district teacher meetings were rated by 100 or 83 per cent of the respondents. They gave a total mean score of 48 for the benefits they derived from participation in this type of in-service education.

Only 20 teachers or 17 per cent of the respondents evaluated extension courses. Their total mean score of 47 for this activity is then perhaps not too indicative.

The lowest number of participants was recorded for correspondence courses. Only eight persons or seven per cent of the respondents rated this activity. Their total mean score of 43 is low.

Participation in night school was of less value to the respondents than any other type of in-service education listed in the questionnaire. The total mean score of 36 was made by 29 teachers or 24 per cent of the respondents.

When the 120 British Columbia home economics teachers' replies were examined, it was found that they believed they

received more and greater benefits from summer sessions, supervisory visits and school staff meetings than from any of the others. Extension courses, correspondence courses and night school provided the least benefits to the 120 respondents. None of the 11 selected types of in-service education was rated of great benefit by all the teachers.

### The Differences in Teachers' Reactions to In-service Education

The writer attempted to determine how much difference there was between different teachers' reactions to the 11 selected types of in-service education. Using only those respondents who rated every benefit for a specific type of in-service education, she found the low and the high ratings for each type of in-service education and she recorded the differences between them. Then, to simplify the picture, the 11 types of in-service education were arranged according to the difference between the ratings. The results of this are in Table 3.

Table 3 shows the number of teachers who rated every benefit for a specific in-service activity. It also shows the lowest and highest ratings given to each activity and the differences between the ratings.

When the number of teachers rating all the benefits is compared with the number of teachers responding for each activity on Table 2, there is a considerable difference.

Table 3

Differences in the Ratings of British Columbia Home Economics Teachers Who Appraised  
Every Benefit to be Derived from the 11 Selected Types of In-service Education

Types of In-service Education	Teachers rating every benefit		Ratings (Possible score 130)		Difference be- tween ratings
	No.	%	High	Low	
Summer Sessions	70	58	125	33	92
Supervisory Visits	68	57	119	29	90
Workshops	19	16	115	26	89
School Staff Meetings	81	68	111	28	83
Professional Literature	67	56	109	29	80
Local School District Teacher Meetings	65	54	104	26	78
B. C. T. F. Conventions	43	36	103	26	77
Local Conventions	56	47	100	32	68
Night School	17	14	86	26	60
Extension Courses	9	8	85	26	59
Correspondence Courses	6	5	70	36	34



Of the 102 persons responding with some ratings for summer session, only 70 have rated all the benefits for that activity. Similar results are shown for each activity.

When a comparison of Tables 2 and 3 is made, it will be noted that the arrangement of the various types of in-service education is similar, although not identical. For example, the first four items are the same with school staff meetings and workshops reversed, and the next four items are the same, with local conventions and local school district teacher meetings reversed. The same three items appear last on both tables but in different order.

From Table 3 it can be seen that there is a very great difference between the lowest rating given any one in-service education activity and the highest rating given that activity by teachers rating all benefits. The greatest range of difference is shown for summer sessions. One teacher rated summer sessions as low as 33 out of a possible 130. Another teacher rated the same activity as 125, giving a difference of 92 out of a possible 130. In effect, this means that one teacher has rated almost all of the 26 benefits as one, denoting no value, and another teacher has rated almost all of the 26 benefits as five, denoting great value to them. On the other hand, one teacher rated correspondence courses as 36, indicating that they were of very little or no benefit to her. Another teacher's rating

of 70 indicated that she found correspondence courses less than "sometimes beneficial and sometimes not" when the 26 benefits were considered.

Table 3 also shows that the spread between the low scores is only 10 points, but the spread between the high scores is 55 points. Those teachers giving low ratings could not give a much lower rating than they did and still rate every benefit. Those giving the higher ratings showed more discernment between the benefits they derived from the different types of in-service education.

Apparently the 120 home economics teachers did not receive the same degree of benefits from in-service education. Since a considerable number of them did not rate every benefit for the 11 specific types of in-service education, it may be assumed that they could not see that these benefits might be derived from each specific in-service education activity.

Benefits Derived from 11 Selected Types  
of In-service Education

Introduction

The data collected in this study show definitely that the 11 selected types of in-service education were valued differently in respect to the various and specific benefits to the respondents. It will be recalled that the 26 selected benefits were grouped into the following six categories of teacher improvement:

1. Professional Attitudes and Understandings
2. Classroom Teaching
3. Understanding and Evaluation of Pupils
4. Relationships with Parents and Community
5. Professional Advancement
6. General Enrichment

Those benefits included in each category will appear as that category is being discussed.

The writer endeavored to determine which type of in-service education activity provided the most benefits in each of the six categories established. She also attempted to discover in which category the 11 selected types of in-service education were most beneficial to the British Columbia home economics teachers.



### Benefits in Professional Attitudes and Understandings

The following group of benefits were placed in the general category of professional attitudes and understandings:

1. Increased your awareness of educational trends and professional problems
2. Enabled you to interpret the school program
3. Increased your understanding of the objectives of education in general
4. Increased your understanding of the objectives of home economics education
5. Increased your understanding of the problems of other teachers
6. Increased your understanding of the duties and responsibilities of the principal
7. Made you more aware of the need for professional unity
8. Increased your understanding of supervisory services
9. Encouraged you to assume more responsibilities in your teacher organization
10. Helped you identify and solve your teaching problems

Table 4 shows the mean scores of these benefits categorized according to the types of in-service education. These mean scores can be interpreted as set up in the rating scale on the questionnaire to indicate

Of great benefit	5
Of some benefit	4
Sometimes beneficial and sometimes not	3
Of little benefit	2
Of no benefit	1

In Table 4 there are five types of in-service education in which any of the benefits were rated with a mean score of four or over, this number indicating that they were more than "of some benefit" to the respondents. The five types of in-service education so rated were: local school district teacher meetings, school staff meetings, professional literature, summer sessions and supervisory visits.

The participating teachers indicated with a mean score of 4.17 that local school district teacher meetings made them more aware of the need for professional unity.

Professional literature was of considerable benefit to the 120 respondents, increasing their awareness of educational trends and professional problems. They attributed to professional literature a mean score of 4.06 for this benefit.

