

HOME ECONOMISTS AND POLITICAL  
PARTICIPATION

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## CHAPTER I

### INTRODUCTION

Leaders for the profession of home economics have endorsed political involvement from the early 1900's to the present. At the fourth Annual Lake Placid Conference in 1902, a general plea for public policy involvement was made by C. R. Henderson (1902) in his presentation entitled "Social Conditions Affecting the Law of Domestic Life." The purpose of the presentation was to encourage awareness of the impact of legislative decisions upon the family. Societal conditions including sanitation problems, tenement housing, child labor, health and welfare problems, impure foods and improper food processing were the focus of the early advocacy efforts of home economists (Hunt, 1907 and Bonser, 1915).

The American Home Economics Association (AHEA) was formally organized in 1909. The leadership of this organization continued to encourage members to become politically involved. The AHEA activated legislative committees to work on political issues important to association members. Each year at the annual meeting, resolutions and recommendations were adopted to support or oppose pending legislation. The AHEA still functions in this manner today (Pundt, 1980).

From the early days to the present, leaders in the profession have observed that the well-being of individuals and families has been and continues to be dependent on outside influences. As political programs affected families, it seemed appropriate for home economists to involve themselves in order to help influence the outcomes of political decisions (Monroe, 1944; Lewis, 1946; Jolley, 1974; and Magrabi, 1980). According to McFarland (1982),

Over time, the interest of the home economics profession will be best served if every member of the Association takes interest in the formulation of public policy and takes individual positions on items of concern (p. 6).

#### Statement of the Problem

The problem of this study was to describe political participation behaviors of contemporary home economists, to assess their attitudes toward political roles for home economists, and their attitudes toward preparation for political participation. Background variables which correlated with active political participation and attitudinal scores were also identified.

#### Need for the Study

The subject of this research is a prominent area of concern for members of the profession as evidenced by the ongoing emphasis by professional association leadership. As stated in the AHEA Dateline (Home Economics and public

policy, 1981), involvement in public policy is one of the six goals in the program of work for the AHEA.

Public policy today calls even more greatly than before for the unique home economics perspective on questions of pension reform, teenage pregnancy, abortion choice, the future of farm families, inflation and the family, consumer education, food, safety, nutrition education, housing for the poor and many more (p. 5).

According to Ley (1979, p. 4), "If family life is to be promoted and strengthened by home economists, involvement in politics by home economists cannot be avoided--it is a must."

A broad research base has not been established to relate the political participation behaviors of home economists to their attitudes toward political roles for home economists and their attitudes toward preparation for those roles. The information obtained will be useful in describing the types of political participation behaviors of home economics college and university faculty members and their attitudes toward political roles for home economists. Results can be used to evaluate and structure educational experiences and curricular content in home economics programs in colleges and universities and professional development activities of the AHEA and the state home economics associations.

#### Limitations of the Study

This study was limited to a survey of home economists who were members of the Colleges and Universities

Professional Section of the AHEA. These specific members were randomly selected for participation because of their potential influence as teachers and role models for students of home economics and their potential influence upon curriculum and educational experiences for future home economists.

### Objectives

Several objectives were selected for this study. They included the following:

1. Identify demographic variables that may be related to political participation behaviors of home economists.
2. Describe political participation behaviors engaged in by home economists.
3. Identify professional experiential variables that may be related to political participation behaviors of home economists.
4. Identify demographic variables that may be related to attitudes of home economists toward political roles for home economists.
5. Assess home economists' attitudes toward political participation as a part of the professional role of home economists.
6. Assess home economists' attitudes toward political participation concepts in the professional education curriculum for home economics students.
7. Assess home economists' attitudes toward including political participation activities in the professional

education experiences of home economics students.

8. Describe the presence of political participation activities in the professional education experiences of students in home economics units in colleges and universities.

9. Assess home economists' attitudes toward the role of the AHEA and state home economics associations in preparing members for political participation.

10. Describe the status of state home economics associations' activities relating to the preparation of members for political participation.

#### Hypotheses

The following hypotheses were postulated in this study to be significant at or below the 0.05 level.

1. There is no relationship between political participation behaviors of respondents and:

- a. gender
- b. age
- c. number of children under 18 years of age
- d. size of community of residence
- e. region of the country
- f. highest degree earned
- g. employment status
- h. undergraduate enrollment
- i. graduate enrollment
- j. subject matter affiliation.

2. There is no relationship between the political

participation behaviors of the respondents and their political skill building experiences obtained through professional and civic organizations.

3. There is no relationship between the attitudes of respondents toward political roles for home economists and:

- a. age
- b. region of the country.

4. There is no relationship between the respondents' political participation behaviors and their attitudes toward the role of home economists as political participants.

5. There is no relationship between the respondents' political participation behaviors and their attitudes toward including political participation concepts in the professional education curriculum for home economics students.

6. There is no relationship between the respondents' political participation behaviors and their attitudes toward political participation activities as part of the professional education experiences of home economics students.

7. There is no relationship between the respondents' political participation behaviors and their attitudes toward the role of the AHEA and the state home economics associations in preparing members for political participation.

8. There is no relationship between the presence of political participation activities in the professional education experiences of students and the size of the home economics unit of the respondents.

## Assumptions

The following assumptions provided a basis for planning and conducting this study.

1. Respondents will accurately report background data identified as necessary for testing the hypotheses.

2. It is possible for the respondents to accurately recall and identify behaviors that describe their performance as political participants.

3. Respondents will thoughtfully and accurately assess their attitudes toward the role of home economists as political participants.

## Definition of Terms

Terms crucial to an understanding of the study are defined as follows:

Ad Hoc Committee - a committee appointed to address a particular situation without wider application.

American Home Economics Association (AHEA) - the professional organization of home economists with the purpose of promoting scientific and educational endeavors that will improve the quality of life for individuals and families (AHEA Policy Handbook, 1972).

Coalition - a temporary alliance of distinct parties, persons, or states for joint action (Webster's Seventh New Collegiate Dictionary, 1976).

Demographic - a term relating to the statistical study of the human population, especially with reference to size

and density, distribution and vital statistics (Webster's Seventh New Collegiate Dictionary, 1976).

Home Economics - the field of knowledge and services focused upon families. As stated by Brown and Paolucci (1979)

The mission of home economics is to enable families, both as individual units and generally as a social institution, to build and maintain systems of action which lead (1) to maturing in individual self-formation and (2) to enlightened, cooperative participation in the critique and formulation of social goals and means for accomplishing them (p. 23).

Home Economics Unit - the college, division, school or department at a college or university which deals with teaching, research, extension and continuing education in the various areas of home economics. Throughout this study, the term home economics is intended to include units presently bearing other names such as Human Development, Human Ecology, Family Life or Family Resources, etc. (Litherland, 1975).

Interest Group - any association that seeks to influence the actions of government (Morlan, 1975).

Internship - an advanced educational opportunity providing practical experience in a community setting.

Lobbyist - a person who represents the views of an interest group before a legislative body, seeking to build support or opposition to measures before that body in accord with the objectives of the organization represented; a legislative advocate (Morlan, 1975).

Pluralism - the tendency of Americans to form groups to



protect common interests - economic, professional, religious, racial, etc. (Palumbo, 1973).

Political Advocacy for the Professional - political activities restricted to proximate goals, especially those related to the integrity of the profession or client interests (Smith, 1975).

Political Consciousness of Professionals - a concern about the social and political contribution professionals might be making or about the ends by which their professional skills are being used (Smith, 1975).

Political Elites - those persons who are very active, organized and powerful political participants (Palumbo, 1973).

Political Participation - various activities engaged in by citizens that are directed at influencing the selection of public officials and/or political actions taken by public officials or government personnel (Verba and Nie, 1972).

Political Party - any association that seeks to elect persons to public office and thus to control and direct the machinery of government toward goals favored by the organization (Morlan, 1975).

Political Socialization - the process through which an individual acquires knowledge, feelings and evaluations regarding the political world (Dawson, Prewitt and Dawson, 1977).

Politics - the struggle for power and leadership and dominance in human relations and the resolution of

conflicting values and interests. The fundamental business of politics is the wielding of policy, power, and influence (Morlan, 1975).

Precinct - the basic subdivision of any community for purposes of electoral administration, expected to be small enough in size to make it easy for all residents of the area to vote in one polling place during a given day (Morlan, 1975).

Professional Association - an organization formed to improve standards, keep out the untrained and elevate the profession (Bone and Ranney, 1976).

Professional Education - experiences provided through an academic setting or within a professional organization which are designed to provide both depth in expertise and commitment to the profession.

Professional Political Participation - behavioral involvement in the political sphere, acting on the interests of 1) a reasonably determinate body of clients, 2) the integrity of the profession, and 3) the expert information needed by the community in reaching decisions (Smith, 1975).

Professional Responsibility - a pervasive concern for the foreseeable social consequences of professional acts, including acts of commission and omission (Smith, 1975).

Public Official - a person who is elected or appointed to public office.

Public Policy - comprises governmental positions, actions, and legitimate spheres of influence on issues that

vitally affect the lives of the people (Palumbo, 1973).

### Organization of the Report of the Study

The report of the study is presented in five chapters. In Chapter I the general background against which the problem is viewed is developed. The specific problem investigated is stated and the research objectives are listed. The limitations of the study are identified and the hypotheses tested are presented. Assumptions underlying the study are stated and terminology important to understanding the report is defined.

A review of literature which includes theories on the functioning of democracy and the political system, and a discussion of political behavior is included in Chapter II. Various modes of political participation have been examined along with a discussion of theories about motivations for political participation. Also included is a discussion of the impact of various types of groups on the political system. Finally, political socialization is examined.

Described in Chapter III are the research procedures utilized in the study. The survey population, instrument construction, data collection, follow-up results, and analysis of data are discussed.

The results of the study and a description of the respondents and their political participation behaviors are presented in Chapter IV. The relationships between political participation behaviors and attitudes are examined.

Findings are summarized.

The procedures and major results are summarized in Chapter V. Conclusions are drawn and recommendations for professional education development in home economics units and program planning for state home economics associations are presented along with suggestions for further research.

#### Chapter Summary

Presented in this chapter is a background for the study of political participation behaviors of home economists and their attitudes toward professional roles as political participants. This study was undertaken as a result of an interest in political participation on the part of the researcher combined with the urging of political participation by members of the profession. Both Ley (1979) and Neruda (1979), home economists who have conducted research into the political behavior and political socialization of home economists, recommended further study of the political behavior of home economists and the role of the AHEA and the state home economics associations in socializing members for political participation.

The basic purpose of the investigation was to determine the political participation behaviors of home economists. It was also an attempt to assess their attitudes toward fulfillment of a professional role as active political participants, attitudes toward the role of home economics units in colleges and universities in preparing home economics

students for political participation, and attitudes toward the role of the AHEA and the state home economics associations in socializing members for political participation.

## CHAPTER II

### REVIEW OF LITERATURE

The study of democracy and political behavior reveals a multitude of ways in which social scientists have tried to identify the variables which influence participation. According to Jaros and Grant (1974),

the explanation for the functioning of democracy and political behavior involves a mosaic of variables resulting in only a general knowledge which is partial, qualified and subject to all sorts of reservations (p. 214).

This review of literature begins with a discussion of democracy and political participation, then theories about political participation including an examination of individual behavior, group behavior and political socialization are presented.

#### Political Participation in a Democracy

Political participation is defined as "referring to those legal actions by private citizens that are aimed at influencing either the selection of governmental personnel or the actions they take" (Verba, Nie, and Kim, 1978, p. 1). Salisbury (1975) described the prediction of Aristotle and others that an individual can only attain full human potential as an active participant in the political community.

Pennock (1979) examined achievement motivation and power motivation and subsequent attitudes toward political participation in a democracy. Using both motivational theories and power theories, Pennock set forth a classification scheme to accommodate attitudes toward democracy and participation. He listed motivational theories with categories ranging from "rational individualists" who do not believe that active political participation is worth the effort to "collectivists" who support the most extensive political participation possible.

Power theories also vary in support of the concept of political participation. Pennock described "elitists" as using political participation to serve personal ends and thwarting mass political participation as a potential threat to themselves. The ideological opposite is the "populist," who subscribes to the opinion that massive, informed citizen participation is advantageous both to society in strengthening and stabilizing the democratic system, and to politically active individuals in developing and enhancing their sense of political efficacy (Pennock, 1979).

The importance of public participation has been described by Ippolito and Walker (1980) as being paramount to the selection and direction of quality leaders who incorporate citizens' views into public policy. According to Verba et al. (1978),

Through participation citizens convey to political leaders their needs, problems, and preferences and place pressure on such leaders to act in ways that are responsive (p. 301).

The primary purpose of citizen participation in a democracy is to heighten the government's responsiveness and accountability to the citizens who are affected by public decisions (Rosenbaum, 1978). Such responsiveness describes the relationship between the leaders and the led and is at the foundation for the reciprocal representative model of democracy.

Responsiveness requires communication from constituents to the government. This requirement is rather strict and, according to Zeigler and Tucker (1978), is not being met. Much of the communication between the people and the political officeholders is one-way, in the form of mass mailers and news and television interviews, etc., from the officeholders to the public. The linkages between the governed and the government through individual participation has been described as ineffective because a complex system of multiple issues results in bewilderment to the public (Ippolito and Walker, 1980).

The role of government has grown and changed over the years. Among the many functions of the government are included the following: 1) providing many services, 2) administering income transfer programs, 3) protecting the environment, 4) determining the rights and responsibilities of employers and employees, 5) licensing and overseeing hundreds of activities in the private sector, and 6) directing the resolution of social conflicts on many dimensions. Almost one-third of the total economic activity of this



country is accounted for by governmental activities (Bezold and Renfro, 1978). Much political participation has focused on problems and subsequent interaction with agencies and programs of the government.

Patti and Dear (1975, p. 108) further discussed the need for political involvement as individuals and in groups, because of the rippling effects of governmental decisions. "Social legislation has become so broad that even minor changes in policy affect millions of people." The slow rate of growth in the economy, especially when combined with budgetary problems, encourages intense competition for funds.

The communication processes between the public and governmental leaders were also addressed by Zeigler and Tucker (1978) in their discussion of the congruency model. This model was developed around the assumption that both constituents and officeholders usually share common attitudes and expectations, but when disagreement arises officeholders defer to the wishes of their constituents. Such a process demands conscientious, thoughtful voters capable of discriminating between candidates and selecting those who best represent their views. Problems associated with this selection process include the difficulty in determining differences between candidates. Public relations efforts and campaign strategies used by those seeking public office may have a blurring effect, leaving the voter with inadequate information with which to compare and contrast candidates.

Further contributing to the confusion of messages, there is the problem of issue complexity. Candidates run for office with emphases on diverse issues. It is difficult to compare candidates who articulate dissimilar platforms. For example, one may be emphasizing anti-crime positions while another emphasizes the need to balance the budget. Thus, the congruency model, based on constituents voting their own interests through appropriate candidate selection, does not have the effect of sending a clear and direct message to elected officials. "At best, voting is a blunt instrument with little effect on actual public policy" (Zeigler and Tucker, 1978, p. 52).

Basic to democracy are citizens' rights to participate in political activities, but these "rights" are only opportunities. The type and amount of political participation varies among the citizenry. Verba and Nie (1972) studied the United States population, and for purposes of differentiating among citizens, prepared the following participatory profile:

1. inactives - (22 percent) - take no part in political activities
2. voting specialists - (21 percent) - vote, but do not participate in other ways
3. parochial participants - (four percent) - interested in governmental activities only as they relate to their personal lives
4. communalists - (20 percent) - high levels of community activity, but low levels of political activity
5. campaigners - (15 percent) - the opposite of communalists, are active in political

campaigns, but take almost no part in community activities unrelated to politics

6. complete activists - (11 percent) - participate in all types of activities with great frequency
7. unclassifiable - (seven percent).

Milbrath (1972) also developed a classification scheme for the purpose of identifying political behavior of the population. His studies indicated political apathy for about one-third of the population. Approximately 60 percent were what he called "spectators," involved in exposing oneself to political stimuli, voting, discussing politics and attempting to influence others. Only one to two percent were classified as "gladiators" - candidates, campaign staff members, consultants, and volunteers. These citizens contributed personal resources including their time and money to campaigns. They attended strategy meetings, solicited funds and ran for and held public office themselves. Equal opportunity may be a proper political ideology, but in practice equal opportunity has not resulted in equal political participation. Active political participants are a minority in society.

Many political scientists have studied factors in the participation patterns of citizens. Prominent among factors found to correlate positively with increased political participation has been socio-economic status (Milbrath, 1972; Prewitt and Verba, 1977; Boneparth, 1977; and Zeigler and Tucker, 1978). Verba et al. (1978) also concluded from their study that those citizens high on the social and

economic hierarchies were more politically active. Specifically, education and income levels were found to be greater in amount for those citizens who demonstrated greater political participation.