Table 4

Benefits in Professional Attitudes and Understandings Derived from In-service Education  
(120 Respondents)

Benefits	Types of In-service Education										
	B. C. T. F. Conventions	Corresp. Courses	Extension Courses	Local Conventions	Local School Dist. Teacher Meetings	Night School	Professional Literature	School Staff Meetings	Summer Sessions	Supervisory Visits	Workshops
	Mean Score*										
Increased your awareness of educational trends and professional problems	3.82	2.26	3.40	3.65	3.23	1.95	4.06	3.31	4.26	3.50	3.83
Enabled you to interpret the school program	2.13	1.33	2.36	2.42	2.19	1.33	1.93	3.62	3.76	3.31	2.61
Increased your understanding of the objectives of education in general	2.91	2.17	3.57	3.23	2.53	1.62	3.33	3.12	4.11	2.95	3.14
Increased your understanding of the objectives of home economics education	2.79	1.50	2.57	2.68	1.75	1.76	3.78	1.51	4.38	4.09	2.69
Increased your understanding of the problems of other teachers	3.39	1.17	2.54	3.65	3.36	1.48	2.82	3.90	3.76	2.68	3.72
Increased your understanding of the duties and responsibilities of the principal	1.80	1.00	1.42	1.83	2.36	1.40	1.53	4.35	2.77	1.95	1.62
Made you more aware of the need for professional unity	3.81	1.17	1.85	3.92	4.17	1.15	2.89	3.81	3.29	2.85	3.63
Increased your understanding of supervisory services	2.11	1.00	1.86	1.97	2.03	1.16	1.85	2.87	3.04	3.91	2.16
Encouraged you to assume more responsibility in your teacher organization	2.49	1.33	1.92	2.36	2.89	1.16	1.82	2.27	2.19	1.79	2.13
Helped you identify and solve your teaching problems	1.90	2.50	2.17	2.37	1.76	1.73	2.65	2.66	3.89	3.98	2.85

\*Of great benefit, 5; Of some benefit, 4; Sometimes beneficial and sometimes not, 3; Of little benefit, 2; Of no benefit, 1.



As could be expected, school staff meetings contributed considerably to increased understanding of the duties and responsibilities of the principal, receiving a mean score of 4.35 by the respondents.

Summer sessions were rated as 4.11 for increasing the understanding of the objectives of education in general, and 4.38 for increasing the understandings of the objectives of home economics education. They also contributed toward increased awareness of educational trends and professional problems to a mean score value of 4.26.

The teachers believed that supervisory visits were of considerable help in the increased understanding of the objectives of home economics education. This was indicated by a mean score of 4.09.

On the other hand, for every benefit listed in this category, night school received a mean score of less than two. This signifies that it was less than "of little benefit" to the respondents in all of this category of professional growth.

The participants indicated that correspondence courses were of less than "of little benefit" in all but three areas. Even these three areas were rated in the two's. Such a rating shows that they were valued at somewhere between "sometimes beneficial and sometimes not" and "of little benefit". The three specific benefits so rated were

(a) Increased your awareness of educational trends and professional problems, (b) Increased your understanding of the objectives of education in general and (c) Helped you identify and solve your teaching problems. The participants rated the contribution of correspondence courses to these three areas with mean scores of 2.26, 2.17 and 2.50, respectively.

Although the respondents did not indicate that participation in workshops was of great value by rating any of the benefits in this category five, workshops were rated as of little or no value for only one benefit. That one benefit was increased understanding of the duties and responsibilities of the principal, which had a mean score of 1.62. This is an understandable rating.

A comparison was made of the scores for British Columbia Teachers' Federation conventions and local conventions. There is little difference in the values of these two conventions as rated by the respondents, the highest difference being one of .47. This difference appeared for the benefit of helping teachers to identify and solve their teaching problems. Local conventions were considered of slightly more value than British Columbia Teachers' Federation conventions in this benefit. The mean scores were 2.37 and 1.90, respectively.

The mean score for this group of 10 benefits was established for each type of in-service education. Then the types of in-service education were arranged according to the score. This arrangement is shown in Table 5.

Table 5 shows that summer sessions were rated highest with a mean score of 3.55 for benefits in professional attitudes and understandings. This seems to indicate that the 120 respondents found summer sessions sometimes beneficial, sometimes not, or of some benefit generally.

The 120 teachers found school staff meetings and supervisory visits sometimes beneficial and sometimes not. Mean scores of 3.14 and 3.10, respectively, were granted these two activities for benefits derived in this category.

Night school and correspondence courses were of little or no benefit to the respondents. They received low mean scores of 1.47 and 1.54, respectively. The numbers participating in these two in-service education activities were low, so this mean score was not necessarily indicative of the majority opinion of the 120 respondents to the questionnaire.

In summary, Tables 4 and 5 show that each of the 11 types of in-service education had a contribution to make in the area of professional attitudes and understandings. The 120 participating teachers found summer sessions were of more value in this category than any other type of



Table 5

Rating of In-service Education According to the Benefits  
in Professional Attitudes and Understandings Derived from  
them by 120 Respondents

Types of In-service Education	Rating (Possible Mean Score of 5)
Summer Sessions	3.55
School Staff Meetings	3.14
Supervisory Visits	3.10
Workshops	2.84
Local Conventions	2.80
B. C. T. F. Conventions	2.72
Professional Literature	2.67
Local School District Teacher Meetings	2.63
Extension Courses	2.37
Correspondence Courses	1.54
Night School	1.47

in-service education. Night school and correspondence courses had the least to offer the respondents when this category of professional growth was considered.

### Benefits in Classroom Teaching

From participation in in-service education, teachers may derive benefits which will definitely help them in the classroom situation.

Two specific benefits on the questionnaire were placed in the category of classroom teaching. They were:

1. Helped you improve your classroom organization and control
2. Improved your teaching methods

The following table is an indication of the respondents' reaction to the 11 selected types of in-service education in this area of teacher growth.

Table 6 shows that only two of the 11 types of in-service education were rated as being of more than just some value to the respondents for help in this category of classroom teaching. These were summer sessions and supervisory visits. The teachers believed that summer sessions were of considerable value, a mean score of 4.55, for improving their teaching methods. This was the highest rating given in this category. Summer sessions also helped





the respondents improve their classroom organization and control, shown by a mean score of 4.05.