If political participation is used to communicate to governmental leaders the concerns and interests of the people, then those citizens with lesser educational attainment and lower socio-economic levels have been left out. Bezold and Renfro (1978, p. 128) decried "the plight of the poor and unorganized who are often the victims of side-effects of legislation about which they have no information." They further stated a need for more balance in the treatment of both pros and cons of political proposals. This concept requires a higher standard of advocacy either through greater sensitivity on behalf of the leaders or greater organization and political activity by the poor.

The quality of the nation's leadership and the satisfaction with that leadership would appear to be predicated upon political participation by the masses. These concepts can be described as integral components of the classic democratic paradigm which assumes involvement and influence of all citizens on the political system (Jaros and Grant, 1974). The following sections examine theories of political participation and political socialization.

#### Individual Behavior

Traditionally, political thought and action was

considered to be personally inspired and individual in nature. People are and continue to be examined as self-acting, autonomous individuals using their own free will and deliberate decision making in order to achieve ends. Within this framework, political behavior has been studied in a variety of ways, and is attributable to many diverse factors.

### Physiological Factors

Physiological factors have been examined in combination with other factors to try to explain proclivity toward activism. Physical energy, endurance and good health have been examined for partial explanation of the behavior of political elites (Jaros and Grant, 1974). Age is another variable of interest to political researchers (Prewitt and Verba, 1977). A study by Ley (1980) found most politically active home economists were in the age range of 41 to 55 years. This could possibly be related to situational factors such as time and energy constraints placed on these individuals by family obligations during earlier years.

Gender also has been examined by political scientists who wish to predict political behavior. Verba et al. (1978) found women to be less politically active than men. However, they found that in the United States the gap between political activities of men compared to women has been reduced. Additionally, this gap has narrowed as women have become better educated and have experienced more exposure to politics (Ley, 1979, and Boneparth, 1977). Van Hightower

(1977) and Boneparth (1977) studied political elitism among women and determined that gender has diminished as an inhibiting factor in political activism.

### Personality Factors

Personality factors have been shown to be more prominent than physiological factors in the investigation of political behavior. Jaros and Grant (1974) defined personality factors as internal characteristics of the mind which influence how people behave. Stimuli from the environment interact with personality characteristics and together result in behavior.

Personality has been arbitrarily divided into categories by Jaros and Grant. The first classification is the deep inner life, including basic personal needs which must be fulfilled in order to maintain ego defense. These are enduring characteristics which motivate behavior. Achievement motivation and power motivation have been found to be salient among personality traits predisposing an individual toward political activism.

The second category for examining personality focused upon the examination of surface personality factors. These characteristics include attitudes, beliefs and identifications according to Jaros and Grant. Human beings appear to have limitations of the mind which make it impossible to confront the world without a set of internalized dispositions, as it would be impossible for all new experiences and

events to be evaluated without using previous experiences. Surface personality factors, which have been found to strongly influence behavior, can be changed and learned.

Much survey research in political science has focused upon the examination of attitudes for explanation and prediction of political behavior. Attitudes are described as predispositions toward behavior as a response to certain stimuli (Jaros and Grant, 1974). However, the study of attitudes is problematic because of their complexity and inconsistency. Attitudes contain two components: an evaluative component and a belief component. The evaluative component of attitude development includes the properties of direction and intensity. The belief component is dependent upon the quality and quantity of information that underlies the attitude.

The study of attitudes as predictors of behavior is complex because individual behavior may result from a single attitude or from a complex set of attitudes. Additionally, attitudes within the individual may conflict and vary with intensity. Jaros and Grant described the complex association of attitudes within the individual as being either irrelevant, consonant or dissonant. Irrelevant attitudes have nothing in common and do not conflict. Consonant attitudes have commonalities, and one tends to follow the other. Dissonance results when one attitude implies the negation of the other. When this occurs, attitudes may be changed to accommodate new attitudes either by adding new idea

elements or suppressing the importance of the conflicting attitudes. These changes are an effort by the individual to move from an imbalanced status to a state of equilibrium. This is referred to as imbalance theory. The study of imbalance theory attempts to measure both direction and intensity of feelings to determine the strength of central idea elements among the feelings (Jaros and Grant, 1974).

The related perspectives on attitude theories illustrate the complexity and inconsistency involved in the study of political behavior. Because of these factors, the emphasis has shifted from the study of attitudes to the study of belief systems. Jaros and Grant's writings indicate that belief systems are mental constructs of idea elements of the conscious mind. Properties of belief systems include two basic components. First, there is generally a variety of different subjects or idea elements. Second, these various idea elements are organized based on centrality and interrelatedness. The examination of belief systems is a more comprehensive approach to the study of attitudes.

It is important to note that social scientists have found through survey research that attitudes and beliefs are not necessarily reflected in subsequent behavior. For example, many citizens loyally affirm the "right of free speech," but at the same time refuse to allow radicals to speak in public gatherings. Neruda (1979) surveyed professional home economists and found that mean responses involving attitudes toward active political participation



were higher than mean responses regarding actual political participation. Avowed attitudes have not always been found to be determinants of behavior.

Another way of examining personality factors as indicators of political participation has been the examination of personal identification with political symbols as an expression of individual preference, concern and loyalty (Eisinger, Dresang, Fowler, Grossman, Loomis and Merelman, 1978; and Cobb and Elder, 1976). Political symbols include the American flag, patriotic songs, political code words, the peace symbol, and other varied expressions. These symbols have been found to elicit individual and group loyalty and sometimes political participation. Eisinger et al. (1978, p. 508) concluded that "these symbols appeared to serve as a substitute for rational, probing efforts of citizens to understand and relate to an ambiguous and complex society."

Political events and political issues also have been found to be determinants of political participation. These issues and events vary from efforts to outlaw nuclear weapons, to cut taxes, or to legalize abortion. This type of motivation accommodates the classic model whereby citizens participate based upon their political preferences and beliefs. Issues and events are often used by politicians to mobilize political participation. Mass media and group activities focused on political events have been linked with the impetus for individual action (Jaros and Grant, 1974).

## Role Theory

The study of role theory is of importance in the examination of political behavior and is particularly important to this research effort. Roles are simply defined as expected or prescribed behavior. Roles are positions which are earned either by achievement, such as membership in a profession; or by designation, such as race or gender. Roles have been described as contingent behavior resulting from a process of role socialization. They evolve through interaction and interpretation according to Jaros and Grant (1974).

Positions or roles involve various expectations in differing degrees of importance. Sometimes role expectations have been found to conflict. Sources of role conflict have included inconsistent expectations from self and others, different and ambiguous roles, or highly complex role expectations. Role conflict is not uncommon and may be a particular problem for women during these transitional times.

Role expectations may be prescriptive and set forth appropriate behaviors. Other role expectations are prohibitive in nature, detailing behavior to be avoided. Most role expectations are permissive, providing freedom to choose various behaviors. Within the profession of home economics, there is historical precedence for not only permitting but strongly encouraging political participation (Hunt, 1907;

and Wyckoff, 1943). As a result of their investigations of political socialization and behavior, Ley (1979) and Neruda (1979) suggested the role of the professional home economist should include political activities.

In conclusion, individual behavior has been examined for explanation and prediction, but no one universal theory has emerged. Variables have included physiological, psychological and political factors as well as role theories. It is probable that various individual factors working in combination with each other and other group factors are responsible for determination of political behavior.

#### Group Behavior

Researchers in the study of political behavior have examined groups as a methodological tool for explaining and predicting political participation and political power. This approach is based on the assumption that people in groups exhibit similar behavior because of shared interests and common concerns (Mahood, 1967). Individuals acting independently may experience difficulty in achieving goals, but groups are structures of power capable of concentrating resources toward selected goals. "The study of group behavior does not discount the individual, because groups exist for individuals" (Latham, 1967, p. 28).

The First Amendment to the Constitution gives United States citizens the right to organize groups to voice their concerns to the government. Factors precipitating formation

of groups for political purposes might include a disruption in the equilibrium of the environment, a response to crisis, perceived threat of danger, or participation as part of a general social movement (Ippolito and Walker, 1980). The development of groups for political participation is further described by Verba et al. (1978) and Monypenny (1967) as having the capacity to modify the advantages of the wealthy and well-educated over individuals with fewer resources.

### Pluralism

The interaction of groups with the government and politicians, and the competition between groups is viewed as having the potential for garnering advantages for various groups (Latham, 1967). The concept is referred to as pluralism. Pluralism is predicated on the assumption that political power should be spread among diverse groups. There are various beliefs about the type of pluralistic system which is most appropriate in a democracy. "Laissez-faire" pluralism supports a competitive system whereby varied interest groups abound freely and tend to balance each other. "Corporate" pluralism is described as stressing decision making, problem-solving and cooperation between interest groups and government agencies. "Public" pluralism supports the notion of competition between groups but recognizes the relative weakness of certain segments of society and seeks to maintain processes which guarantee representation of these citizens (Kelso, 1978).

The resources of groups have been directly related to political efficacy. Foremost among resources is the size of the group and the level of involvement of its membership. Important to the successful mobilization of large groups for political participation are leaders who inspire the trust and loyalty of the members and who have the expertise and information to provide direction and impetus (Ippolito and Walker, 1980; Eisinger et al., 1978; and Monypenny, 1967). Prewitt and Verba (1977) further cited the need for staff members who specialize in the interests of the group and who maintain access to government officials at both state and federal levels. Money which can be allocated toward political goals has been found to be another important resource. Additional resources include the prestige of the membership and the degree of cohesiveness and subsequent unity of group behavior (Ippolito and Walker, 1980).

Attracting and maintaining members is dependent on meeting the needs of individual members. Individuals sharing common interests who see the group as better able to represent their individual interests will be more inclined to join and participate. This is the basis for pluralistic theory (Moe, 1980). Of critical concern to most individuals are economic interests which affect job availabilities, wages, price controls, etc. Individuals also will join together with others who hold common interests related to power over their own lives and communities. A well-organized group with effective leadership will appeal to

the personal interests of individuals, which will in turn facilitate recruiting and activating members (Prewitt and Verba, 1977).

Another theory relating to membership has been called the rational behavior theory and is based on economic selective incentives. In his investigation of membership motivation, Moe (1980) surveyed members of five organizations. His findings indicated that the most often cited reasons for joining were the services provided by the organizations. This supports the rational behavior/selective incentive theory. However, two other significant findings included people joining because of 1) political activities and benefits and 2) a feeling of responsibility or obligation to join. It would be an oversimplification to say that people join organizations singularly for economic incentives. They join for other reasons as well, and there is potential for development of a political incentive theory (Moe, 1980).

### Interest Groups

Interest groups are specifically political and act to link parts of society to the decision-making process (Eisinger et al., 1978). Members share at least one common interest and can be oriented either positively or negatively toward change. According to Ippolito and Walker (1980, p. 310), "Contemporary American interest groups are often quite complex organizations with many characteristics that make them difficult to categorize with any precision." The

diversity among interest groups includes a broad or narrow range of concerns as well as a broad or narrow range of constituents. The effectiveness of political efforts of interest groups may be partly enhanced by a relatively narrow range of interests in order to concentrate efforts toward one focus.

The success of interest group political efforts depends partly on the ability of the group to promote their special interests and needs to the appropriate branch of the government. Interest groups which have traditionally focused on the legislative branch now attempt to influence other branches. The President, administrative agencies, regulatory agencies and the judiciary all have become targets for interest group activity (Ippolito and Walker, 1980).

The strategies of lobbyists include effective communication through providing testimony at legislative committee hearings; persuading favorable legislators to help influence other legislators; and working with administrative agencies with the same interests (Zeigler and Tucker, 1978).

Additional political participation for interest groups includes involvement in election campaigns. This requires providing volunteers, raising campaign donations, and delivering votes. PACs (Political Action Committees) provide a means by which corporations and labor unions can become involved in campaigns without meeting numerous restrictions. Ippolito and Walker reported that PACs have become a primary method for group participation in the electoral process.

The power and effectiveness of lobbyists and interest groups depends partly on the foundation of support. Those who were found to enjoy greater success than others were those who: 1) represent a large, active membership, 2) have expertise and understanding of the political system, 3) have an understanding of the purposes of the group they represent and 4) use subtle, sincere and persuasive interchange with legislators. In addition, those groups who can reach outside their group and influence the general public on particular issues have greatly enhanced their opportunities for success (Zeigler and Tucker, 1978).

One classification of interest groups that is relatively new to the political scene is the public interest group. Public interest groups have formed to challenge the traditional interest groups and commit their efforts to what they believe to be for the good of society in general. They have become a countervailing force against various traditional interest groups (Ippolito and Walker, 1980; and Monypenny, 1967). Henderson (1978, p. 240) suggested that public interest groups are primarily interested in "the second-order consequences of actions of political and economic institutions."

Second-order consequences are also referred to as externalities and social costs. These have resulted because of a lack of foresight and adequate planning, and because there have been relatively few vocal advocates.



These citizen groups have begun the vital task of filling in the information gaps on the effects of institutional activity which fails to consider the range of its impact on society (Henderson, 1978, p. 240).

### Professional Associations

Professional associations have evolved as another type of group to study in examining political behavior. Most professional associations are formed to provide information and communication channels between members of a specific profession. Professional groups have been involved in governmental policy relating to their respective professions since early in American history. Professional associations such as the American Medical Association and the American Bar Association have been quite successful in influencing public decisions and policy. This success has been explained by the fact that members of the association are generally highly educated and economically privileged; they represent complex areas of knowledge, and they generally can speak for a very large segment of that profession (Ippolito and Walker, 1980).

### Occupational Groups

Occupational groups have also been influential in mobilizing members for political participation. They differ from professional groups in that they are generally not as exclusive or upper status. Occupational issues are important to most individuals. When occupational groups are

affected in some way by public policy, there is a likelihood that the leadership will motivate members to pressure the government to respond to their requests (Prewitt and Verba, 1977). The rewards of working together for collective goals include greater chances for success in reaching their political goals and feelings of solidarity among members. The findings of Milbrath and Goel (1977) indicated that those persons who exhibit strong group identity and those who feel a duty to participate in occupational groups are more politically active.

#### Voluntary Associations

Voluntary associations are examples of potential interest groups. Voluntary associations include members with common concerns and shared interests, but usually are not formed solely for the purpose of making demands on political institutions (Ippolito and Walker, 1980). However, in the studies of Almond and Verba (1972) and Verba et al. (1978), it was found that members of voluntary associations showed greater political competency than individuals who belonged to no voluntary associations. Reasons for this finding included the experience of members in the functioning of the voluntary associations. There are political functions in all organized associations which enable members to participate in the decision-making processes and gain access to power and leadership opportunities. This experience is almost directly transferable to the political sphere.

Although voluntary associations usually do not form as political interest groups, there is opportunity for including politics among their activities. This occurs when the leadership and members perceive threats or changes in their situation which motivate them to political action. Through the process of deliberate exposure to relevant stimuli combined with the training for political mobilization, voluntary associations have altered the expectations of members to include more political participation (Verba et al., 1978). This supports the findings and conclusions of Almond and Verba (1972) that the existence of voluntary associations increases the democratic potential of a society.

The examination of various groups as factors in motivating individuals toward political participation has important implications for the field of home economics, and for the American Home Economics Association and the state home economics associations. The AHEA is a professional association with membership across the nation. Membership in these organizations is voluntary. Activities within the organizations are varied and include ample opportunities for the development of leadership roles. From the earliest leaders of the profession to the present leaders, there has been a call to become more politically active in order to benefit the members of the profession and the constituents of our programs. The following discussion of political socialization provides insight into the ways that people may be prepared for political roles.

## Political Socialization

The process of learning political behavior is called political socialization. Dawson, Prewitt and Dawson (1977, p. 33) have defined political socialization as "the processes through which an individual acquires his particular political orientations--his knowledge, feelings, and evaluations regarding his political world." It is a stabilizing social mechanism and an instrument for maintaining cultural continuity and thus serves the function of perpetuating political values across generations (Schwartz and Schwartz, 1975). The political culture which is maintained through political socialization is complex and includes political traditions, political passions of the citizenry, goals articulated by the political ideology, political styles, political stereotypes, the spirit of public institutions, formal and informal rules of the political game, and the sense of what is appropriately political and what is not (Dawson and Prewitt, 1969).

Political socialization involves three basic tasks:

- 1) maintaining and transmitting from the old to the new;
- 2) transforming and adjusting to changing conditions; and
- 3) creating new ideas and values. Through an interesting mix, these tasks are combined in different proportions and react with other variables to enable political socialization to take place in an individualized way according to Dawson and Prewitt. Political socialization is an important

area for research in order to assess the strengths and weaknesses of democratic norms and behavior patterns in mass publics.

### Agents of Political Socialization

The agents of political socialization begin the same as the agents for other socialization. The family is the primary socializing influence for children. In the early years individuals develop their basic loyalties, identifications and values (Schwartz and Schwartz, 1975; and Dawson and Prewitt, 1969). However, childhood political socialization is incomplete. As children mature, salient and critical changes have been found to take place (Cameron and Summers, 1972). The addition of secondary group influence, educational experiences, exposure to new experiences through geographic mobility, television and the mass media, social change, and adult experience all facilitate the layering of political socialization. The process becomes an interplay of forces which have a cumulative effect (Schwartz and Schwartz).

Peer groups and occupational groups become the main socializing agents as individuals approach the adult years. Adults learn complex role expectations which may be thought of as contingent expectations. Conforming to group norms means acceptance and rewards from the group. Friendships within the group can develop into primary relationships. According to Dawson and Prewitt, group members then become

"significant others," replacing the influence of the family. These new primary socializing agents may build incrementally upon the initial influence of the family or may result in new orientations.

### Processes for Political Socialization

The methods of political socialization have been found to include both direct and indirect experiences (Dawson and Prewitt, 1969). The first method, modeling, includes conscious and unconscious dimensions. Modeling cues have been provided by various socializing agents throughout childhood and adult life.

Another direct method of socialization includes anticipatory socialization in which an individual, with a personal interest in public affairs and leadership, has been shown to take on political values and behavior before the roles are assumed. This particular method supports the view of those home economics professionals who would like to include more undergraduate opportunities for the study of public policy and development of leadership roles.

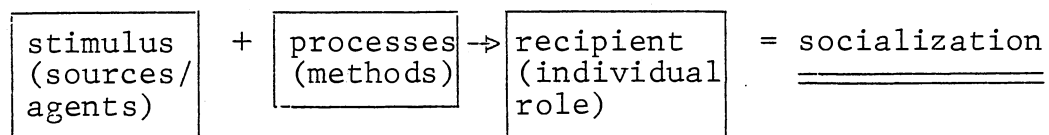
The third direct method of political socialization is the deliberate structuring of political learnings in order to develop certain political orientations. This may be called political manipulation or indoctrination. The initiative is taken by the agent of socialization, not necessarily the individual who is being taught (Dawson and Prewitt, 1969).

The fourth direct method described by Dawson and Prewitt (1969) includes structuring interactions with the political system to provide experiences with political personalities and events. Ley (1979) found in her study of political socialization of professional home economists that actual political experience was salient among other socializing influences for those persons who were most politically active.

Indirect methods of political socialization are based on transference abilities of individuals. Experience which is not specifically political is transferred to political predispositions and subsequent behavior. Activities in the development of leadership skills and participatory behavior, as in youth organizations, transfer to the political sphere. The subtle inclinations of authority figures and reference groups may be transferred within the individual to his or her political attitudes and behavior (Dawson and Prewitt, 1969).

The varied methods for political socialization combined with various socializing agents have revealed the complexity and diversity inherent in the actual process. It is important to recognize that the individual plays a dynamic role in this process (Schwartz and Schwartz, 1975). The needs and attitudes of the individual are an integral element in the interaction. Among other variables of significance for the individual role are personal motivation, attitudes, and personal characteristics including the conscious and

unconscious mental states and learning ability. Even personal health status, general energy levels and time commitments are considered variables in the study of the individual role. The individual operative processes of screening, rejecting, modifying, perceiving and evaluating are among those factors which add to the complexity of the socializing process. Schwartz and Schwartz (1975) have developed the following model for political socialization:



This particular model is broad and responsive to the variations within each component.

#### Summary

The purpose of this review of literature has been to present ideas and theories on the functioning of democracy and the political system. Political participation forms the basis for a democratic system. Modes of political participation have been examined along with the motivations for political participation. Theories of individual political behavior have been examined and have included supporting ideas for the study of physiological factors, personality factors and role theory. Additionally, political symbols and political events have been shown to influence individual behavior.



Theories about the impact of groups upon political behavior have also been included. Reference groups including occupational and professional groups and voluntary associations have been found to help predict political behavior.

Interest groups, distinctly political, have been examined to reveal their functioning and the strategies they have used to impact the political system.

Finally, political socialization has been examined for its role in motivating and training individuals for political participation. The sources or agents in the process first begin their influence in early childhood and vary throughout the adult years. The process of political socialization is complex and includes direct and indirect methods. The complexity of the political socialization process at the individual level is influenced by a broad spectrum of characteristics varying from needs and attitudes to personal vigor, time commitments and operative processes of screening, perception, etc.

It is apparent that the study of political behavior is replete with variables resulting in no simple explanations or predictions. The complexities within the individual, the political system and society in general, contribute to the ambiguous status of political behavior research.

## CHAPTER III

### DESIGN OF THE STUDY

#### Population and Sample

The population sampled for this survey included members of the American Home Economics Association (AHEA) who selected the Colleges and Universities classification as their professional section. College and university faculty were selected for this study because of their opportunities to serve as role models for home economics students, their opportunities to influence curriculum development in undergraduate and graduate programs in home economics, and their leadership roles in the AHEA and state home economics associations. The literature related to political and professional socialization supports the rationale for selecting this population (Ley, 1979 and Anderson, 1976).

According to Krejcie and Morgan (1970), for a given population of approximately 4,000 members, the sample size should include 351 individuals. Upon the advice and recommendations of members of the graduate faculty at Oklahoma State University, it was determined that the sample should include approximately one-tenth of the population. A systematic, computerized random sampling of one-tenth of the

membership in the Colleges and Universities Professional section of AHEA resulted in 399 names. The list was generated from the membership data of the AHEA in the form of mailing labels bearing the names and mailing addresses of the sample. A distribution of the sample by zip code areas is provided in Table I.

#### Instrumentation

The data collection instrument developed by the researcher had three major parts. A copy of the instrument is included in Appendix A. Part I was designed to obtain demographic data to provide personal background information including gender, age, number of children under the age of 18, size of community and geographic region. Additional information was sought to determine professional background data including highest degree earned, employment status, enrollment data for home economics unit, and membership in subject matter area of AHEA.

Part II of the instrument included a political participation checklist. The checklist was an adaptation of the checklist used by Neruda (1979) in her study of "The Extent of Involvement of Home Economists in Public Affairs Activities." After permission was granted for use of this checklist, the investigator adapted statements and included open-ended questions which allowed respondents to list any public offices to which they had been appointed or any public offices for which they had been a candidate.

TABLE I  
DISTRIBUTION OF SAMPLE

Zip Code Area Beginning Number	Number of Questionnaires Sent	Number of Questionnaires Returned
"0" (CT, MA, ME, NH, NJ, RI, VT)	21	17
"1" (DE, NY, PA)	26	21
"2" (MD, NC, SC, VA, Wash DC, WV)	32	28
"3" (AL, FL, GA, MS, TN)	45	34
"4" (IN, KY, MI, OH)	46	35
"5" (IA, MN, MT, ND, SD, WI)	48	41
"6" (IL, KS, MO, NE)	46	33
"7" (AR, LA, OK, TX)	51	43
"8" (AZ, CO, ID, NM, NV, UT, WY)	25	22
"9" (AK, CA, HI, OR, WA)	52	39
Others: Australia	3	2
Canada	1	1
Japan	1	0
New Zealand	1	1
Norway	1	1
Total	399	318

Additionally, there were questions designed to determine the participation of respondents in political skill building opportunities provided by the AHEA, the state home economics associations and other professional or civic organizations. Part II attempted to determine the types and extent of political participation behaviors of home economists and their opportunities for training and preparing for political participation.

The third section (Part III) of the questionnaire was a scale designed to assess the attitudes of the respondents toward (1) the professional role of home economists as political participants, (2) the role of the college and university curriculum in preparing home economics students for political participation, and (3) the role of the AHEA and the state home economics associations in preparing members for political participation.

The questionnaire went through several revisions before completion. Early drafts were reviewed by the investigator and committee chairperson. Then a more complete form was prepared and submitted independently to a panel of experts for additional comments and suggestions. The experts included professors of home economics, two statisticians, a former university president and candidate for the United States Senate, and associate professor and researcher in political science. The investigator received oral and written comments and suggestions from each of the panel members. Suggestions from the experts were used in further

revisions aimed toward establishing content validity.

Three groups of home economics graduate students participated in pilot testing the instrument. These students were asked to assume the role of member of a college or university faculty and complete the questionnaire with this role in mind. They were asked to comment on the clarity of questions and ease of response. The participants in the pilot test were not included in the survey sample.

One of the three groups was administered the questionnaire on two occasions in order to test for reliability of responses. Reliability on Part I was analyzed by percent of agreement between the first and second responses resulting in 98.15 percent agreement. Reliability on Part II was also analyzed by percent of agreement with 91.46 percent agreement. Part III was analyzed by sub-section using Pearson Product Moment Correlation with ranks. The correlation coefficients ranged from .28 to .60. Table II presents the findings regarding the test-retest reliability coefficients for each section of Part III.

There were 12 subjects who participated in the test-retest reliability study. Because of the restricted number of participants, it is difficult to predict reliability. For example, the researcher observed one extreme score in the group. With that subject removed from the study, the correlation coefficients changed greatly. On the section which measured attitudes toward political concepts for curricular content, the correlation coefficient which was .28

with 12 subjects rose to .63 when the extreme score was eliminated from the analysis. This one subject had a significant influence on all the correlation coefficients. It would seem advisable to include a greater number of subjects when analyzing for reliability.

TABLE II  
CORRELATION COEFFICIENTS FOR  
RELIABILITY STUDY

Section of Instrument	Correlation Coefficient
A. Behaviors of Home Economists	.60
B. Concepts for Curricular Content	.28
C. Activities in Preparation for Political Roles	.63
D. Professional Organizational Emphasis	.52

The questionnaire received final revisions by the investigator and thesis chairperson. Revisions included both rewording and item exclusion, and reflected the advice of committee members, faculty members and pilot study participants. A chart illustrating steps in the development of the questionnaire is shown in Figure 1.

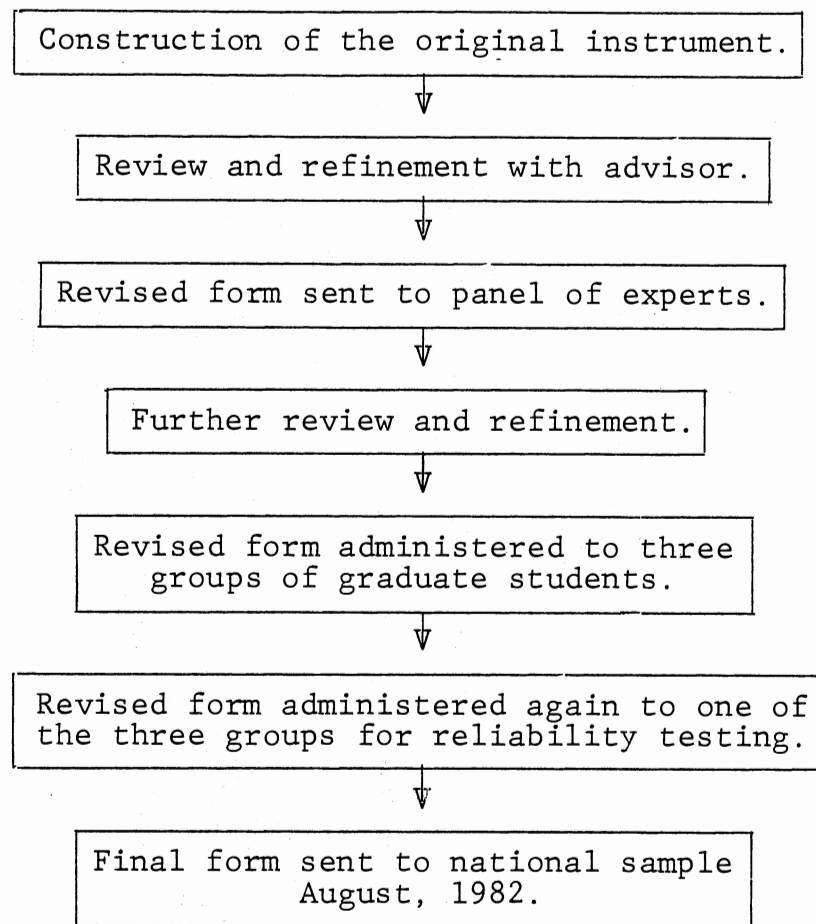


Figure 1. Sequence Used in Questionnaire Development

#### Data Collection

Data for the study were collected in the months of August and September of 1982. The questionnaire was in the form of a three and three-fourths inch by eight and one-half inch, oblong booklet. The initial mailing included a cover letter, questionnaire, a return envelope, and a card for requesting a summary of the study. The summary request card



was separated from the returned questionnaire immediately upon receipt in order to protect the anonymity of each respondent. A copy of the cover letter and the summary request card may be found in Appendix B. As mentioned earlier, the survey instrument may be found in Appendix A.

Three weeks after the initial mailing, a second complete mailing was sent to those who had not yet responded. This mailing included a new cover letter. A copy of the second letter may also be found in Appendix B.

The data collection period closed as of September 30, 1982. The response rate for participation was 80 percent. A record of usable and nonusable responses is presented in Tables III and IV. A summary of the demographic characteristics of the respondents may be found in Chapter IV.

#### Follow-up Results

A follow-up was made for 10 percent of the non-respondents. From the list of individuals who had not returned the questionnaire, ten names were randomly chosen for a telephone interview. An abbreviated questionnaire was used for the nonrespondent questioning. Of the non-respondents who were drawn, one was reported to be deceased and another had no listed telephone. With the exception of one participant in the telephone interview, the answers were very similar to the answers of the participants. Reasons for not having returned the original questionnaire included not having time and no longer working in a home economics

TABLE III  
USABLE AND NONUSABLE RESPONSES

Responses	Frequency	Percent <sup>a</sup>
Usable	306	96
Nonusable	<u>12</u>	<u>4</u>
Total	318	100

<sup>a</sup>The percent refers to returned questionnaires only.

TABLE IV  
REASONS FOR NONUSABLE RESPONSES

Reason	Frequency
Respondents were no longer in a home economics unit	4
Respondents were not employed in a college or university	3
Respondents had retired and felt inappropriately included	2
Respondent had changed her professional section	1
Respondent is legally blind and could not see to answer	1
Questionnaire was returned with notation that subject was deceased	<u>1</u>
Total	12

department. One of the nonrespondents chose not to participate in the study because of her belief that home economists should not be involved in promoting political participation among members of our profession.

#### Data Preparation

As questionnaires were returned, an acquisition number was noted on each questionnaire. Data obtained from the questionnaires were transferred to coding sheets and key-punched for data analysis.

#### Data Analysis

The Statistical Analysis System at the Computer Center at Oklahoma State University (Helwig, 1978) was used to conduct all analyses. Responses to portions of the questionnaire were summarized and reported as frequencies and percentages. Inferential statistical procedures were selected to assist the investigator in reaching eight of the research objectives. Results relating to the other two objectives were reported in frequencies and percentages. The objectives for the study were:

1. Identify demographic variables that may be related to political participation behaviors of home economists.
2. Describe political participation behaviors engaged in by home economists.
3. Identify professional experiential variables that

may be related to political participation behaviors of home economists.

4. Identify demographic variables that may be related to attitudes of home economists toward political roles for home economists.

5. Assess home economists' attitudes toward political participation as a part of the professional role of home economists.

6. Assess home economists' attitudes toward political participation concepts in the professional education curriculum for home economics students.

7. Assess home economists' attitudes toward including political participation activities in the professional education experiences of home economics students.

8. Describe the presence of political participation activities in the professional education experiences of students in home economics units in colleges and universities.

9. Assess home economists' attitudes toward the role of the AHEA and state home economics associations in preparing members for political participation.

10. Describe the status of state home economics associations' activities relating to the preparation of members for political participation.

A summary which shows the relationships of research objectives, null hypotheses and statistical procedures is presented in Table V.