Supervisory visits were, according to this group of teachers, of considerable benefit to them in their classroom teaching. Participation in supervisory visits helped them improve their classroom organization and control, as shown by a mean score of 4.01 and improve their teaching methods, indicated by a mean score of 4.11.

Of the 11 types of in-service education in this study, local school district teacher meetings were shown to be of little or no help to the 120 respondents in their classroom teaching. Attendance at these meetings helped them improve their classroom organization and control to the extent of a mean score of 1.88, and improve their teaching methods to the extent of a mean score of 1.92.

The teachers found participation in extension courses to be sometimes beneficial and sometimes not for both items in this category. The respondents indicated a mean score of 3.29 for the improvement of their classroom organization and control, and a mean score of 3.53 for the improvement of teaching methods through participation in extension courses.

Teaching methods of the respondents were sometimes improved by professional literature, as the mean score of 3.37 indicated.

The 120 respondents found school staff meetings sometimes beneficial and sometimes not, in improving their classroom organization and control, giving these meetings a mean score rating of 3.17 for this benefit.

Workshops sometimes helped teachers improve their teaching methods and sometimes did not. The respondents rated this activity with a mean score of 3.00. Just slightly lower, 2.93, was the mean score given to workshops for helping to improve the respondents' classroom organization and control.

The mean scores for the 11 types of in-service education for all the benefits in this category were obtained. Then the types of in-service education activities were arranged according to these mean scores. Table 7 shows this arrangement.

Summer sessions were definitely of some value to the 120 respondents in this category of classroom teaching, as was indicated by a mean score of 4.30. Supervisory visits were, according to Table 7, of some benefit in classroom teaching, as the respondents gave this type of in-service education a mean score of 4.06. The participants in extension courses and professional literature believed them to be sometimes beneficial and sometimes not. Local school district teacher meetings offered very few benefits in classroom teaching.

Table 7

Rating of In-service Education According to the Benefits  
in Classroom Teaching Derived from them by 120 Respondents

Types of In-service Education	Rating (Possible Mean Score of 5)
Summer Sessions	4.30
Supervisory Visits	4.06
Extension Courses	3.41
Professional Literature	3.07
Workshops	2.97
School Staff Meetings	2.83
Correspondence Courses	2.70
Local Conventions	2.60
B. C. T. F. Conventions	2.20
Night School	2.15
Local School District Teacher Meetings	1.90



### Benefits in Understanding and Evaluation of Pupils

The writer believed that teachers need help in learning to understand and evaluate pupils. She, therefore, included in the questionnaire five benefits which would contribute to improvement in this respect. The five benefits which were grouped into this category of understanding and evaluation of pupils are:

1. Developed a clearer insight into the behavior of children
2. Increased your ability to provide for individual differences
3. Increased your skill in using pupil records to help them learn to solve their problems
4. Increased your skill in measuring student achievement
5. Increased your skill in recognizing student difficulties

Table 8 shows how the teachers rated the 11 types of in-service education for providing the benefits in this category.

According to Table 8, summer sessions were of some benefit in developing a clearer insight into the behavior of children. The 120 respondents gave summer sessions a mean score of 4.03 for this benefit. Summer sessions also had the highest rating for each benefit in this category.

Table 8  
Benefits in Understanding and Evaluation of Pupils Derived from In-service Education  
(120 Respondents)

[illegible]

The respondents found school staff meetings to be sometimes beneficial and sometimes not for each benefit in this category. The mean scores for the five benefits ranged from 3.03 to 3.34. Next to summer sessions, this type of in-service education seemed to be rated highest.

British Columbia Teachers' Federation conventions, local school district teacher meetings and night school were of little or no help for all the benefits in this category of understanding and evaluation of pupils. The mean scores for these types of in-service education were all below two.

The mean scores for each type of in-service education for all five benefits in this category were obtained. Then the 11 selected types of in-service education were arranged according to those mean scores, and Table 9 was prepared to show this arrangement.

Table 9 summarizes the information found in Table 8. Only summer sessions as a type of in-service education stands out as having values in helping teachers understand and evaluate pupils. Its mean score was almost four, that of being of some benefit. Supervisory visits and school staff meetings were sometimes beneficial and sometimes not to the 120 respondents. The mean scores for these activities were 3.13 and 3.12, respectively.



Table 9

Rating of In-service Education According to the Benefits in Understanding and Evaluation of Pupils Derived from them by 120 Respondents

Types of In-service Education	Rating (Possible Mean Score of 5)
Summer Sessions	3.72
Supervisory Visits	3.13
School Staff Meetings	3.12
Workshops	2.69
Professional Literature	2.65
Extension Courses	2.45
Correspondence Courses	2.34
B. C. T. F. Conventions	1.83
Local School District Teacher Meetings	1.65
Night School	1.60
Local Conventions	1.38

British Columbia Teachers' Federation conventions, local school district teacher meetings, night school and local conventions were of little or no benefit in this category to the respondents. The mean scores received by all the latter were below two.

### Benefits in Relationships with Parents and Community

Into the category of relationships with parents and community were grouped three benefits. They are:

1. Helped you develop a better understanding  
of the community
2. Enabled you to interpret your pupils'  
progress to their parents
3. Increased your understanding of the pupils'  
parents and their home life

The respondents' ratings of the 11 selected types of in-service education for each of these three benefits are in Table 10.

Table 10 shows the 11 selected types of in-service education certainly did not contribute to improving teachers' relationships with parents and the community. One glance at Table 10 reveals that 20 of the 33 mean scores rated less than "Of little benefit". The highest mean scores on Table 10 were given school staff meetings, but even so they wavered around the mid-point on the rating

Table 10

Benefits in Relationships with Parents and Community Derived from In-service Education  
(120 Respondents)

[illegible]



scale. This indicates that the 120 respondents found school staff meetings were sometimes beneficial and sometimes not.

The data from Table 10 were used to obtain the mean scores for each type of in-service education for the group of three benefits in this category. Then the 11 types of in-service education were arranged in order of these mean scores. This arrangement is shown in Table 11.

The 120 respondents gave school staff meetings a mean score of 3.13 for the benefits in this category, indicating that the meetings were sometimes beneficial and sometimes not.