TABLE V  
A SUMMARY OF NULL HYPOTHESES, RESEARCH  
OBJECTIVES AND STATISTICAL PROCEDURES

Null Hypotheses	Research Objectives <sup>a</sup>	Statistical Procedures
1. There is no relationship between political participation behaviors of respondents and:		
a. gender	No. 1	Kruskal-Wallis
b. age	No. 1	chi square
c. number of children under 18 years of age	No. 1	chi square
d. size of community of residence	No. 1	chi square
e. region of country	No. 1	chi square
f. highest degree earned	No. 1	Kruskal-Wallis
g. employment status	No. 1	Kruskal-Wallis
h. undergraduate enrollment	No. 1	Kruskal-Wallis
i. graduate enrollment	No. 1	Kruskal-Wallis
j. subject matter affiliation.	No. 1	chi square
2. There is no relationship between the political participation behaviors of the respondents and their political skill building experiences obtained through professional and civic organizations.	No. 3	chi square
3. There is no relationship between the attitudes of respondents toward political roles for home economists and:		
a. age	No. 4	Kruskal-Wallis
b. region of the country	No. 4	Kruskal-Wallis
4. There is no relationship between the respondents' political participation behaviors and their attitudes toward the role of home economists as political participants.	No. 5	Spearman rho
5. There is no relationship between the respondents' political participation behaviors and their attitudes toward including political participation		

TABLE V (Continued)

Null Hypotheses	Research Objectives <sup>a</sup>	Statistical Procedures
concepts in the professional education curriculum for home economics students.	No. 6	Spearman rho
6. There is no relationship between the respondents' political participation behaviors and their attitudes toward political participation activities as part of the professional education experiences of home economics students.	No. 7	Spearman rho
7. There is no relationship between the respondents' political participation behaviors and their attitudes toward the role of the AHEA and state home economics associations in preparing members for political participation.	No. 9	Spearman rho
8. There is no relationship between the presence of political participation activities in the professional education experiences of students and the size of the home economics unit of the respondents.	No. 8	chi square

<sup>a</sup>Research objectives include only those that were analyzed using inferential statistics.

## Summary

Presented in this chapter was the overall design of the study. Survey sample, instrument construction, data collection, and data analysis were discussed. In the following chapter, results of the study are presented.

## CHAPTER IV

### RESULTS AND DISCUSSION

This study was concerned with the political participation behaviors of home economists and their attitudes toward political roles for home economists and attitudes toward preparing for those roles. A description of the population surveyed and the results from the analysis of the data are presented in this chapter. The findings are presented in the following order. Demographic data of the home economists surveyed are described first. This descriptive information includes 10 items that may have influenced the political participation behaviors of the home economists and their opinions regarding political roles for home economists and the preparation for those roles.

Following demographic data is information describing political participation behaviors of home economists. Frequencies and percentages of responses to a 35-item political participation checklist are presented.

The attitudes of the sample toward political roles for home economists and the preparation for those roles are presented next. Frequencies and percentages of responses to items on the scale are presented in this section.



Results of chi square and Kruskal-Wallis tests relating the demographic variables to the political participation behaviors are represented next. Chi square tests were also used to determine if a relationship existed between political skill building experiences and political participation behaviors.

The relationship between political participation behaviors and attitudes toward political roles and the preparation for those roles are presented next. The attitudinal section was divided into four subsets. Spearman rho tests were used to determine if a relationship existed between any of the subsets and political participation behavior rank.

Presented next are the results of Kruskal-Wallis tests to determine if there was a relationship between the first attitudinal subset regarding political roles for home economists and two demographic variables, age and region of country.

Finally, the presence of political preparatory activities in home economics units was analyzed to determine if there was a relationship between those preparatory activities and the size of the home economics unit as reflected through enrollment data. Chi square tests were used to determine whether a relationship existed.

In this chapter, names of the major variables are shortened to facilitate ease of discussion. The attitudinal subset regarding political roles as part of role fulfillment for home economists will be referred to as political roles.

The subset referring to political concepts for curricular content in home economics professional education will be referred to as political concepts. The subset concerning activities and methods used in home economics units in colleges and universities for preparing home economics students for political participation will be referred to as political preparatory activities. The final subset regarding the emphasis the AHEA and the state home economics associations place on political issues and activities will be referred to as professional organization emphasis.

#### Demographic Data

The 306 home economists who participated in this study are discussed below and described in Table VI. The first personal response requested of them was their gender. There were 293 women and 13 men who participated in this study, 96 percent and four percent respectively.

The majority of those completing this survey were 41 years of age or older (Table VI). Years of age were divided into five categories with the smallest group represented in the youngest category. Only 32 persons (10 percent) of the sample were between 20 and 30 years old. The second category which included those who were 31 to 40 years of age was the largest single classification. This age range represented 25 percent of the sample. The representation of those aged 41 to 50 included 70 persons, or 23 percent of the sample.

TABLE VI  
 A SUMMARY OF THE DEMOGRAPHIC DATA  
 OBTAINED FROM SUBJECTS  
 (N = 306)

Background Variable	Subjects	
	Frequency <sup>a</sup>	Percent <sup>b</sup>
<b>Sex</b>		
Female	293	95.75
Male	13	4.25
<b>Age</b>		
20 - 30	32	10.46
31 - 40	77	25.16
41 - 50	70	22.88
51 - 60	71	23.20
61 and over	56	18.30
<b>Number of children under 18 years of age</b>		
None	208	67.97
1	62	20.26
2	32	10.46
3	4	1.31
4	0	-
5 or more	0	-
<b>Size of community of residence</b>		
Metropolitan area 500,000 or more	41	13.58
Metropolitan area 50,000 - 499,999	98	32.45
Urban area 25,000 - 49,999	61	20.20
In or near city of 10,000 - 24,999	67	22.18
In or near town of 2,500 - 9,999	22	7.28
In rural area with no population center as large as 2,500	13	4.30
<b>Region of the country, zip code beginning number</b>		
"0" (CT, MA, ME, NH, NJ, RI, VT)	15	5.02
"1" (DE, NY, PA)	19	6.35
"2" (MD, NC, SC, VA, Wash DC, WV)	28	9.36
"3" (AL, FL, GA, MS, TN)	34	11.37
"4" (IN, KY, MI, OH)	32	10.70
"5" (IA, MN, MT, ND, SD, WI)	39	13.04
"6" (IL, KS, MO, NE)	33	11.04
"7" (AR, LA, OK, TX)	41	13.71
"8" (AZ, CO, ID, NM, NV, UT, WY)	21	7.02
"9" (AK, CA, HI, OR, WA)	37	12.37

TABLE VI (Continued)

Background Variable	Subjects	
	Frequency <sup>a</sup>	Percent <sup>b</sup>
Highest degree earned		
Bachelors	21	6.86
Masters	158	51.63
Educational Specialist	9	2.94
Doctorate	117	38.24
Other	1	.33
Employment status		
Full-time	212	69.28
Part-time	39	12.75
Retired	39	12.75
Unemployed	13	4.25
Other	3	.98
Enrollment data - approximate number of home economics majors enrolled in undergraduate programs		
Up to 200	119	43.91
201 - 400	49	18.08
401 - 600	27	9.96
601 - 800	24	8.86
801 - 1,000	22	8.12
1,001 - 1,500	19	7.01
Over 1,500	11	4.06
Enrollment data - approximate number of home economics majors enrolled in the graduate programs		
Not applicable	109	39.78
Up to 50	78	28.47
51 - 100	27	9.85
101 - 150	23	8.39
151 - 200	20	7.30
201 - 250	12	4.38
251 - 300	2	.73
Over 300	3	1.09
Subject matter area of AHEA		
Art	5	1.65
Family Economics & Home Management	25	8.25
Family Relations & Child Development	58	19.14
Food & Nutrition	63	20.79
Home Economics Communication	3	.99
Home Economics Teacher Education	49	16.17
Housing, Furnishings & Equipment	19	6.27

TABLE VI (Continued)

Background Variable	Subjects	
	Frequency <sup>a</sup>	Percent <sup>b</sup>
Subject matter area of AHEA, continued		
Institutional Administration	8	2.64
International	3	.99
Textiles & Clothing	70	23.10

<sup>a</sup>Some subjects did not complete all items, therefore the N for each item may be less than 306.

<sup>b</sup>The percentages given refer to the portion of the total respondents for each background variable.

The third demographic item requested information regarding the respondents' children. There were 208 respondents who had no children under 18 years of age. This classification included 68 percent of the sample. Twenty percent of the sample had one child under 18 years of age. There were 32 respondents who had two children under 18 years of age and one percent (four respondents) had three children under 18 years of age. No respondents reported having four or more children under 18 years old.

Fourteen percent of the respondents reside in metropolitan areas of 500,000 or more, while four percent reside in rural communities of 2,500 or less. The largest represented group lived in communities of 50,000 people to 499,999. There were 98 participants representing 32 percent of the sample in this classification. Forty-six percent of the

respondents reside in metropolitan communities of 50,000 or more people. Table VI includes the frequencies and percentages for each residential classification.

Information regarding geographic region was requested. A distribution of the sample is presented in Table I, Chapter III. This table includes both the number of questionnaires sent out from each of 10 zip code areas and the number returned. There were 318 questionnaires returned. From this group, there were 306 usable questionnaires (77 percent of the sample). Frequencies and percentages of those returned questionnaires that were usable for this study are presented in Table III. Zip codes beginning with a number seven including the states of Arkansas, Louisiana, Oklahoma and Texas represented the largest percent of usable responses from any single zip code area. This group accounted for 14 percent of the sample. The second largest zip code representation came from the states of Iowa, Minnesota, Montana, North Dakota, South Dakota, and Wisconsin. They represented 13 percent of the sample.

Seven of the names randomly drawn for this research project were members who lived in foreign countries. These countries included Australia, Canada, Japan, New Zealand and Norway. Five usable responses were returned from persons residing in these countries.

Home economists participating in this study were asked to identify their highest degree earned. Those who reported masters as their highest degree represented 52 percent of the

sample. Those having earned a doctorate accounted for 38 percent. Those having earned a bachelors degree represented approximately seven percent of the sample. Table VI presents frequencies and percentages for all classifications of degree levels. Twenty-two respondents added information regarding their degree status to include their present educational endeavors and progress toward a higher degree.

A majority of the home economists who participated in this study were employed full-time in colleges and universities. This group numbered 212 and represented 69 percent of the sample. Those employed on a part-time basis represented 13 percent of the sample. Five of the respondents wrote on the questionnaire that they were employed in a part-time capacity while pursuing another degree. Those who were classified as retired also represented 13 percent of the group. Three respondents checked the category "other." Two of those wrote in that they were students and the third reported "sharing a job." Frequencies and percentages for the five categories for this variable are presented in Table VI.

The participants in this study were asked to report the approximate number of home economics majors enrolled in the undergraduate and graduate programs at their institutions. For each of these questions, approximately 12 percent of the participants left the classifications unmarked. This may have been due to the fact that several of the participants in this study were retired.

Of those reporting the approximate number of home economics majors in undergraduate programs, 44 percent reported enrollments of 200 or fewer majors, the smallest enrollment classification. The next smallest category, 201 to 400 home economics majors, was indicated by 18 percent of the respondents. The remaining 38 percent had enrollments of 401 or more students.

The item regarding the approximate number of home economics majors in graduate programs included an option of "Not Applicable" for those participants who were employed in universities with no graduate programs in home economics. This classification was checked by 109 participants, or 40 percent of the sample. The institutions with 50 or fewer home economics majors enrolled in their graduate programs accounted for 28 percent of the responses. The frequencies and percentages for all classifications regarding home economics majors in undergraduate and graduate programs are presented in Table VI.

The final item of background information requested in the demographic section of the questionnaire pertained to membership in subject matter areas of the AHEA. The largest group represented included those members of the Textiles and Clothing area who accounted for 23 percent of the responses. The second and third largest groups represented were the Food and Nutrition area and the Family Relations and Child Development area, with 21 percent and 19 percent, respectively. The smallest subject matter areas



represented were the International area and the Home Economics Communication area. They each represented approximately one percent of the participants.

#### Summary of Demographic Characteristics

Responses regarding demographic factors showed that the majority of the participants were women who were 41 years of age or older and had no children under the age of eighteen. Forty-six percent resided in metropolitan communities with a population of 50,000 or greater. Information regarding professional factors revealed that the majority had advanced degrees and worked in colleges and universities on a full-time basis. Most reported working at institutions with fewer than 400 home economics majors enrolled in their undergraduate programs and (40 percent) reported no graduate programs in home economics at their institutions. Of the 165 participants who reported having graduate programs with home economics majors, the majority had 100 or fewer majors. Subject matter areas were represented by this sample in the following order: Textiles and Clothing, 23 percent; Food and Nutrition, 21 percent; Family Relations and Child Development, 19 percent; Home Economics Education, 16 percent; Family Economics and Home Management, eight percent; Housing, Furnishings and Equipment, six percent; Institutional Administration, three percent; Art, two percent; Home Economics Communication, one percent; and International, one percent.

Political Participation Behaviors  
of Home Economists

Objective Two of the study was to describe political participation behaviors engaged in by home economists. Frequencies and percentages for these behaviors are presented in Table VII. Subjects were asked to complete a checklist reflecting their political participation within the last five years. The political participation behaviors of the respondents will be discussed in descending frequency order.

The item representing the largest percentage of positive responses asked about voting behavior. Ninety-seven percent of the respondents reported having voted in most elections in the past five years. Seventy-three percent reported having signed a petition relating to a political issue. Those who had written a letter to a legislator concerning a political issue included 195 participants which accounted for 64 percent of the sample.

Two political participation behaviors regarding financial contributions were marked affirmatively by a majority of the participants. One item referred to contributing money to a party or candidate. This behavior was checked "yes" by 60 percent of the subjects. Fifty percent (152 participants) reported having contributed money in support of a political issue.

When asked about working with a group on a political issue, 150 participants (50 percent) responded affirmatively.

TABLE VII  
A SUMMARY OF THE POLITICAL  
PARTICIPATION RESPONSES

Behavior	Frequency <sup>a</sup>	Percent <sup>b</sup>
Voted in most elections.	295	96.72
Signed a petition related to a political issue.	220	72.85
Written a letter to a legislator on a political issue.	195	64.14
Contributed money to a party or candidate.	183	60.00
Contributed money in support of an issue.	152	50.50
Worked with a group on a political issue.	150	49.67
Attended a social event in support of a political issue.	130	43.05
Contacted a government agency on a political issue.	129	42.30
Telephoned a legislator on an issue.	128	41.97
Used a political button or sticker.	123	40.33
Worked in behalf of a party or candidate.	122	40.00
Telephoned others for political purposes.	118	38.69
Met with a legislator on her/his visit back in home district.	101	33.44
Attended neighborhood precinct meeting.	71	23.28
Sent a telegram to a legislator on a political issue.	70	22.95
Scheduled an office visit to a legislator on a political issue.	49	16.22

TABLE VII (Continued)

Behavior	Frequency <sup>a</sup>	Percent <sup>b</sup>
Joined a visual means of protest or support (demonstration) for a political issue.	43	14.24
Written a letter to editor of newspaper, TV or radio station on a political issue.	38	12.46
Testified at hearings on a political issue.	28	9.27
Been appointed to a commission or ad hoc group studying a political issue.	28	9.27
Arranged a public meeting on a political issue.	26	8.61
Formed a group to deal with a political issue.	25	8.28
Canvassed door-to-door in support of a political issue.	23	7.62
Attended county political party convention.	22	7.21
Written article for publication on a political issue.	16	5.25
Organized a fund-raising event for political purposes.	12	3.97
Been appointed to a political office.	8	2.65
Run for public office at the local, state or national level.	5	1.68
Arranged a press conference on a political issue.	5	1.66
Attended state political party convention.	5	1.64

TABLE VII (Continued)

Behavior	Frequency <sup>a</sup>	Percent <sup>b</sup>
Attended national political party convention	2	.66

<sup>a</sup>Some subjects did not complete all items, so the N for each item may be less than 306.

<sup>b</sup>The percentages given refer to the portion of the total N of each political behavior.

Forty-three percent of the respondents had attended a social event in support of a political issue.

When asked about having contacted a government agency concerning a political issue, 129 participants responded affirmatively. One-hundred and twenty-eight respondents (42 percent of the sample) had telephoned a legislator on a political issue. Forty percent of the participants had used a political button or sticker and forty percent responded that they had worked in behalf of a candidate or political party.

When asked about having attended hearings on a political issue, 120 participants (40 percent) responded "yes." Thirty-nine percent reported having telephoned others for political purposes. Thirty-three percent reported having met with legislators in their home districts.

The remaining 18 items in the political participation checklist were marked "yes" by fewer than 25 percent of the participants. A list of these behaviors along with frequencies and percentages of responses is provided in Table VII.

Of particular interest to the investigator were the behaviors that appear to reflect leadership roles evolving from professional issues. Twenty-eight of the respondents reported having testified at hearings and 28 respondents also reported having been appointed to a commission or ad hoc group studying a political issue.