Summer sessions, extension courses, night school and local school district teacher meetings were all of little benefit to the 120 home economics teachers. These four types of in-service education were given mean ratings in the low two's for providing benefits in relationships with parents and community.

Little or no benefit in this category was derived from workshops, supervisory visits, professional literature, local conventions, British Columbia Teachers' Federation conventions and correspondence courses. All had mean scores of less than two.

Table 11

Rating of In-service Education According to the Benefits  
in Relationships with Parents and Community Derived from  
them by 120 Respondents

Types of In-service Education	Rating (Possible Mean Score of 5)
School Staff Meetings	3.13
Summer Sessions	2.19
Extension Courses	2.12
Night School	2.11
Local School District Teacher Meetings	2.03
Workshops	1.89
Supervisory Visits	1.81
Professional Literature	1.80
Local Conventions	1.68
B. C. T. F. Conventions	1.52
Correspondence Courses	1.39

### Benefits in Professional Advancement

A teacher may advance professionally in two ways. She may receive a higher salary, or be promoted to a more desirable teaching position. Some types of in-service education could contribute to this professional advancement. The following two benefits were, therefore, included in the questionnaire:

1. Contributed toward a higher salary
2. Enabled you to accept a more desirable teaching position

Table 12 was assembled to show how the 120 respondents rated the 11 types of in-service education according to the benefits in this category.

The outstanding fact which Table 12 shows is that in the category of professional advancement, 17 of the possible 22 mean scores were rated by the 120 respondents as being of no benefit.

The 120 respondents believed local school district teacher meetings to be more than just sometimes beneficial and sometimes not in contributing toward a higher salary. They rated these meetings with a mean score of 3.49 for this benefit. The meetings were, however, of almost no benefit in enabling them to accept a more desirable teaching position, shown by their mean score of 1.21.



Table 12

Benefits in Professional Advancement Derived from In-service Education  
(120 Respondents)

[illegible]

Summer sessions were sometimes beneficial and sometimes not in contributing toward a higher salary and in enabling the 120 respondents to accept a more desirable teaching position. Participation in summer sessions was given ratings of 2.97 and 2.86, respectively, for these two benefits.

A mean score of 2.26 was given to supervisory visits to indicate a little help in enabling the teachers to accept a more desirable teaching position.

The teachers indicated by a mean score of 2.17 that correspondence courses were of little value to them in contributing toward a higher salary, but only eight persons rated this activity.

The 120 respondents rated both types of conventions and both types of teacher meetings as of almost no benefit at all in enabling them to accept a more desirable teaching position. All of these activities received mean scores of 1.27 or less for this benefit.

All but two of the 11 types of in-service education were of little or no value to the respondents for both benefits in this category, indicated by scores of less than 2.50. The two activities with mean scores above this for one or both of these benefits were local school district teacher meetings and summer sessions.

The mean scores for both benefits for each of the 11 selected types of in-service education were calculated and the types of activities arranged according to these scores. This arrangement may be seen in Table 13.

Table 13 shows that summer sessions were sometimes beneficial and sometimes not in contributing to the professional advancement of the 120 respondents. This type of activity received a mean score of 2.92 for benefits in this category.

The teachers believed local school district teacher meetings were slightly more than just of little value to them in helping them advance professionally. They gave these meetings a mean score of 2.35.

All other types of in-service education listed were of little or no value in this category to the 120 home economics teachers responding.

#### Benefits in General Enrichment

The respondents were asked to rate the 11 types of in-service education with which this study is concerned, according to four benefits which would contribute to the general enrichment of their lives. The four benefits considered in this category were:

1. Increased your confidence in the presence of  
your fellow teachers



Table 13

Rating of In-service Education According to the  
Benefits in Professional Advancement Derived from  
them by 120 Respondents

Types of In-service Education	Rating (Possible Mean Score of 5)
Summer Sessions	2.92
Local School District Teacher Meetings	2.35
Workshops	1.92
Correspondence Courses	1.92
Extension Courses	1.85
Supervisory Visits	1.75
B. C. T. F. Conventions	1.61
Local Conventions	1.53
School Staff Meetings	1.52
Night School	1.40
Professional Literature	1.28

2. Increased your knowledge of subject matter
3. Enriched your own personal life
4. Helped you realize more satisfactions from teaching

The mean scores given each of the 11 types of in-service education for each of the four benefits grouped in this category are shown in Table 14.

Some of the 11 selected types of in-service education provide definite benefits in the area of general enrichment as shown in Table 14. Of some benefit in contributing to the 120 respondents' knowledge of subject matter were correspondence courses with a mean score of 4.14; professional literature, with a mean score of 4.19; and summer sessions with the highest mean score of this table, 4.50.

The teachers believed extension courses and summer sessions to be of some value in contributing to the enrichment of their personal lives. The mean scores for this were 4.18 and 4.01, respectively.

The lowest mean score rating on Table 14 was that of 1.50 for correspondence courses. The participants found these courses were of very little value in helping them realize more satisfactions from teaching. It must be kept in mind that there were only eight participants rating this in-service activity.

Table 14

### Benefits in General Enrichment Derived from In-service Education (120 Respondents)

[illegible]



Of very little help to the respondents in increasing their knowledge of subject matter were school staff meetings, with a mean score of 1.55 and local school district teacher meetings, given a mean score rating of 1.71.

British Columbia Teachers' Federation conventions, local conventions, local school district teacher meetings, school staff meetings, summer sessions and workshops all received mean scores of just under or over three for increasing the confidence of the respondents in the presence of their fellow teachers. These scores indicated that they were in this regard sometimes beneficial and sometimes not to the 120 respondents.

Supervisory visits were of little benefit, shown by a mean score of 2.31, in increasing the respondents' confidence in the presence of their fellow teachers.

All of the 11 types of in-service education were considered by the teachers as being more than just of little benefit in enriching their own personal lives.

The 120 home economics teachers gave summer sessions the highest mean score, 3.94, for helping them receive more satisfactions from their teaching. This rating indicated that they believed summer sessions to be of some value to them in this regard.

The mean scores for each of the 11 selected types of in-service education were calculated for these four benefits

together. Then the types of in-service education were arranged according to these mean scores. Table 15 shows this arrangement.