Only 16 of the participants had written an article for publication about a political issue. This represented five percent of the population. However, 12 percent of the population, or 38 respondents, had written a letter to the editor of a newspaper, TV or radio station on a political issue.

There were 26 respondents who reported having arranged a public meeting on a political issue. Eight percent (25 participants) had formed a group to deal with a political issue.

When asked about political appointments, eight participants reported having been appointed to a political office. The names of the offices to which the home economists had been appointed are listed in Table VIII.

TABLE VIII  
 OFFICES TO WHICH RESPONDENTS  
 HAD BEEN APPOINTED  
 (N = 8)

Name of Office	Frequency <sup>a</sup>
County Democratic Chair	1
Environmental Quality Council, State Board	1
County School Board Member	1
Commission on Status of Women, municipal	1
Building Trustee, municipal	1
Unnamed municipal office	1

<sup>a</sup>Some respondents failed to list the offices to which they had been appointed.

Five respondents reported having run for public office. The names of these offices and frequencies regarding election success are listed in Table IX.

An objective of the study was to identify professional experiential variables that may be related to political participation behaviors engaged in by home economists. The final three items in the political participation checklist were included in order to determine the political skill building experiences of the sample. A summary of the responses regarding political skill building opportunities is presented in Table X. Fourteen percent (41 respondents)

TABLE IX  
 ELECTIVE PUBLIC OFFICES  
 SOUGHT BY RESPONDENTS  
 (N = 5)

Name of Office	Frequencies <sup>a</sup>	
	Elected	Not Elected
Precinct Chair	1	
School Board	2	
State Vice-chair, (no further description)	1	
Library Trustee		1
State Legislature		1

<sup>a</sup>One respondent ran for more than one office.

TABLE X  
 A SUMMARY OF RESPONSES ON POLITICAL SKILL  
 BUILDING OPPORTUNITIES

Source of Political Skill Building Experiences	Frequency	Percent <sup>a</sup>
AHEA	41	13.71
State Home Economics Association	93	31.10
Other professional or civic organizations	78	26.62

<sup>a</sup>The percentages given refer to the portion of the total N for that item.



reported having participated in political skill building opportunities offered by the AHEA. Thirty-one percent (93 respondents) had participated in political skill building opportunities offered by their state home economics associations, and 27 percent had received political skill building experiences through other professional or civic organizations. A list of the other professional or civic organizations through which the respondents had obtained political skill building experiences is presented in Table XI.

Half of the participants reported affirmatively on nine or more items in the 35-item political participation checklist. Nine respondents (three percent) answered "yes" to more than twenty items. Eleven respondents marked only one item on the checklist, and two subjects had not participated in any of the political participation behaviors listed in the checklist.

#### Attitudes Toward Political Roles and the Preparation for Those Roles

The third section of the questionnaire was designed to determine the attitudes of the respondents toward political roles for home economists and preparing for those roles. It was divided into four subsets. The research objective related to this section was to assess the attitudes of participants toward political roles for home economists. The first subset related to political behaviors regarded as important to role fulfillment for home economists.

TABLE XI  
 PROFESSIONAL OR CIVIC ORGANIZATIONS  
 PROVIDING POLITICAL SKILL BUILDING  
 EXPERIENCES FOR THIS SAMPLE

Organization	Frequency
American Association of University Women	15
League of Women Voters	14
Society for Nutrition Education	5
Business and Professional Women	4
American Vocational Association	3
National Association for the Education of Young Children	3
California Association for the Education of Young Children	2
Common Cause	2
Oklahoma Association for Children Under Six	2
Oklahoma Council on Family Relations	2
Advisory Board of Alabama Early Childhood Education	1
Alabama Association for Young Children	1
Alpha Kappa Alpha	1
American Federation of Women's Clubs	1
American Legion Auxiliary	1
American Psychological Association	1
Australian Labor Party	1
Australian Women's Electoral Lobby	1
BEA/NEA	1
California Commission on Women	1
California Dietetic Association	1
Camp Fire, Inc.	1
Center for Consumer Education	1
Chamber of Commerce	1
Chester County Home Economics Association	1
Consumer Information and Safety	1
Corvallis Community Club	1
County Extension Service	1
Delta Kappa Gamma	1
Developmental Disabilities	1
DFL Women's Caucus	1
ERA-Oklahoma	1
Extension Associations & 4-H	1
Forest Committee	1
Girl Scouts of America	1
HERS/West	1
Home Health Care Organization	1
Horticulture Society	1
Hospital board	1

TABLE XI (Continued)

Organization	Frequency
Illinois Dietetic Association	1
Kansas Vocational Association	1
Kansas Vocational Home Economics Association	1
LINKS, Inc.	1
Local high school adult class	1
Local school board	1
Louisiana Association for Children Under Six	1
Maryland Committee for Children	1
Maryland State Commission on Adolescent Pregnancy	1
Memphis State University Women's Resource	1
Mississippi Dietetic Association	1
National Council of Administrators of Home Economics	1
National Council on Family Relations	1
Oregon State University - SHE	1
Parenting and Pregnancy Prevention	1
Parents Without Partners	1
Pennsylvania State Health Board	1
Peoria Womens Civic Federation	1
Presbyterian Church	1
Republican Party	1
Retired Persons Association	1
School Board Association	1
School organizations	1
Sigma Shadows	1
United Church of Canada	1
United Faculty of Florida	1
United Methodist Women	1
Vocational Home Economics Association	1
Wesley Temple - United Methodist Church	1
Wisconsin Women's Network	1
Women in Communication, Inc.	1
Women's organizations	1
YWCA	1

Participants were to respond with their opinion of the degree of importance to role fulfillment for each item. Frequencies, percentages and mean scores for each item in

TABLE XII  
ATTITUDES TOWARD POLITICAL ROLES FOR  
PROFESSIONAL ROLE FULFILLMENT

Behavior	Unimportant		2		3		4		Very Important		No Re- sponse	Item Mean Score
	1								5			
	Fre- quency	Per- cent	Fre- quency	Per- cent	Fre- quency	Per- cent	Fre- quency	Per- cent	Fre- quency	Per- cent		
Votes with regularity	2 =	.66	3 =	.99	9 =	2.96	36 =	11.84	254 =	83.55	2	4.77
Provides leadership in the community	3 =	.99	7 =	2.31	50 =	16.50	125 =	41.25	118 =	38.94	3	4.15
Maintains an interest in political issues	1 =	.33	4 =	1.32	60 =	19.87	121 =	40.07	116 =	38.41	4	4.15
Interacts with public officials at the local level	2 =	.66	12 =	3.96	59 =	19.47	124 =	40.92	106 =	34.98	3	4.04
Informs others about political issues	2 =	.66	23 =	7.57	67 =	22.04	121 =	39.80	91 =	29.93	2	3.91
Interacts with public officials at the state level	3 =	.99	17 =	5.59	82 =	26.97	120 =	39.47	82 =	26.97	2	3.86
Interacts with public officials at the national level	5 =	1.64	37 =	12.17	99 =	32.57	98 =	32.24	65 =	21.38	2	3.60
Organizes others for political action	17 =	5.59	61 =	20.07	125 =	41.12	68 =	22.37	33 =	10.86	2	3.13

this subset are presented in Table XII.

The item with the highest mean score reflected the opinion of a majority (84 percent) that voting with regularity was very important to role fulfillment for home economists. Participants also regarded community leadership and maintaining an interest in political issues as very important. The lowest score reflected in the subset related to the importance of home economists organizing others for political action. The mean score for this item was 3.13.

The second subset was designed to determine the attitudes of participants regarding political concepts for curricular content in the professional education of home economics students. This subset included six items. Participants were to respond with their opinions as to the importance of these concepts in the professional education curriculum for home economics students. Frequencies, percentages and mean scores for each item are presented in Table XIII.

The item reflecting the highest mean score referred to the concept that the subject matter areas of home economics are affected by public policies. Eighty-seven percent of the participants scored that item at the upper two levels of the scale.

On three of the items in this subset, there were no responses for the first level of the scale. No respondent believed the concept that the role of home economist as community leader to be "unimportant." The two other

TABLE XIII  
 ATTITUDES TOWARD POLITICAL CONCEPTS  
 FOR CURRICULUM CONTENT  
 (N = 306)

Political Concepts	Unimportant		2		3		4		Very Important		No Re- sponse	Item Mean Score
	1								5			
	Fre- quency	Per- cent	Fre- quency	Per- cent	Fre- quency	Per- cent	Fre- quency	Per- cent	Fre- quency	Per- cent		
The subject matter areas of home eco- nomics are affected by public policies	0 =	0	4 =	1.32	33 =	10.89	89 =	29.37	177 =	58.42	3	4.45
Home economists can in- fluence public policy	0 =	0	11 =	3.62	41 =	13.49	99 =	32.57	153 =	50.33	2	4.30
The role of a home economist includes community leadership	0 =	0	7 =	2.31	33 =	10.89	124 =	40.92	139 =	45.88	3	4.30
Political participation includes a variety of behaviors	2 =	.67	11 =	3.68	59 =	19.73	122 =	40.80	105 =	35.12	7	4.06
Political participation involves learning about the political system	1 =	.33	9 =	2.96	52 =	17.10	118 =	38.82	124 =	40.79	2	4.17
Community leadership includes political participation	2 =	.66	22 =	7.26	94 =	31.02	112 =	36.96	73 =	24.09	3	3.76

concepts with no responses of "unimportant" included the idea that subject matter areas are affected by public policies, and that home economists can influence public policy.

Five out of six of the items in this subset resulted in a mean score above four. These scores reflect a high degree of importance regarding these political concepts, for the majority of the participants. The lowest mean score was 3.76 which would also be regarded as a favorable response by the majority of the participants. This item concerned the inclusion of political participation as part of community leadership.

The third subset included six items pertaining to activities for preparing home economics students for political participation. Each question contained two parts, one regarding attitudes toward the importance of the activity in preparing home economics students for political participation and the other asked for information about the presence of that activity at the respondent's institution. Frequencies, percentages and mean scores for the attitudinal portion of the subset are presented in Table XIV. Frequencies and percentages for the portion regarding the presence of the activity at the respondent's institution are presented in Table XV.

The majority of the respondents (77 percent) believed reading assignments about political issues, political functioning and strategies for political involvement to be important to the extent that they marked the upper two levels

TABLE XIV  
 ATTITUDES TOWARD POLITICAL PREPARATORY ACTIVITIES  
 FOR HOME ECONOMICS STUDENTS  
 (N = 306)

Political Preparatory Activity	Unimportant		2		3		4		Very Important		No Re- sponse	Item Mean Score
	1								5			
	Fre-	Per-	Fre-	Per-	Fre-	Per-	Fre-	Per-	Fre-	Per-		
	quency	cent	quency	cent	quency	cent	quency	cent	quency	cent		
Reading assignments about political is- sues, political func- tioning and strate- gies for political involvement	3 =	1.00	14 =	4.67	66 =	22.00	115 =	38.33	102 =	34.00	6	4.00
Opportunities for meet- ing and interacting with those who hold public office	2 =	.67	11 =	3.70	76 =	25.59	122 =	41.08	86 =	28.96	9	3.94
Courses in public poli- cy offered through the home economics units at the graduate level	7 =	2.65	21 =	7.96	65 =	24.62	97 =	36.74	74 =	28.03	42	3.80
Internships in politi- cal settings offered through the home economics unit	16 =	5.59	39 =	13.64	78 =	27.27	91 =	31.82	62 =	21.68	20	3.50



TABLE XIV (Continued)

Political Preparatory Activity	Unimportant		2		3		4		Very Important		No Re- sponse	Item Mean Score
	1								5			
	Fre-	Per-	Fre-	Per-	Fre-	Per-	Fre-	Per-	Fre-	Per-		
	quency	cent	quency	cent	quency	cent	quency	cent	quency	cent		
Simulated experiences representing politi- cal participation (e.g. testifying at a legislative hearing)	5 =	1.71	37 =	12.67	120 =	41.10	92 =	31.51	38 =	13.01	14	3.41
Courses in public poli- cy offered through the home economics unit at the under- graduate level	15 =	5.17	50 =	17.24	93 =	32.07	85 =	29.31	47 =	16.21	16	3.34

TABLE XV  
 PRESENCE OF POLITICAL PREPARATORY ACTIVITIES  
 AT RESPONDENTS' INSTITUTIONS  
 (N = 306)

Political Preparatory Activity	Yes		No		Don't Know		Not Applicable <sup>a</sup>		No Response Frequency
	Fre- quency	Per- cent	Fre- quency	Per- cent	Fre- quency	Per- cent	Fre- quency	Per- cent	
Reading assignments about political issues, political functioning and strategies for political involvement	136	46.42	55	18.77	102	34.81	-	-	13
Opportunities for meeting and interacting with those who hold public office	130	44.67	74	25.43	87	29.90	-	-	15
Courses in public policy offered through the home economics unit at the graduate level	48	16.33	85	28.91	58	19.73	103	35.03 <sup>a</sup>	12
Internships in political settings offered through the home economics unit	69	23.88	159	55.02	61	21.11	-	-	17
Simulated experiences representing political participation (e.g. testifying at a legislative hearing)	32	10.96	118	40.41	142	48.63	-	-	14
Courses in public policy offered through the home economics unit at the undergraduate level	44	15.22	174	60.21	71	24.57	-	-	17

<sup>a</sup>This option was available for only one activity.

of the scale. The mean scores for the other five items ranged between three and four. The lowest mean score in this section (3.34) concerned courses in public policy offered through the home economics unit at the undergraduate level.

When asked about the presence of political preparatory activities at their institutions, respondents were to check "yes," "no," or "don't know" for each activity. Forty-six percent of the respondents reported that reading assignments about political issues, political functioning and strategies for political involvement were present at their institutions. Forty-five percent reported that at their institutions, there are opportunities for meeting and interacting with public officials. On the remaining items affirmative responses ranged from 11 percent to 24 percent. It is important to note that the relatively low number of affirmative responses does not infer that these political preparatory activities are not present at their institutions because many respondents marked "Don't Know."

One item in the political preparatory activities subset had an additional option for response. Since many institutions have no graduate programs, "Not Applicable" was included as an alternative response when asking about graduate courses in public policy. Thirty-five percent of the respondents selected "Not Applicable" as their response on this item.

The purpose of the fourth subset was to assess the attitudes of the population regarding the role of the AHEA and the state home economics associations in preparing members for political participation as part of professional development. Some items in this subset also contained two parts. The first part of the question requested an attitudinal response on how important that activity was believed to be for professional organization emphasis. The second part of the question requested information regarding the presence of that activity in their state home economics association. Frequencies, percentages and mean scores for each item in the attitudinal portion are presented in Table XVI, and frequencies and percentages regarding the status of political participation activities in the state home economics associations are presented in Table XVII.

The item with the highest mean score (4.35) for this subset referred to the importance of the AHEA publications including articles informing members about political issues. There were no respondents who believed this activity to be unimportant, and 51 percent selected the highest level of importance for this item. The attitudes of members toward state home economics associations including articles informing members about political issues followed closely behind with a mean score of 4.29. Respondents also felt strongly about the importance of the identification of political issues by home economics association leadership for the purpose of eliciting member support.

TABLE XVI

ATTITUDES TOWARD PROFESSIONAL ORGANIZATION  
EMPHASIS ON POLITICAL PARTICIPATION  
(N = 306)

Professional Organization Emphasis	Unimportant		2		3		4		Very Important		No Re- sponse	Item Mean Score
	1		Fre-	Per-	Fre-	Per-	Fre-	Per-	Fre-	Per-		
	quency	cent	quency	cent	quency	cent	quency	cent	quency	cent		
AHEA publications in- cluding articles in- forming members about political issues	0 =	0	7 =	2.35	36 =	12.08	102 =	34.23	153 =	51.34	8	4.35
State home economics publications includ- ing articles in- forming members about political issues	1 =	.34	8 =	2.72	38 =	12.92	104 =	35.37	143 =	48.64	12	4.29
Identification of po- litical issues by home economics asso- ciation leadership for the purpose of eliciting member support	5 =	1.69	8 =	2.70	53 =	17.90	96 =	32.43	134 =	45.27	10	4.17

TABLE XVI (Continued)

Professional Organization Emphasis	Unimportant				3		4		Very Important		No Re- sponse	Item Mean Score
	1		2						5			
	Fre- quency	Per- cent	Fre- quency	Per- cent	Fre- quency	Per- cent	Fre- quency	Per- cent	Fre- quency	Per- cent		
Public Policy Work- shops sponsored by the state home eco- nomics associations	3 =	1.02	11 =	3.73	69 =	23.39	97 =	32.88	115 =	38.98	11	4.05
AHEA sponsored Public Policy Workshops	3 =	1.01	13 =	4.38	73 =	24.58	105 =	35.35	103 =	34.68	9	3.98
Formation of coali- tions to coordinate political efforts	8 =	2.78	28 =	9.72	71 =	24.65	86 =	29.86	95 =	32.99	18	3.81

TABLE XVII

STATUS OF PROFESSIONAL ORGANIZATION EMPHASIS  
ON POLITICAL PARTICIPATION

Professional Organization Emphasis	Yes		No		Don't Know		No Response Frequency
	Fre- quency	Per- cent	Fre- quency	Per- cent	Fre- quency	Per- cent	
Public Policy Workshops sponsored by your state home economics association	112 =	38.75	30 =	10.38	146 =	50.52	18
State home economics publications including articles informing members about political issues	180 =	63.60	29 =	10.25	74 =	26.15	23
Formation of coalitions to coordinate political efforts	76 =	26.95	39 =	13.83	167 =	59.22	24

When asked to report on the status of professional organization emphasis in the state associations, 39 percent reported having public policy workshops sponsored by their state organizations, 64 percent reported that their state home economics association publications include articles about political issues, and 27 percent reported that their state associations had formed coalitions to coordinate political efforts with other groups. The number of respondents who checked "Don't Know" on these three items ranged from 26 percent to 59 percent. For this reason a definitive assessment of political emphases in the state home economics organizations is not possible.

#### Summary of Attitudinal Responses

Participants in this study were asked to report the degree to which they believed items on the questionnaire were unimportant to very important. On each subset, the majority of the responses were in the upper half of the five-point range indicating they believed all items to be relatively important to very important. The one item with the highest mean score (4.77) of all the subsets was the belief that home economists should vote with regularity. The political performance of home economists was consistent with this belief in that 96 percent of the respondents reported voting with regularity.

Other items in the attitudinal portion of the questionnaire which revealed high mean scores included the concept



that subject matter areas of home economics are affected by public policies (4.45); that the role of a home economist included community leadership (4.30); and that home economists can influence public policy (4.32).

The lowest mean score (3.13) in the attitudinal section was obtained for the item asking about the importance for home economists to organize others for political action.

#### The Relationship of Demographic Variables to Political Participation Behaviors

The identification of demographic variables that may be related to political participation behaviors was an objective of this study. Variables of interest included personal items such as gender, number of children and geographic region. Also included were professional variables such as subject matter area membership in AHEA and highest degree earned.

Chi square and Kruskal-Wallis tests were used for the analysis of data regarding demographic variables and political participation behaviors. The political participation behaviors were summed, ranked and for chi square tests were converted into three discrete categories. These categories represented scores from the upper third, middle third and lower third of the respondents with upper third represented by those respondents who were most active as political participants based on their political participation scores. The summing and ranking of the political participation

scores were done with each statistical test for each variable.

Hypothesis One relates to all the demographic variables, however each demographic variable will be discussed separately. All demographic variables were tested separately and may be regarded as "sub" hypotheses.

### Gender

The first demographic variable to be tested concerned the gender of the respondents. As previously reported in Table IV, 96 percent of the sample were females and four percent were males. The Kruskal-Wallis values and the chi square values obtained for this and the other demographic variables are presented in Table XVIII. The Kruskal-Wallis value obtained regarding gender was not large enough to justify the rejection of the null hypothesis.

### Age

Age was the second item on the questionnaire. Given five alternatives, respondents selected their appropriate age range. A significant relationship between age and political participation was found using chi square tests. Those respondents aged 20 to 40 were less active than expected. Those who were between 41 and 50 years old were the most active group and were more active than expected. Those who were between 51 and 60 years old were slightly more active than expected.

TABLE XVIII  
 SUMMARY OF STATISTICAL TESTS OF DEMOGRAPHIC VARIABLES  
 BY POLITICAL PARTICIPATION BEHAVIORS

Demographic Variable	N <sup>a</sup>	Calculated Value	Degrees of Freedom	Probability
Gender	295	0.01 <sup>b</sup>	1	.9139
Age	295	17.61 <sup>c</sup>	8	.0244
Number of Children	295	4.80 <sup>c</sup>	2	.0908
Size of Community	292	11.32 <sup>c</sup>	10	.3335
Geographic Region	295	7.12 <sup>c</sup>	10	.7139
Highest Degree Earned	295	6.71 <sup>b</sup>	4	.1522
Employment Status	295	3.18 <sup>b</sup>	4	.5285
Enrollment Size				
Undergraduate	261	4.29 <sup>b</sup>	3	.2320
Graduate	269	2.12 <sup>b</sup>	4	.7138
Subject Matter Area of AHEA	293	9.26 <sup>c</sup>	8	.3210

<sup>a</sup>Since all respondents did not answer each item, N may be less than 306.

<sup>b</sup>Kruskal-Wallis value.

<sup>c</sup>Chi square value.

### Number of Children

The third item on the questionnaire requested information regarding the number of children of the respondents. Specifically, they were asked how many children they had who were under 18 years of age. The question included six categories ranging from "none" to "5 or more." For the purpose of testing for differences between the respondents, the categories were collapsed into two classifications: "none" and "one or more." Chi square tests indicated there were no significant differences between respondents regarding number of children and political participation behaviors, therefore there was no justification for rejecting the null hypothesis regarding the respondents' number of children and political participation behaviors.

### Size of Community

Respondents were asked for information regarding the size of the community in which they lived in order to test for the existence of a relationship between community size and political participation behaviors. There were no significant differences found among participants regarding community size and political participation behaviors.

### Geographic Region

Respondents were asked to include the first two numbers of their zip code in order to obtain information regarding

their geographic region. In order to test for a relationship between geographic region of the respondent and political participation behaviors, the 10 zip code areas were collapsed into five general areas and are reported by states in the following list:

Northeast = Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, Rhode Island, Vermont, Delaware, New York, Pennsylvania;

South = Maryland, North Carolina, South Carolina, Virginia, Washington DC, West Virginia, Alabama, Florida, Georgia, Mississippi, Tennessee;

Midwest = Indiana, Kentucky, Michigan, Ohio, Iowa, Minnesota, Montana, North Dakota, South Dakota, Wisconsin, Illinois, Kansas, Missouri, Nebraska;

Southwest = Arkansas, Louisiana, Oklahoma, Texas, Arizona, Colorado, Idaho, New Mexico, Nevada, Utah, Wyoming;

West = Alaska, California, Hawaii, Oregon, Washington.

Results from chi square tests indicated there were no significant differences among respondents regarding geographic regions and political participation behaviors.

#### Highest Degree Earned

When analyzed for a relationship between the highest degree earned and political participation behaviors of respondents, Kruskal-Wallis test results indicated there were no significant differences between respondents having earned

a bachelor's or master's degree, an educational specialist's certification, doctorate or other degree or certificate and their political participation behaviors.

#### Employment Status

Respondents were asked to classify their employment status in one of five categories. Kruskal-Wallis tests were used to determine differences among respondents regarding employment status and political participation behaviors. No significant differences were found between respondents, therefore there was no justification for rejection of the null hypothesis regarding employment status and political participation behaviors of the respondents.

#### Enrollment Data

Respondents were asked to indicate the approximate number of home economics majors in their undergraduate and graduate programs. This information was requested in order to investigate the possibility of a relationship between size of program and political participation behaviors of faculty. The results from Kruskal-Wallis tests indicated there were no significant differences among respondents regarding the size of the undergraduate enrollment or graduate enrollment in home economics units and political participation behaviors of respondents.

### Subject Matter Area

The population for this study included a random sampling of the members of the AHEA who selected "Colleges and Universities" as their professional section. In addition to professional section, AHEA members select a subject matter area from among 10 areas which include the following: Art; Family Economics and Home Management; Family Relations and Child Development; Food and Nutrition; Home Economics Communication; Home Economics Teacher Education; Housing, Furnishings and Equipment; Institutional Administration; Internationa; and, Textiles and Clothing. Because several of the subject matter areas had so few members, it was decided these 10 areas should be collapsed into five groups. The rationale for these combinations was based on the similarities of the subject matter areas. Art was joined with Textiles and Clothing. Family Economics and Home Management was combined with Housing, Furnishings and Equipment. Food and Nutrition was joined with Institutional Administration. Home Economics Communication and International were combined with Home Economics Teacher Education. Family Relations and Child Development remained a single subject matter area. Chi square results indicated there were no significant differences among respondents regarding subject matter area and political participation behaviors.

Summary of Results Regarding Demographic  
Variables and Political Participation  
Behaviors

The first section of the questionnaire requested information regarding personal and professional variables. Objective One was to identify demographic variables that may be related to political participation behaviors of home economists. Statistical tests used to determine the existence of a relationship between the demographic variables and political participation behaviors were chi square and Kruskal-Wallis tests. Results indicated that the only variable found to be related to political participation behaviors of respondents was age of the subjects. Respondents between the ages of 40 and 60 were more active as political participants than expected. Those between 41 and 50 years of age were the most active group. Respondents who were between the ages of 20 and 40 were less active as political participants than expected. Thus the investigator rejects the null hypothesis that there is no relationship between age of respondent and political participation behaviors.

Results from statistical analysis of all of the other demographic data indicated there were no relationships between those demographic variables and political participation behaviors of home economists, therefore the investigator fails to reject the null hypotheses regarding these variables.



The Relationship of Political Skill  
Building Experiences and Political  
Participation Behaviors

Objective Three was to identify professional experiential variables that may be related to political participation behaviors of home economists. Respondents were asked if they had participated in political skill building activities provided by: 1) the AHEA; 2) the state home economics associations; or, 3) other professional or civic organizations. Results of chi square tests indicated there were significant differences between the respondents regarding participation in political skill building experiences provided by the AHEA, state home economics associations and other professional or civic organizations. Those respondents who had participated in political skill building experiences were more active as political participants. Therefore, the researcher rejects the null hypothesis that there is no relationship between political skill building experiences and political participation behaviors. Chi square values for these variables are presented in Table XIX.

The Relationship of Age and Geographic  
Region to Attitudes Toward Political  
Roles for Home Economists

The third section of the questionnaire was a four-part attitudinal survey. The first subset was designed to

TABLE XIX

SUMMARY OF CHI SQUARE TESTS OF POLITICAL SKILL BUILDING  
EXPERIENCES BY POLITICAL PARTICIPATION BEHAVIORS

Political Skill Building Experiences	N <sup>a</sup>	Chi Square Value	Degrees of Freedom	Probability
AHEA	289	40.078	2	.0001
State home economics association	289	25.431	2	.0001
Other professional/civic organization	283	41.930	2	.0001

<sup>a</sup>Since all respondents did not answer each item, N may be less than 306.

determine the attitudes of respondents toward the importance of political roles for home economists. Objective Four was to identify the demographic variables that may be related to the attitudes of respondents toward political roles. The two demographic variables of interest related to age of respondent and geographic region.

The first subset contained eight items referring to political participation as part of role fulfillment for home economists. The respondents were asked to circle the numbers which appropriately reflected their attitudes. The numbers on the scale began with 1 representing "unimportant" to 5 representing "very important." A mean score for the subset was calculated for each respondent. Mean scores were appropriately classified in four levels on the attitudinal scale. The first level of the scale was eliminated because no respondents had mean scores that low.

Kruskal-Wallis test results indicated there were no differences among respondents when analyzed by age and attitude toward political roles, thus the researcher fails to reject the null hypothesis. The presentation of Kruskal-Wallis values for the variables of age and region of the country is in Table XX.

The results of Kruskal-Wallis tests for differences between respondents regarding region of the country and attitudes toward political roles for home economists indicated there were no significant differences among respondents, thus the null hypothesis is not rejected.

TABLE XX  
 THE RELATIONSHIP BETWEEN ATTITUDES TOWARD  
 POLITICAL PARTICIPATION AS PART OF ROLE  
 FULFILLMENT FOR HOME ECONOMISTS AND  
 DEMOGRAPHIC VARIABLES

Demographic Variables	N <sup>a</sup>	Kruskal-Wallis Value	Degrees of Freedom	Probability
Age	305	6.97	4	.1375
Region of country	306	8.76	4	.0675

<sup>a</sup>Since all respondents did not answer each item, N may be less than 306.

The Relationship of Political Participation  
 Behaviors and Attitudes Toward Political  
 Roles and the Preparation  
 for Those Roles

Objectives Five, Six, Seven and Nine were designed to assess the attitudes of respondents toward political roles for home economists and the preparation for those roles. Each respondent received a summed score for the political participation checklist which was the second section of the questionnaire. The respondents' scores were ranked for this section.

The third section of the questionnaire was an attitudinal survey divided into four subsets. Respondents' scores

were summed and ranked for each subset. Spearman rho was the statistical procedure used to test for the existence of relationships between political participation behaviors and attitudes toward political roles and the preparation for those roles. The results of these tests are presented in Table XXI.

TABLE XXI  
SPEARMAN RHO TESTS RELATING ATTITUDES  
TOWARD POLITICAL ROLES FOR HOME  
ECONOMISTS AND THE PREPARATION  
FOR THOSE ROLES AND POLITICAL  
PARTICIPATION BEHAVIORS

Attitudinal Subset	N <sup>a</sup>	Correlation Coefficient	Probability
Political roles	291	.492	.0001
Political concepts for curricular concepts	287	.403	.0001
Activities for professional education	241	.289	.0001
Emphasis of AHEA and state home economics associations	267	.398	.0001

<sup>a</sup>N varies because some subjects omitted items and were eliminated from this particular analysis.

The first attitudinal subset regarding political participation as part of the professional role for home economists was found to correlate positively with political participation behaviors.

The correlation coefficient for this subset was .492 which was significant ( $p \leq .0001$ ), therefore the hypothesis that there is no relationship between attitudes toward political roles for home economists and political participation behaviors is rejected. The respondents who believed political participation to be important for role fulfillment were more active as political participants.

The second attitudinal subset regarding political participation concepts for curricular content in the professional education of home economics students was found to correlate positively with political participation behaviors. The correlation coefficient for this subset was .402 which was significant ( $p \leq .0001$ ), therefore the hypothesis that there is no relationship between respondents' attitudes toward political participation concepts in the professional education curriculum for home economics students and their political participation behaviors may be rejected. Those respondents who believed political participation concepts to be important for inclusion in professional education were more politically active.

The third attitudinal subset regarding ways for preparing home economics students for political participation was found to correlate positively ( $p \leq .0001$ ) with political

participation behaviors of the respondents, thus the null hypothesis may be rejected. Those who believed in the importance of ways for preparing home economics students for political participation were more politically active.

The fourth attitudinal subset regarding program emphasis of the AHEA and the state home economics association was found to correlate positively with political participation behaviors of respondents. Those participants who believed that program emphasis should include political preparatory activities were more active as political participants. Therefore the null hypothesis regarding political participation behaviors and attitudes toward a political skill building emphasis in the AHEA and state home economics associations is rejected.

#### The Relationship of Political Preparatory Activities and Size of Enrollment in Home Economics Units

A final statistical analysis was performed to test the hypothesis that there is no relationship between the presence or absence of political preparatory activities in home economics units in colleges and universities and the size of those home economics units as reflected by enrollment data. In the attitudinal survey, subset C "Ways for Preparing Home Economics Students for Political Participation" included a second part to each question asking for information regarding the status of that particular activity at the respondent's

institution. The responses to these questions were analyzed using chi square tests to determine if a relationship existed between the presence or absence of these preparatory activities and institution size.

### Undergraduate Enrollment

In order to test for this relationship, the categories for undergraduate enrollment were collapsed into the following groupings:

- 1 contained 400 or fewer home economics majors
- 2 contained 401 - 800 home economics majors
- 3 contained 801 - 1500 home economics majors
- 4 contained 1500 or more home economics majors

Six items were included in Subset C to assess the attitudes of respondents regarding the importance of preparatory activities for political participation. Chi square values for items regarding political preparatory activities and enrollment size are presented in Table XXII. The first item requested information regarding reading assignments about political issues, political functioning and strategies for political involvement. There were significant differences among respondents regarding the status of these assignments and enrollment size. More respondents from large home economics units reported having these assignments for their home economics students than expected. More respondents from small units having 400 or fewer majors reported they do not have political assignments than expected. It was



TABLE XXII

SUMMARY OF CHI SQUARE TESTS OF POLITICAL PREPARATORY  
ACTIVITIES BY UNDERGRADUATE ENROLLMENT SIZE

Political Preparatory Activity	N <sup>a</sup>	Chi Square Value	Degrees of Freedom	Probability
Reading assignments about political issues, political functioning and strategies for political involvement	267	19.64	6	.0032
Opportunities for meeting and interacting with public officeholders	266	12.76	6	.0470
Simulated experiences / political participation (e.g. testifying at a legislative hearing)	266	31.23	6	.0001 <sup>b</sup>
Courses - public policy undergraduate level	264	36.87	6	.0001
Courses - public policy graduate level	264	83.32	9	.0001
Internships - political settings	264	46.90	6	.0001

<sup>a</sup>Since all respondents did not answer each item, N may be less than 306.