According to Table 15, summer sessions were of some value to the respondents for benefits in the category of general enrichment, as indicated by a mean score of 3.95.

School district teacher meetings and school staff meetings received the low scores of 2.38 and 2.42, respectively, showing that even they were rated as more than of little value to the respondents.

All of the other eight types of in-service education were rated with mean scores revolving around three, revealing that they were sometimes beneficial and sometimes not beneficial to the 120 home economics teachers in providing for their general enrichment.

In summarizing Table 15, none of the 11 types of in-service education received from the 120 respondents mean scores of less than 2.38 for this category. They believed then that all of the 11 types of in-service education were of more than "of little value" to them in providing for their general enrichment.

Table 15

Rating of In-service Education According to the  
Benefits in General Enrichment Derived from them  
by 120 Respondents

Types of In-service Education	Rating (Possible Mean Score of 5)
Summer Sessions	3.95
Extension Courses	3.39
Professional Literature	3.17
Night School	3.00
Workshops	2.97
Supervisory Visits	2.85
Correspondence Courses	2.85
Local Conventions	2.81
B. C. T. F. Conventions	2.71
School Staff Meetings	2.42
Local School District Teacher Meetings	2.38



### Summary

When the total picture of the data in this portion of the study is overviewed, the following seem to stand out as of particular significance:

Remembering that there are 26 benefits which might be derived from each of the 11 selected types of in-service education, then one can see that there is a total of 286 mean scores. Of these 286 mean scores, only 17 were rated four or over. On the other hand, 97 of 286 possibilities were rated less than two. There were three benefits rated with a mean score of one by six or seven respondents. These three ratings were for correspondence courses.

The 120 respondents received comparatively little benefit in the area of professional advancement from any of the 11 selected types of in-service education.

The categories of teacher growth in which the 120 respondents received the most benefit from all these types of in-service education were those of general enrichment and classroom teaching.

Summer sessions offered the most benefits in all but one of the six categories of teacher growth. That one category was relationships with parents and community. School staff meetings offered the most benefits in that category.

When the specific benefits are considered, summer sessions received the highest rating for 15 out of the 26 benefits listed in this study.

School staff meetings received the highest ratings in five out of the 26 benefits.

Supervisory visits received the highest ratings for two of the 26 benefits, extension courses for one, and local school district teacher meetings for three of the 26 benefits listed on the questionnaire. Strangely, the latter received the highest rating of all the 11 types of in-service education for contributing toward a higher salary.

Benefits Most Frequently Derived from all Types of In-service Education. When the top five benefits from each type of in-service education were summarized, it was found that there were seven benefits which appeared in five to seven of the 11 types of in-service education. These benefits are as follows:

- No. 5. Increased your awareness of educational trends and professional problems
- No. 9. Increased your knowledge of subject matter
- No. 10. Increased your understanding of the objectives of education in general
- No. 12. Increased your understanding of the problems of other teachers

No. 14. Enriched your own personal life

No. 16. Made you more aware of the need for  
professional unity

No. 24. Improved your teaching methods

Of these seven major benefits, four are in the category of professional attitudes and understandings, two are concerned with general enrichment, and only one is in the category of classroom teaching.

Benefits Least Frequently Derived from all Types of In-service Education. When the low five benefits from each type of in-service education were summarized, it was found that there were seven benefits which appeared in five to eight of the 11 types of in-service education. These benefits are as follows:

No. 3. Helped you develop a better understanding of the community

No. 7. Enabled you to interpret your pupils' progress to their parents

No. 13. Increased your understanding of the pupils' parents and their home life

No. 15. Increased your understanding of the duties and responsibilities of the principal



No. 17. Increased your skill in using pupils' records to help them learn to solve their problems

No. 25. Enabled you to accept a more desirable teaching position

Three of the benefits least frequently derived from the 11 selected types of in-service education are in the category of relationships with parents and community.

## CHAPTER IV

### SUMMARY, INTERPRETATIONS AND RECOMMENDATIONS

#### Summary of Study

The writer has endeavored in this study to appraise some aspects of in-service education for home economics teachers in British Columbia. Specifically, she wanted to find out:

1. The degree of availability of three of 11 selected types of in-service education to the home economics teachers of British Columbia
2. How many of the home economics teachers in British Columbia participate in 11 selected types of in-service education activities
3. Which of the 11 selected types of in-service education the British Columbia home economics teachers believed were most beneficial to them
4. The nature and extent of the benefits derived from 11 selected types of in-service education as evaluated by the home economics teachers in British Columbia

A questionnaire was prepared which was concerned with 11 selected types of in-service education and 26 benefits which might be derived from them. (See questionnaire, Appendix A)

The questionnaire was distributed to 313 home economics teachers in British Columbia. There were 120 or 38 per cent usable responses received in time to be used for this study. The respondents represented most geographic areas of the province. They included teachers teaching home economics at all grade levels from five to 12 in the elementary and secondary schools in British Columbia. Forty-five per cent taught both junior and senior high school. Thirty-six per cent taught only junior high school and 18 per cent taught only senior high school. The years of home economics teaching experience of the respondents varied from less than one year to 29 years. Fifty-three per cent had less than five years of home economics teaching experience. The teaching certificates of the respondents ranged from Elementary Conditional to Secondary Advanced Certificates or their equivalents. At least 50 per cent were not fully qualified secondary school home economics teachers. There were 66 per cent of the respondents with bachelor's degrees, two per cent with master's degrees and 32 per cent with no degree. Once more it needs to be emphasized that the sample on which these data are based may be either a biased or representative group.

There were only three of the 11 selected types of inservice education which were not available to all teachers. They were extension courses, night school and workshops.



These were available to 51 per cent, 81 per cent and 44 per cent, respectively, according to the 120 respondents.

It was assumed that 100 per cent of the respondents would attend local conventions, school staff meetings and would have supervisory visits, with the possible exception of the four new teachers. More than 80 per cent of the respondents stated they attended local school district teacher meetings, read professional literature, and had attended summer sessions. Sixty-three per cent of the respondents indicated they had attended one or more British Columbia Teachers' Federation conventions. Very few had enrolled in correspondence courses. Forty-one per cent of those to whom extension courses were available stated that they had registered for one or more such courses in the past seven years. Sixty-four per cent of those who stated educational workshops were available to them indicated that they had attended one or more such workshops in the past seven years. Attendance at night school classes was reported by 49 per cent of those who stated that night school classes were available. There was a difference between the numbers of respondents stating participation in an in-service activity in the past seven years and the numbers giving ratings for that activity.