<sup>b</sup>Chi square may not be a valid test as over 20 percent of the cells have expected counts of less than five.

also found that fewer respondents from home economics units with 401 to 1500 or more majors reported the absence of assignments of this nature than expected.

When responses regarding opportunities for students meeting and interacting with political officeholders and enrollment data were analyzed by chi square tests, significant differences were found among respondents. Respondents from the two largest groups with over 800 home economics majors reported more opportunities for their majors to meet with public officeholders than expected. More respondents than expected from the smallest group with 400 or fewer majors reported they did not have such opportunities for their students to meet with officeholders.

Respondents were asked about the presence of simulated experiences representing political participation (e.g. testifying at legislative hearings). Results of chi square tests used to determine if a difference existed between the presence or absence of these simulated experiences and enrollment size indicated there were significant differences among respondents regarding the presence of these activities and enrollment size. Indications were that respondents from home economics units with less than 400 majors had fewer political simulation activities than expected. Results of chi square tests for this item may be invalid because 20 percent or more of the expected cell counts were fewer than five. These small cell counts were found in the two largest enrollment groups. It appeared that these large groups

were not responsible for the differences found between respondents.

When analyzed for differences regarding public policy courses offered at the undergraduate level and size of enrollment in home economics unit, significant differences were found between respondents. There were fewer respondents from large programs who reported having no public policy courses than expected and more respondents from large units who reported the presence of public policy courses for undergraduates than expected.

A similar question regarding the presence of public policy courses offered at the graduate level resulted in findings which indicated there were significant differences between respondents regarding the presence of public policy courses at the graduate level and enrollment size of their home economics unit. Findings indicated that respondents from larger academic units have more courses in public policy and respondents from small units have fewer courses in public policy offered at the graduate level than expected. It is important to note that because of the sparsity in some of the cells, chi square may not be a valid test.

The final item in Subset C requested information regarding the presence of internships in political settings offered through the home economics unit. Chi square tests revealed that there were significant differences among respondents regarding the presence of political internships and size of enrollment of home economics majors in home

economics units. Findings indicated that more respondents from home economics units with an enrollment of 401 or more had more internships in political settings available for students than expected. More respondents from home economics units with less than 400 majors reported not offering internships in political settings than expected.

In all items, significant differences were found among respondents regarding the presence or absence of political preparatory activities and enrollment size. More respondents from large home economics units reported the presence of political preparatory activities and more respondents from small home economics units reported the absence of political preparatory activities than expected, thus the null hypothesis may be rejected.

#### Graduate Enrollment

In order to test for relationships between the presence or absence of political preparatory activities in home economics units in colleges and universities and the size of the home economics unit as reflected by the graduate enrollment, the categories for graduate enrollment were collapsed into the following groupings:

- 0 indicated there was no graduate program
- 1 contained less than 100 home economics majors
- 2 contained between 101 and 200 home economics majors
- 3 contained between 201 and 300 home economics majors
- 4 contained over 300 home economics majors.

The same six items from Subset C were included in these tests. Chi Square values for items regarding political preparatory activities and graduate enrollment size are presented in Table XXIII.

Test results indicated that there were significant differences among respondents regarding political preparatory activities and graduate enrollment size. Findings for each test were similar to the results of the chi square tests on presence or absence of political preparatory activities and undergraduate enrollment size. The trends were that the smaller home economics units have less political preparatory activities than expected and the larger units have more political preparatory activities than expected, therefore the null hypothesis may be rejected.

It is important to note that in the testing of each item, over 20 percent of the cells had expected counts of less than 5. The tables were so sparse that chi square may not have been a valid test.

Respondents had the option of reporting the presence or absence of each of the activities in the subset and could also report not knowing if these activities were present or absent. In all activities there were respondents who did not know if the activity was present or absent. Frequencies and percentages for all these items are presented in Table XV (p. 82). Therefore it is difficult to make a definitive statement about the presence or absence of these activities. Indications were that there were more "Don't Know" responses

TABLE XXIII

SUMMARY OF CHI SQUARE TESTS OF POLITICAL PREPARATORY  
ACTIVITIES BY GRADUATE ENROLLMENT SIZE

Political Preparatory Activity	N <sup>a</sup>	Chi Square Value	Degrees of Freedom	Probability
Reading assignments about political issues, political functioning and strategies for political involvement	272	17.01	8	.0300 <sup>b</sup>
Opportunities for meeting and interacting with public officeholders	271	17.01	8	.0300 <sup>b</sup>
Simulated experiences / political participation (e.g. testifying at a legislative hearing)	271	17.95	8	.0216 <sup>b</sup>
Courses - public policy undergraduate level	268	49.74	8	.0001 <sup>b</sup>
Courses - public policy graduate level	270	100.72	12	.0001 <sup>b</sup>
Internships - political settings	269	69.74	8	.0001 <sup>b</sup>

<sup>a</sup>Since all respondents did not answer each item, N may be less than 306.

<sup>b</sup>Chi square may not be a valid test as over 20 percent of the cells have expected counts of less than five.

selected by respondents from large units and fewer "Don't Know" responses selected by respondents from small units.

### Chapter Summary

Results of the study were presented in this chapter. Following a description of the sample and demographic variables, responses regarding political participation behaviors and attitudes toward political roles and the preparation for those roles were discussed. Frequencies and percentages were used to describe the demographic characteristics of the sample, their political participation behaviors, and their attitudes toward political roles and the preparation for those roles.

The relationships between the demographic variables of the respondents and their political participation behaviors were analyzed using chi square and Kruskal-Wallis tests and described in this chapter. The only demographic variable found to be related to political participation behaviors was age of the respondents. Home economists who were 40 years old or older were more politically active than expected and those between the ages of 20 and 30 were less politically active than expected.

The relationships between political skill building experiences and political participation behaviors of the respondents were analyzed by chi square tests and found to be significant ( $p < .0001$ ).

Spearman rho rank correlation was used to investigate the relationship between political participation behaviors of the respondents and their attitudes toward political roles and the preparation for those roles. In all four subsets of the attitudinal section of the questionnaire, a significant, positive relationship was found to exist between the political participation behaviors of the respondents and their attitudes toward political roles and the preparation for those roles.

The first subset of the attitudinal section of the questionnaire regarding political participation as part of the professional role fulfillment for home economists was analyzed for the existence of a relationship between this subset and two demographic variables. Kruskal-Wallis tests were used for this analysis. There were no significant differences among respondents regarding attitudes toward political roles and their age or region of the country.

A final test was performed to determine the existence of a relationship between the presence or absence of political preparatory activities in home economics units and the size of enrollment in those units. Significant differences were found among respondents on each item regarding political preparatory activities and enrollment size. Some of the tests reported the warning about small expected cell counts, but visual observations revealed a trend existed between the presence or absence of political preparatory activities and enrollment size. Indications were that large home economics



units reported the presence of political preparatory activities and the smallest units reported the absence of political preparatory activities.

Based on these results, the following null hypotheses were rejected:

No relationship between political participation behaviors of respondents and age (Hypothesis 1-b).

No relationship between the political participation behaviors of respondents and their political skill building experiences obtained through professional and civic organizations (Hypothesis 2).

No relationship between respondents' political participation behaviors and their attitudes toward the role of home economists as political participants (Hypothesis 4).

No relationship between respondents' political participation behaviors and their attitudes toward including political participation concepts in the professional education curriculum for home economics students (Hypothesis 5).

No relationship between the respondents' political participation behaviors and their attitudes toward political participation activities as part of the professional educational experiences of home economics students (Hypothesis 6).

No relationship between the respondents' political participation behaviors and their attitudes toward the role of the AHEA and the state home economics associations in preparing members for political participation (Hypothesis 7).

No relationship between the presence of political participation activities in the professional education experiences in home economics units and the size of those units (Hypothesis 8).

The investigator failed to reject the following null hypotheses:

No relationship between political participation behaviors of the respondents and their gender, number of children under 18 years of age, size of community of residence, region of the country, highest degree earned, employment status, undergraduate enrollment, graduate enrollment, and subject matter affiliation (Hypotheses 1-a, 1-c, 1-d, 1-e, 1-f, 1-g, 1-h, 1-i, and 1-j).

No relationship between the attitudes of respondents toward political roles for home economists and their age or their geographic region (Hypotheses 3-a and 3-b).

A summary of the null hypotheses, statistical tests and conclusions may be found in Table XXIV, Chapter V.

In summary, the findings indicated that those home economists who regarded political participation as important for role fulfillment and who believed in preparing for political roles were more active as political participants. Home economists aged 40 and older were more politically active and those who were between 20 and 30 years old were less politically active than expected. Other demographic variables were not found to be related to political participation behaviors. Those respondents having had political

skill building experiences were more politically active than those who had not participated in these experiences. Finally, findings indicated more political preparatory activities in larger home economics units than expected and fewer political preparatory activities in small home economics units than expected.

## CHAPTER V

### SUMMARY AND RECOMMENDATIONS

#### Summary

The study is summarized in this chapter. Information is provided about the problem, objectives, hypotheses, sample, instrument design, data collection, follow-up results, statistical treatment, results and conclusions.

#### Statement of the Problem

The problem of this study was to describe the political participation behaviors of home economists, to assess their attitudes toward political roles for home economists, and their attitudes toward preparation for those roles. Demographic variables which correlated with active political participation and attitudinal scores were identified. Relationships between political participation behaviors and attitudes toward political roles and the preparation for those roles were investigated.

#### Objectives

The specific objectives of this study were:

1. Identify demographic variables that may be related

to political participation behaviors of home economists.

2. Describe political participation behaviors engaged in by home economists.

3. Identify professional experiential variables that may be related to political participation behaviors of home economists.

4. Identify demographic variables that may be related to attitudes of home economists toward political roles for home economists.

5. Assess home economists' attitudes toward political participation as a part of the professional role of home economists.

6. Assess home economists' attitudes toward political participation concepts in the professional education curriculum for home economics students.

7. Assess home economists' attitudes toward including political participation activities in the professional education experiences of home economics students.

8. Describe the presence of political participation activities in the professional education experiences of students in home economics units in colleges and universities.

9. Assess home economists' attitudes toward the role of the AHEA and state home economics associations in preparing members for political participation.

10. Describe the status of state home economics associations' activities relating to the preparation of members for political participation.

## Hypotheses

Eight null hypotheses were tested ( $p \leq .05$ ) in this study. Briefly they related to:

1. relationships between demographic variables and political participation behaviors,
2. relationship between political participation behaviors and political skill building experiences,
3. relationships between attitudes toward political roles and age and region of the country,
4. relationship between political participation behaviors and attitudes toward political roles for home economists,
5. relationship between political participation behaviors and attitudes toward political concepts in the professional education curriculum for home economics students,
6. relationship between political participation behaviors and attitudes toward political activities as part of the professional education experiences of home economics students,
7. relationship between political participation behaviors and attitudes toward the role of the AHEA and state home economics associations in preparing members for political participation, and
8. relationship between the presence of political participation activities and size of enrollment in home economics unit.

### Sample

Members of the AHEA Colleges and Universities Professional Section were randomly sampled for this study. This population was selected because of the potential influence of college and university faculty as role models for students; their influence in curriculum development, and their roles in the AHEA and state home economics associations.

### Instrument

The Home Economists and Political Participation Questionnaire developed by the researcher contained three major parts: Section I--Demographic Information, Section II--Political Participation, and Section III--Attitudes About Political Roles. A copy of the questionnaire is found in Appendix A. During the questionnaire development process, the investigator sought input from the dissertation advisor, a home economist with recent research concerning the political behavior of home economists, a political science researcher, three university classes of home economics graduate students at Oklahoma State University, and the doctoral committee comprised of home economics administrators, home economics professors, a professor of higher education and former university president, and a professor of research and statistics.

### Data Collection

Home Economists and Political Participation

Questionnaires were mailed to 399 members of the Colleges and Universities Professional Section of AHEA in August, 1982. A second mailing with a new cover letter was sent in September to nonrespondents. Eighty percent (318 respondents) of the sample returned the questionnaire. Of those 318 returned questionnaires, 306 (77 percent) were usable. Additional questionnaires were received too late to be included in the study.

#### Follow-up Results

A follow-up was made for 10 percent of the nonrespondents by telephone. An abbreviated questionnaire was used with the randomly selected sample. The answers were very similar to the answers of the respondents. Reasons for not having returned the questionnaire included not having time and no longer working in a home economics unit.

#### Statistical Procedures

Collected data were recorded on coding forms by the researcher and keypunched at the OSU Computer Center. Statistical Analysis System (Helwig, 1978) was the statistical program used for all analyses. Frequencies and percentages were used for all data, and chi square, Kruskal-Wallis, and Spearman rho tests were used on portions of the data for determining the existence of relationships between variables.



## Results and Conclusions

The results of the study, consistent with the stated objectives and hypotheses of the study, are reported as follows:

1. The only demographic variable found to be related to political participation behaviors of home economists was age. Home economists aged 40 and older were more active and home economists between 20 and 30 years old were less active as political participants than expected. Demographic variables of gender, number of children under 18 years of age, size of community of residence, region of the country, highest degree earned, employment status, enrollment data for home economics unit, and subject matter affiliation of the respondents were not found to be sources of variation among respondents regarding their political participation behaviors.

2. Political skill building experiences provided by the AHEA, state home economics associations, and other professional and civic organizations correlated positively with greater political participation.

3. The attitudes of home economists toward political roles as part of role fulfillment did not vary by age or geographic region.

4. Attitudes regarding the importance of fulfillment of political roles for home economists correlated positively with more active political participation.

5. Attitudes regarding the importance of political concepts in the professional education curriculum for home economics students correlated positively with greater political participation.

6. Attitudes regarding the importance of political activities as part of the professional education experiences of home economics students correlated positively with greater political participation.

7. Attitudes regarding the importance of the role of the professional associations (AHEA and state home economics associations) in preparing members for political participation correlated positively with greater political participation.

8. There was a relationship between the size of home economics units as measured by numbers of home economics majors and the presence or absence of political preparatory activities. Large units had more political preparatory activities and small units had less political preparatory activities than expected.

The decisions made for each null hypothesis and sub-hypothesis are summarized in Table XXIV. For explanation and fuller discussion, the reader should refer to Chapter IV.

In addition to the findings previously discussed all the political behaviors in which home economists participated were identified. Voting was the behavior participated in by the largest percentage of home economists (97

TABLE XXIV  
SUMMARY OF CONCLUSIONS  
REGARDING HYPOTHESES

Null Hypotheses	Test	Conclusion
1. There is no relationship between political participation behaviors of respondents and:		
a. gender	Kruskal-Wallis	Do not reject.
b. age	Chi square	Reject.
c. number of children under 18 years of age	Chi square	Do not reject.
d. size of community of residence	Chi square	Do not reject.
e. region of country	Chi square	Do not reject.
f. highest degree earned	Kruskal-Wallis	Do not reject.
g. employment status	Kruskal-Wallis	Do not reject.
h. undergraduate enrollment	Kruskal-Wallis	Do not reject.
i. graduate enrollment	Kruskal-Wallis	Do not reject.
j. subject matter affiliation.	Chi square	Do not reject.
2. There is no relationship between the political participation behaviors of the respondents and their political skill building experiences obtained through professional and civic organizations.	Chi square	Reject.
3. There is no relationship between the attitudes of respondents toward political roles for home economists and:		
a. age	Kruskal-Wallis	Do not reject.
b. geographic region	Kruskal-Wallis	Do not reject.
4. There is no relationship between the respondents' political participation behaviors and their attitudes toward the role of home economists as political participants.	Spearman rho	Reject.

TABLE XXIV (Continued)

Null Hypotheses	Test	Conclusion
5. There is no relationship between the respondents' political participation behaviors and their attitudes toward including political participation concepts in the professional education curriculum for home economics students.	Spearman rho	Reject.
6. There is no relationship between the respondents' political participation behaviors and their attitudes toward political participation activities as part of the professional education experiences of home economists.	Spearman rho	Reject.
7. There is no relationship between the respondents' political participation behaviors and their attitudes toward the role of the AHEA and state home economics associations in preparing members for political participation.	Spearman rho	Reject.
8. There is no relationship between the presence of political participation activities in the professional education experiences of students and the size of the home economics unit of the respondents.	Chi square	Reject.

percent). Seventy-three percent reported signing petitions, 64 percent had written letters to legislators. 64 percent had contributed money to political candidates, and 50 percent had made financial contributions in support of political issues. Other political behaviors were reported by fewer than 50 percent of the participants.

Neruda (1979) also investigated the political participation behaviors of home economists. The group she sampled in 1979 differed from this group in that they represented all professional sections, not just colleges and universities members. Results of Neruda's study indicated that 76 percent of the respondents voted in every election compared to 97 percent in the present study who reported voting in most elections. Sixty-one percent of the respondents in Neruda's study had signed a petition and 39 percent had written a letter to a legislator on an issue. Thirty-six percent had contributed money to a party or candidate, and 29 percent had contributed money in support of an issue. Four out of the five previously described items were identical in the two studies. Participation levels were higher for the respondents to the present study than for Neruda's study.

Another similar question from both studies asked about political skill building experiences provided by the AHEA. Neruda found that two percent of her sample had received AHEA Public Affairs training compared to 14 percent of the respondents in this study. Additionally, Neruda found that

95 percent of the respondents had received no political participation training. Although it is impossible to make a direct comparison, it can be noted that in the current study 31 percent of the respondents reported having received political participation training from the state home economics associations and 27 percent reported receiving this type training from other professional or civic organizations.

When comparing the differences between the findings of Neruda to this study, it appears that more of the respondents in the present study have had political skill building experiences and are more politically active. It is important to note the differences in the groups sampled before interpreting these findings. The differences between the two groups may be partially explained by recent emphasis placed upon political participation of members of the professional association.

#### Recommendations and Observations

The exploratory nature of this study suggests that further research is needed. The results of this research have identified some directions that future research might take. Suggestions for professional educational development in home economics units and for the AHEA and state home economics associations are also listed.

1. These findings suggest that home economists believe that political participation is important to role fulfillment for home economists. A related study that attempts to

identify the most successful methods for preparing students of home economics and home economics professionals for political roles could provide direction for political socialization processes and methodology. As stated by Anderson (1975)

Home economics, like all other professions, will need to become increasingly knowledgeable about those aspects of the professional socialization process which are of greatest import in educating students who will assume the challenge of more responsive service (p. 43).

2. The development of a political effectiveness model for college and university faculty would be a useful contribution to the professional and civic role development of faculty members.

3. The replication of this study with other professional sections of home economists could help verify the political behaviors of home economists as well as their attitudes toward political roles.

4. An investigation using case studies of politically active home economists could help reveal more explicit details of the political socialization process and the development of leadership behaviors.

5. It would be useful to conduct a study to determine the range and focus of the political issues of interest to the membership of the AHEA and their methods and level of involvement in behalf of these issues.

6. The processes used by various interest groups and other professional associations to mobilize members for

political participation could be compared to the efforts of the AHEA and state home economics associations.

7. Follow-up studies of the political behavior of participants in the AHEA and state home economics associations' political skill building experiences would provide a means for measuring the success of these efforts and could provide impetus and direction for further efforts.

8. Since all of the political concepts for curriculum content had means of 3.76 or above on a 5.00 scale of importance, it seems appropriate that curricula should be reviewed to determine whether practice parallels these beliefs.

9. College and university programs should closely examine the potential of political preparatory activities as part of the socialization process toward professional roles.

10. The professional association should evaluate the use of its continuing education resources to enhance the political behavior of young members.



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APPENDICES

APPENDIX A

HOME ECONOMISTS AND POLITICAL  
PARTICIPATION QUESTIONNAIRE

# Home Economists & Political Participation



## I. DEMOGRAPHIC INFORMATION

Please mark the blank which best describes you.

1. Sex  Female  
 Male
2. Age  20-30  
 31-40  
 41-50  
 51-60  
 61 and over
3. Number of children under 18 years of age  
 None  
 1  
 2  
 3  
 4  
 5 or more
4. Size of community in which you reside  
 Metropolitan area 500,000 or more  
 Metropolitan area 50,000 — 499,999  
 Urban area 25,000 — 49,999  
 In or near city of 10,000 — 24,999  
 In or near town of 2,500 — 9,999  
 In rural area with no population center as large as 2,500

5. For the purpose of identifying *regions of the country*, please write the first two numbers of your zip code.

ZIP CODE

6. Highest degree earned

- Bachelor's  
 Master's  
 Educational Specialist  
 Doctorate  
 Other, please specify \_\_\_\_\_

7. Employment Status

- full-time  part-time  retired  
 unemployed  Other, please specify \_\_\_\_\_

8. Enrollment Data

- A. Approximate number of home economics majors enrolled in the *undergraduate* programs at your institution as of spring, 1982  
 up to 200  
 201 — 400  
 401 — 600  
 601 — 800  
 801 — 1,000  
 1,001 — 1,500  
 over 1,500

B. *Approximate number of home economics majors enrolled in the graduate programs at your institution as of spring, 1982*

- not applicable  
 up to 50  
 51 – 100  
 101 – 150  
 151 – 200  
 201 – 250  
 251 – 300  
 over 300

9. *Subject Matter Area of AHEA*  
 (Please check only one, your primary area)

- Art*  
 *Family Economics & Home Management*  
 *Family Relations & Child Development*  
 *Food & Nutrition*  
 *Home Economics Communication*  
 *Home Economics Teacher Education*  
 *Housing, Furnishings, & Equipment*  
 *Institutional Administration*  
 *International*  
 *Textiles & Clothing*

## II. POLITICAL PARTICIPATION

Within the last 5 years, have you:

- | <u>YES</u>               | <u>NO</u>                |  |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | 10. Voted in most elections.   |
| <input type="checkbox"/> | <input type="checkbox"/> | 11. Attended neighborhood precinct meeting.  |
| <input type="checkbox"/> | <input type="checkbox"/> | 12. Attended county political party convention.  |
| <input type="checkbox"/> | <input type="checkbox"/> | 13. Attended state political party convention.   |
| <input type="checkbox"/> | <input type="checkbox"/> | 14. Attended national political party convention.                                      |
| <input type="checkbox"/> | <input type="checkbox"/> | 15. Worked in behalf of a party or candidate.  |
| <input type="checkbox"/> | <input type="checkbox"/> | 16. Contributed money to a party or candidate.   |
| <input type="checkbox"/> | <input type="checkbox"/> | 17. Used a political button or sticker.  |
| <input type="checkbox"/> | <input type="checkbox"/> | 18. Telephoned a legislator on an issue.   |
| <input type="checkbox"/> | <input type="checkbox"/> | 19. Telephoned others for political purposes.  |
| <input type="checkbox"/> | <input type="checkbox"/> | 20. Contacted a government agency on a political issue.                                |
| <input type="checkbox"/> | <input type="checkbox"/> | 21. Written a letter to a legislator on a political issue.                             |
| <input type="checkbox"/> | <input type="checkbox"/> | 22. Written a letter to editor of newspaper, TV or radio station on a political issue. |
| <input type="checkbox"/> | <input type="checkbox"/> | 23. Written article for publication on a political issue.                              |
| <input type="checkbox"/> | <input type="checkbox"/> | 24. Sent a telegram to a legislator on a political issue.                              |

- 
- \_\_\_ \_\_\_ 25. Signed a petition related to a political issue.
  - \_\_\_ \_\_\_ 26. Scheduled an office visit to a legislator on a political issue.
  - \_\_\_ \_\_\_ 27. Met with a legislator on her/his visit back in home district.
  - \_\_\_ \_\_\_ 28. Worked with a group on a political issue.
  - \_\_\_ \_\_\_ 29. Formed a group to deal with a political issue.
  - \_\_\_ \_\_\_ 30. Joined a visual means of protest or support (demonstration) for a political issue.
  - \_\_\_ \_\_\_ 31. Contributed money in support of an issue.
  - \_\_\_ \_\_\_ 32. Canvassed door-to-door in support of a political issue.
  - \_\_\_ \_\_\_ 33. Arranged a public meeting on a political issue.
  - \_\_\_ \_\_\_ 34. Arranged a press conference on a political issue.
  - \_\_\_ \_\_\_ 35. Attended a social event in support of a political issue.
  - \_\_\_ \_\_\_ 36. Organized a fund-raising event for political purposes.
  - \_\_\_ \_\_\_ 37. Attended hearings on a political issue.
  - \_\_\_ \_\_\_ 38. Testified at hearings on a political issue.
  - \_\_\_ \_\_\_ 39. Been appointed to a commission or ad hoc group studying a political issue.

---

40. Have you ever been appointed to a political office? \_\_\_ Yes \_\_\_ No

If your answer to #40 is yes, please list the offices to which you have been appointed:

Name of Office	Level — Municipal, County, State, Federal
----------------	---

Name of Office	Level — Municipal, County, State, Federal
----------------	---

41. Have you ever run for public office at the local, state or national level? \_\_\_ Yes \_\_\_ No

If your answer to #41 is yes, please list the offices for which you have been a candidate:

Name of Office	Level — Municipal, County, State, Federal	Yes	No	
		Were	you	elected?

Name of Office	Level — Municipal, County, State, Federal	Yes	No	
		Were	you	elected?

Name of Office	Level — Municipal, County, State, Federal	Yes	No	
		Were	you	elected?

42. Have you participated in political skill building opportunities offered by:  
 a. the American Home Economics Association?

Yes No

b. your state home economics association?

Yes No

c. other professional or civic organizations?

Yes No

If answer to #42 - c is yes, please list the names of those organizations

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

III. ATTITUDES ABOUT POLITICAL ROLES

The following sections are designed to assess your attitudes regarding political roles for home economists and the preparation for these roles.

A. Behaviors of Home Economists

For each item, circle the degree to which you believe the behavior is important to *role fulfillment* for home economists.

	Unimportant				Very important
43. provides leadership in the community	1	2	3	4	5
44. maintains an interest in political issues	1	2	3	4	5
45. votes with regularity	1	2	3	4	5
46. interacts with public officials at the local level	1	2	3	4	5
47. interacts with public officials at the state level	1	2	3	4	5
48. interacts with public officials at the national level	1	2	3	4	5
49. informs others about political issues	1	2	3	4	5
50. organizes others for political action	1	2	3	4	5

**B. Concepts for Curricular Content in Home Economics Units in Colleges and Universities**

For each statement, circle the degree to which you believe the item is an important *concept* for *curriculum* in home economics professional education.

	Unimportant				Very important
	1	2	3	4	5
51. The role of a home economist includes community leadership.					
52. Community leadership includes political participation.					
53. Political participation involves learning about the political system.					
54. Political participation includes a variety of behaviors.					
55. The subject matter areas of home economics are affected by public policies.					
56. Home economists can influence public policy.					

**C. Ways For Preparing Home Economics Students for Political Participation**

For each item, circle the degree to which you believe the activity is important for home economics *professional education*.

	Unimportant				Very important
	1	2	3	4	5
57. a. Reading assignments about political issues, political functioning and strategies for political involvement.					
b. Is this being done at your institution?					
	Yes No Don't Know				
58. a. Opportunities for meeting and interacting with those who hold public office.					
b. Is this being done at your institution?					
	Yes No Don't Know				

---

59. a. Simulated experiences representing political participation (e.g. testifying at a legislative hearing).

	Unimportant					Very
	1	2	3	4	5	

b. Is this being done at your institution?

Yes    No    Don't Know

60. a. Courses in public policy offered through the home economics unit at the *undergraduate* level.

	1	2	3	4	5

b. Is this being done at your institution?

Yes    No    Don't Know

---

61. a. Courses in public policy offered through the home economics unit at the *graduate* level.

	Unimportant					Very important
	1	2	3	4	5	

b. Is this being done at your institution?

Yes    No    Don't Know    Not applicable

62. a. Internships in political settings offered through the home economics unit.

	1	2	3	4	5

b. Is this being done at your institution?

Yes    No    Don't Know

**D. Professional Organizational Emphasis  
On Preparation of Members for Political  
Participation**

For each item, circle the degree to which you believe that activity is important to the *professional development* of home economists.

	Unimportant				Very important
	1	2	3	4	5
63. Identification of political issues by home economics association leadership for the purpose of eliciting member support.	1	2	3	4	5
64. AHEA sponsored Public Policy Workshops.	1	2	3	4	5
65. a. Public Policy Workshops sponsored by the state home economics associations.	1	2	3	4	5

b. Has your state association sponsored a public policy workshop?

Yes No Don't Know

	Unimportant				Very important
	1	2	3	4	5
66. AHEA publications including articles informing members about political issues.	1	2	3	4	5
67. a. State home economics publications including articles informing members about political issues.	1	2	3	4	5

b. Do the publications of your state association include articles about political issues?

Yes No Don't Know

	1	2	3	4	5
68. a. Formation of coalitions to coordinate political efforts.	1	2	3	4	5

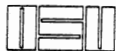
b. Has your state association formed such coalitions?

Yes No Don't Know

Your time and effort in responding to this survey are greatly appreciated. THANK YOU!

APPENDIX B  
CORRESPONDENCE





*Oklahoma State University*

COLLEGE OF HOME ECONOMICS

August 16, 1982

STILLWATER, OKLAHOMA 74078  
HOME ECONOMICS WEST  
(405) 624-5053

{TITLE} {FNAME} {LNAME}  
{ADDRESS}  
{CITY/STATE/ZIP}

Dear Colleague:

You have been randomly selected from the Colleges and Universities Section of the American Home Economics Association to participate in a study about home economists and political participation. We need 5 to 8 minutes of your time to respond to the enclosed questionnaire.

College and university faculty members are the population for this study because of their influence on the role socialization of home economics students. Information obtained will be useful in describing types of political activity by home economists, their attitudes toward political roles, and their attitudes toward preparation for political participation.

Throughout the questionnaire the term "home economics" is used generically and is intended to include units using different terminology.

Your prompt reply will be greatly appreciated. As only 10% of the population has been sampled, the value of this study depends on your response. All information received will be coded without names or addresses so that respondents remain anonymous. The number on the return envelopes will be used only to assist in the follow-up of non-respondents.

We are truly grateful for your participation. Thank you for your time and interest.

Sincerely,

Beulah Hirschlein  
Professor of Home Economics  
Education and Community Services  
Dissertation Advisor

Pamela Cummings  
Doctoral Student



*Oklahoma State University*

COLLEGE OF HOME ECONOMICS

STILLWATER, OKLAHOMA 74078  
135 HOME ECONOMICS WEST  
(405) 624-6570

September 7, 1982

Dear Colleague:

In mid-August we mailed you the enclosed questionnaire. Due to the back-to-school rush, it might have ended up at the bottom of a stack of mail or lost. That is understandable and happens to all of us.

Up to this point, people have been very responsive and we are gratified, but we also need your help!

The questionnaire will take only 5 to 8 minutes of your time. We hope you will be able to complete it and return it soon. If you have already completed the first questionnaire, please disregard this request.

Thank you for participating in this research project.

Sincerely,

Beulah Hirschlein  
Professor of Home Economics  
Education and Community Services  
Dissertation Advisor

Pamela Cummings  
Doctoral Student

If you are interested in receiving a summary of the findings, please complete this card and return it along with your questionnaire (it will be separated immediately upon receipt).

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Name

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Address

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City,

State

Zip

VITA<sup>2</sup>

Pamela R. Cummings  
Candidate for the Degree of  
Doctor of Philosophy

Thesis: HOME ECONOMISTS AND POLITICAL PARTICIPATION

Major Field: Home Economics

Biographical:

Personal Data: Born April 1, 1944, Memphis, Tennessee,  
twin daughter of Lois Ruth and William L. Roush.

Education: Graduated from Highland High School,  
Albuquerque, New Mexico, in May, 1962; received  
Bachelor of Arts in Education degree from Arizona  
State University in 1966; received Master of  
Education degree in Home Economics Education from  
Central State University, Edmond, Oklahoma in  
1979; completed requirements for the Doctor of  
Philosophy degree at Oklahoma State University in  
December, 1982.

Professional Experience: Management Consultant and Mo-  
tivational Speaker, 1981-1982; Graduate Teaching  
Assistant, Oklahoma State University, 1980-1981;  
Vocational Home Economics Teacher, Millwood Public  
Schools, 1977-1980; Advertising, Public Relations,  
Ross Cummings & Company, 1976-1977; Marketing and  
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1977; Home Economics Teacher, Oklahoma City Public  
Schools, 1968-1972; Teacher-Director of the Will  
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City, 1967-1968; Home Economics Teacher, Mesa,  
Arizona Public Schools, 1966-1967.

Professional and Honor Organizations: American Home  
Economics Association, Oklahoma Home Economics  
Association, American Vocational Association,  
Oklahoma Vocational Association, Phi Upsilon Omi-  
cron, Phi Delta Kappa, Kappa Delta Pi, Oklahoma  
Council on Family Relations, American Society for  
Training and Development, World Future Society.