When the 120 home economics teachers participated in courses or summer sessions, more of them worked within home

economics and the teaching field than in unrelated areas. More than half of the participants in British Columbia Teachers' Federation conventions attended both home economics and general sections of the convention, indicating that they did not limit their activities to their own field, but were interested in the broader aspects of their profession.

These teachers reacted differently toward in-service education. This was shown by the fact that one respondent rated the benefits of summer sessions with a score of 33 out of a possible score of 130, whereas another rated the same activity as 125, giving a difference of 92 out of a possible score of 130.

None of the 11 selected types of in-service education was rated as of great benefit by all the 120 respondents. Summer sessions were said to be the most effective type of in-service education for the 120 British Columbia home economics teachers. They received the highest overall rating, and were rated highest for all but one of the categories of teacher growth set up in this study. This category contained those benefits dealing with relationships with parents and community. Summer sessions were also rated highest in 15 out of 26 of the specific benefits with which this study is concerned.

Supervisory visits and school staff meetings rated next to summer sessions when all of the benefits were

considered. Supervisory visits also rated near the top for three of the six categories of teacher growth. These three categories were professional attitudes and understandings, classroom teaching and understanding and evaluation of pupils. This type of in-service education was rated highest of all the 11 types for two specific benefits. These two benefits were increasing the respondents' understanding of supervisory services and helping them identify and solve their teaching problems. Staff meetings received the highest ratings of all the 11 selected types of in-service education for the benefits they provided in the category of relationships with parents and community. They also rated near the top for professional attitudes and understandings, and the understanding and evaluation of pupils. They received the highest rating in five of the 26 specific benefits.

The respondents received the least overall benefit from night school.

Extension courses were rated quite low when all benefits were considered, but near the top for the benefits in classroom teaching, relationships with parents and community and general enrichment. When specific benefits were considered, extension courses contributed more toward enriching the personal lives of the respondents than any other of the 11 types of in-service education.



Although only 34 of the 120 respondents participated in workshops, they seemed to be of value to these teachers. They rated fourth highest of the 11 selected types of in-service education when all the benefits were considered.

Only 17 benefits of the 286 possibilities in seven of the 11 selected types of in-service education were rated with a mean score of four or over. This means these were the only areas the 120 respondents rated as "of some benefit" or more. The highest mean score rating was 4.55. On the other hand, 97 of 286 possibilities were rated less than two, indicating little or no benefit to the respondents.

The categories in which most benefits were recognized by the respondents were those of general enrichment and classroom teaching.

The category in which the least benefits were recognized by the respondents was that of professional advancement. Local school district teacher meetings received the highest rating of the 11 selected types of in-service education for contributing toward a higher salary. Although summer sessions, extension courses and correspondence courses were taken mostly in the field of home economics and/or teaching, none of these received high ratings for contributing toward a higher salary for the respondents.

### Interpretations and Recommendations

There was a very great difference in each teacher's reaction toward the 11 selected types of in-service education. This great difference in ratings was responsible for the fact that none of these types of in-service education was of great benefit when the ratings of all the respondents were used.

When the background information provided by the respondents is considered, it is easy to see one reason for this. For example, at least 50 per cent of the respondents were not fully qualified for secondary school home economics teaching. Thirty-two per cent did not have a bachelor's degree. Obviously, the needs of these teachers will be very different from those with a home economics background. It will be recalled from Chapter I that the British Columbia Teachers' Federation study (5) reported the home economics teachers as expressing the desire for more advanced work in their field. Although the information was not given in that study, it may be assumed that the teachers expressing the desire for more advanced work would be those with the home economics background.

The needs of these two groups, then, would be so different that they could not possibly be met by the same types of in-service education activities. If the in-service activities listed in this study have been geared to

meet the needs of either of these groups, then the other group would surely go away dissatisfied.

Fifty-three per cent of the respondents had less than five years' home economics teaching experience. The in-service needs of this large group of teachers would be very different from those of the more experienced teachers.

Those persons planning the University of British Columbia summer session offerings for home economics teachers have taken these differences in professional background into consideration. This summer, 1958, there are courses offered for those wishing to obtain a home economics background, for those home economists wishing to receive training as teachers, and for those fully qualified home economics teachers wishing advanced certification or just wishing to keep up with newer developments in home economics and education. The extensiveness of these offerings is a very recent development, however, and time will tell the effectiveness of this plan.

That summer sessions provided the most benefits was to be expected. They usually involve a considerable outlay of time and money. They are of a more formal type of in-service education, with courses to be passed, grades to be given, a continuity of thought pertaining to specific matters, and more contact with more teachers over a longer period of time. A common practice at summer sessions is



the final evaluation of the course, so the teachers are, perhaps, made more aware of the benefits they derive from them.

The ratings given summer sessions, although higher than that for any other of the 11 selected types of in-service education, show that even summer sessions apparently are not meeting the needs of the different types of teachers represented in this study.

#### Recommendation

1. That those planning in-service education for home economics teachers take into consideration the great differences in the professional background of those teachers.
2. That the policy of providing, at the University of British Columbia, a program of summer studies for home economics teachers with varied backgrounds be continued with a plan for evaluation of its effectiveness.

Three types of in-service education which were not available to all the teachers were night school, extension courses and workshops. The last may be teacher-sponsored. All three were rated by 25 per cent or less of the respondents. Perhaps the subject matter or problems to be considered in these activities were not such as to encourage participation of home economics teachers. Although not many teachers participated in workshops, those who had indicated that they found the workshops relatively beneficial when

compared with the 11 types of in-service education in this study.

### Recommendation

That the British Columbia home economics teachers take more of the initiative in planning and participating in workshops in their local situations.

The writer was surprised that the local school district teacher meetings received a higher rating for contributing toward a higher salary than did summer sessions, correspondence courses and extension courses. She realizes that through the salary committees of these associations very considerable salary increases have been achieved over the past few years. Without the strength of these local school district organizations, these increases would not have been gained. This was perhaps the reasoning behind the rating given to local school district teacher meetings for this benefit. On the other hand, the formal credit courses have either not involved higher certification with the resulting higher salary, or the teachers did not recognize that even one course might contribute toward higher certification or salary. Do home economics teachers need interpretation of the benefits in this area to be derived from formal courses? The fact that the category containing benefits in professional advancement received such a low rating in general suggests another interpretation. That is, that contrary to common belief, the home economics

teachers do not participate in in-service education with just their own professional advancement as their goal.

#### Recommendation

That the home economics teachers of British Columbia cooperate in a concerted effort to clarify their goals and to interpret the benefits they expect and/or receive from participation in in-service education.

This study shows that no one type of in-service teacher education provides all the benefits to be derived from such activities. Each activity considered in this study had some benefits to offer some teachers. There was not one of the 11 selected types of in-service education which was rated as of no value for all 26 benefits listed in this study.

#### Recommendation

1. That the British Columbia home economics teachers be encouraged to participate in a variety of types of in-service education.
2. That home economics teachers give evaluation of in-service activities a more important role in the program. That records of these evaluations be preserved, and given to those in charge of planning in-service education activities so that these evaluations may be used to make future programs more effective.

If the benefits listed in this study reflect the in-service needs of the British Columbia home economics teachers, then it appears that the available program of in-service education has not been meeting these needs. At least these respondents believed that this was so.



This study points out the great need for further appraisal of in-service education for home economics teachers in British Columbia. Before planning really effective in-service teacher education, certain information needs to be determined. Answers are needed to such questions as:

What are the in-service needs of these teachers?  
How can they be met?

Do these benefits represent the in-service needs of British Columbia home economics teachers?

Do teachers know what they want from participation in in-service activities?

Is there a need for more evaluation of each activity, to ensure that teachers are made aware of the benefits they have derived from in-service education?

#### Recommendation

1. That the British Columbia Teachers' Federation continue to foster in-service education for teachers. That they plan and carry out an action research program for teachers to participate in a cooperative study for improving in-service teacher education.
2. That the British Columbia home economics teachers be shown the importance of participating in a study of this type.
3. That the British Columbia Teachers' Federation and the local associations continue their attempts to make their conventions and meetings more beneficial to teachers than they were shown to be in this study.
4. That a further appraisal of in-service education for home economics teachers in British Columbia be made in order to serve as a guide for setting up a more effective in-service program to meet the needs of all these teachers.

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САНКТ-ПЕТЕРБУРГСКИЙ  
АДВАНСЕ БОНД

**APPENDIX A**

## APPENDIX B

Table A  
(Master Table)120 Respondents' Ratings of 11 Selected Types of In-service Education  
According to 26 Benefits Derived from Them

Types of In-service Education																						
B. C. T. F. Conventions		Correspond. Courses		Extension Courses		Local Conventions		Local School Dist. Teacher Meetings		Night School		Professional Literature		School Staff Meetings		Summer Sessions		Supervisory Visits		Workshops		
Number	Mean	Number	Mean	Number	Mean	Number	Mean	Number	Mean	Number	Mean	Number	Mean	Number	Mean	Number	Mean	Number	Mean	Number	Mean	
Rating	Score	Rating	Score	Rating	Score	Rating	Score	Rating	Score	Rating	Score	Rating	Score	Rating	Score	Rating	Score	Rating	Score	Rating	Score	
Possible 65	5	8	5	20	5	86	5	100	5	29	5	105	5	116	5	102	5	102	5	30	5	
Benefits																						
1	52	1.98	8	2.63	15	2.87	69	2.19	80	1.78	24	1.88	92	3.14	106	3.34	91	4.03	88	2.93	28	2.93
2	54	2.07	8	2.63	14	3.29	71	2.35	82	1.88	23	2.00	90	2.77	103	3.17	95	4.05	94	4.01	29	2.93
3	53	1.75	7	1.00	14	2.29	72	1.94	85	2.64	24	2.54	81	1.65	100	2.99	81	1.85	81	1.58	26	2.00
4	54	2.89	8	2.25	14	2.43	75	3.12	86	2.93	23	2.17	81	1.96	103	3.27	86	3.33	80	2.31	28	3.04
5	61	3.82	7	2.26	15	3.40	82	3.65	91	3.23	22	1.95	97	4.06	103	3.31	89	4.26	88	3.50	29	3.83
6	52	1.87	8	2.88	15	3.07	72	2.04	82	1.84	24	1.87	88	2.82	101	3.04	88	3.69	86	3.05	28	2.68
7	51	1.43	6	2.00	12	1.92	69	1.52	76	1.51	19	1.42	80	1.80	100	3.40	79	2.66	82	2.28	26	1.96
8	54	2.13	6	1.33	11	2.36	73	2.42	77	2.19	21	1.33	82	1.93	97	3.62	89	3.76	88	3.31	28	2.61
9	54	2.56	7	4.14	19	3.95	74	2.53	78	1.71	23	3.52	97	4.19	91	1.55	94	4.50	87	3.11	28	2.79
10	58	2.91	6	2.17	14	3.57	74	3.23	83	2.53	21	1.62	91	3.33	94	3.12	90	4.11	86	2.95	29	3.14
11	57	2.79	6	1.50	14	2.57	72	2.68	79	1.75	21	1.76	91	3.78	89	1.51	99	4.38	90	4.09	29	2.69
12	61	3.39	6	1.17	13	2.54	77	3.65	88	3.36	21	1.48	87	2.82	108	3.90	85	3.76	84	2.68	29	3.72
13	52	1.38	6	1.17	13	2.15	70	1.59	81	1.93	22	2.36	80	1.94	99	3.01	81	2.06	81	1.57	27	1.70
14	55	2.95	8	3.50	17	4.18	73	2.92	81	2.59	23	3.91	91	3.49	96	2.26	90	4.01	82	2.71	28	3.11
15	54	1.80	6	1.00	12	1.42	70	1.83	79	2.36	20	1.40	80	1.53	107	4.35	84	2.77	81	1.95	26	1.62
16	62	3.81	6	1.17	13	1.85	75	3.92	92	4.17	20	1.15	84	2.89	101	3.81	84	3.29	85	2.85	27	3.63
17	50	1.62	6	1.50	11	1.73	66	1.62	75	1.60	18	1.06	81	2.15	94	3.06	79	3.13	82	2.87	25	2.36
18	50	1.95	6	2.17	13	1.92	70	1.87	86	3.49	19	1.53	74	1.24	87	1.78	79	2.97	75	1.23	24	1.38
19	55	2.45	6	1.50	14	3.00	73	2.66	76	2.29	21	2.38	82	3.02	93	2.58	87	3.94	88	3.27	27	2.93
20	51	1.76	6	2.00	14	2.29	69	1.94	74	1.55	21	1.57	83	2.59	94	3.03	91	3.92	86	3.48	26	2.77
21	53	1.92	6	2.67	14	2.29	70	2.11	77	1.66	20	1.60	82	2.56	95	3.11	88	3.82	84	3.31	26	2.65
22	53	2.11	6	1.00	14	1.86	70	1.97	79	2.03	19	1.16	80	1.85	97	2.87	83	3.04	90	3.91	25	2.16
23	55	2.49	6	1.33	13	1.92	72	2.36	81	2.89	19	1.16	79	1.82	92	2.27	79	2.19	81	1.79	23	2.13
24	53	2.43	6	2.67	15	3.53	70	2.84	76	1.92	24	2.29	84	3.37	92	2.48	96	4.55	91	4.11	28	3.00
25	51	1.27	6	1.67	13	1.77	66	1.18	73	1.21	19	1.26	78	1.32	87	1.26	83	2.86	81	2.26	26	1.46
26	52	1.90	6	2.50	12	2.17	70	2.37	79	1.76	22	1.73	84	2.65	92	2.66	87	3.89	90	3.98	27	2.85



**APPENDIX B**



IN-SERVICE EDUCATION FOR HOME ECONOMICS TEACHERS  
IN BRITISH COLUMBIA

Dear Home Economics Teacher:

May I ask a favor of you? Your assistance in providing the information requested on the following questionnaire would be greatly appreciated. The information evolving from this questionnaire will form the basis of my thesis entitled, "An Appraisal of In-Service Education for Home Economics Teachers in British Columbia." The findings of this study will be available for future planning of in-service education programs in British Columbia.

This project has been discussed with Miss Bertha Rogers, Provincial Director of Home Economics. The cooperation of all Home Economics teachers would be appreciated.

When I inquired about sending this questionnaire to you, I was informed that the list of your names and addresses would not be available until late October. Believing that you may have more time for this during the fall term, I am sending this to you now without specific names and addresses. I hope you will understand.

A stamped self-addressed envelope has been included to facilitate return of one of the two questionnaires enclosed. The other you may keep for future reference when the results are available. Thank you for a prompt reply.

Yours sincerely,

Lola Jackson  
RR #4  
Kelowna, B.C.

What grade level do you teach now?	
How many years of Home Economics teaching experience have you completed?	
What teaching certificates do you hold?	
What degree(s) do you hold?	
Give date(s) received.	
How many B.C.T.F. Annual Conventions have you attended?	
At these meetings have you attended	(1) Home Economics sections only?
	(2) General sections only?
	(3) Both?
How many university correspondence courses have you taken in the past seven years?	
Of these, how many were directly related to Home Economics and/or to teaching?	
Have university extension courses been available to you in your community?	
How many university extension courses have you attended in the past seven years?	
Of these how many were directly related to Home Economics and/or to teaching?	
How many meetings per year are held by your school district teacher organization?	
Approximately how many of these meetings do you attend per year?	
Have night school classes been available to you in your community?	
How many such classes have you attended in the past seven years?	
Of these, how many were directly related to Home Economics and/or to teaching?	
How many summer sessions have you attended in the past seven years?	
Of these, how many were directly related to Home Economics and/or to teaching	(1) Entirely?
	(2) Partially?
	(3) Not at all?
Have any educational workshops been available to you in your community?	
How many such workshops have you attended in the past seven years?	
What professional magazines do you read regularly? (List)	

(Over)



# IN-SERVICE EDUCATION OF HOME ECONOMICS TEACHERS IN BRITISH COLUMBIA

**Instructions:** Cross out the types of in-service education which you have not experienced. Using the rating scale below, please rate the types of in-service education you have experienced on the basis of the benefits which are listed in the left hand column of the questionnaire.

**Rating Scale:** Of great benefit ..... score 5 points  
 Of some benefit ..... score 4 points  
 Sometimes beneficial and sometimes not ..... score 3 points  
 Of little benefit ..... score 2 points  
 Of no benefit ..... score 1 point

BENEFITS DERIVED	Types of In-Service Education										
	B.C.T.F. Conventions	Correspondence Courses	Extension Courses	Local Conventions	Local School District Teacher Meetings	Night School	Professional Literature	School Staff Meetings	Summer Sessions	Supervisory Visits	Workshops
1. Developed a clearer insight into the behavior of children											
2. Helped you improve your class-room organization and control											
3. Helped you develop a better understanding of the community											
4. Increased your confidence in the presence of your fellow teachers											
5. Increased your awareness of educational trends and professional problems											
6. Increased your ability to provide for individual differences											
7. Enabled you to interpret your pupils' progress to their parents											
8. Enabled you to interpret the school program											
9. Increased your knowledge of subject matter											
10. Increased your understanding of the objectives of education in general											
11. Increased your understanding of the objectives of home economics education											
12. Increased your understanding of the problems of other teachers											
13. Increased your understanding of the pupils' parents and home life											
14. Enriched your own personal life											
15. Increased your understanding of the duties and responsibilities of the principal											
16. Made you more aware of the need for professional unity											
17. Increased your skill in using pupil records to help them learn to solve their problems											
18. Contributed toward a higher salary											
19. Helped you realize more satisfactions from teaching											
20. Increased your skill in measuring student achievement											
21. Increased your skill in recognizing student difficulties											
22. Increased your understanding of supervisory services											
23. Encouraged you to assume more responsibilities in your teacher organization											
24. Improved your teaching methods											
25. Enabled you to accept a more desirable teaching position											
26. Helped you to identify and solve your teaching problems											