

EVALUATION PHASE OF HOMEMAKER SERVICE
DEMONSTRATION TRAINING PROJECT

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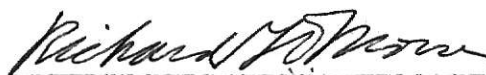
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INTRODUCTION

Homemaker Service Demonstration Training Project

The Homemaker Service Demonstration Training Project has been conducted by the Department of Family Economics in the College of Home Economics at Kansas State University since March 15, 1968. It is one of the seven experimental and demonstration projects in a national pilot program under the direction of the National Committee on Household Employment to train household workers and to develop, promote, and elevate the status of household related services. The projects are under contract with the United States Department of Labor and the Office of Education with funds authorized from Title I and Title II of the Manpower Development and Training Act of 1962. The contract for the first year was extended to May 31, 1969 at which time it was refunded for another year. The first period is referred to as Phase I, and the second as Phase II.

This study pertains to the training program of Phase I in which fifty-nine women from the State of Kansas were trained in ten sessions. The trainees represented different racial and economic backgrounds, varied in age from twenty to sixty-nine years, and in education from the sixth grade to near completion of a college degree. They represented a wide variety of work experience. However, many were untrained, unemployed, under-

employed, and generally were lacking in self-confidence and feelings to self-worth.

A comprehensive evaluation of the project, as viewed by trainees before and after training and by employers, was made by Zimmerman (1969). This study focuses on the evaluation phase within the four-week training program and complements the Zimmerman study. Information about the project and descriptive background of the trainees are found in the Zimmerman study and are not repeated in this manuscript since both cover the same period and same group of trainees.

Objectives

Evaluation of trainees during the training program was considered essential to the success of the training program. However, there were no evaluation instruments available. So, using basic guidelines and accumulated experience, evaluation instruments were designed by the staff.

The specific objectives of this study are (1) to analyze the results of the evaluation instruments used in the Home-maker Service Demonstration Training Project, (2) to evaluate the reliability, validity, and usability of these instruments, and (3) to recommend guidelines for use in evaluating trainees in similar training situations.

THE TRAINING PROGRAM

The training program spanned four weeks. The first two weeks consisted of in-residence training at the Ula Dow Training

Center on the Kansas State University campus. The third week was spent in field experience, followed by a return to campus for the fourth week of in-residence training.

Instruction

Classes were held in Ula Dow Training Center and Justin Hall. The training was conducted, whenever possible, by a three-step procedure: (1) lecture, (2) demonstration, and (3) practical application, with continuous evaluation. Other learning experiences of the training included films, field trips, tapes, written problems, reading assignments, role playing, and group discussion. The third week of training was spent with a social welfare or health agency observing and gaining experience as a homemaker. During this week the trainee accompanied a professional homemaker or home health aide who was employed and supervised by the agency. The group living experience, which was provided by the in-residence training, afforded opportunities for practical application of not only homemaking skills, but the subtle aspects of gaining an understanding of others. A schedule of the training program is available in the Interim Report of the Homemaker Service Demonstration Training Project (1969).

Subject Areas

The subject material presented to the trainees during the in-residence training was classified into five areas: family life, personal care to others, food for families, housekeeping

skills and professional development. Emphasis was placed throughout the training on helping the trainee develop a better understanding of herself and others. The in-residence style of instruction provided a twenty-four hour laboratory experience in the sensitive area of developing one's understanding of one's self in relation to others.

Lessons in family life were designed to help the trainee develop a better understanding of individuals from infancy to the aged, with consideration given to families with special problems. Food for families covered the areas of nutrition, preparation and storage of food, special diets, planning menus, and making market lists. Emphasis was placed on helping the trainee develop money management and comparative shopping skills. Modified Red Cross home nursing, first aid, and accident prevention helped prepare the trainee to give personal care to others. Housekeeping skills were presented to help the trainee improve and refresh skills in housekeeping to enable her to assist families more effectively. Throughout the program, the trainee was helped to develop a feeling of pride and dignity toward homemaker service and to orient herself for employment.

The training program consisted of 168 hours of instruction and lab experience during the four weeks. Of this amount, 80 hours were spent in scheduled class instruction. The following amount and proportion of time was spent in each subject area: 18 hours (22%) in family life, 17 hours (21%) in personal care to others, 20.5 hours (26%) in food for families, 15 hours

(19%) in household skills, and 9.5 hours (12%) in professional development.

Training Objectives

In the planning and development of the curriculum, training objectives were established by the project staff. These were set forth in the form of general and specific objectives.

The general objectives of the training program were to help each trainee to:

- . develop the necessary skills, personal qualities and understanding of individuals that would enable her to assume full or partial responsibility of managing a home or to assist an individual or family in periods of stress or crisis.
- . develop a feeling that as a homemaker she is an individual of worth and can feel a sense of pride and dignity in the services she is able to render to families.
- . become aware of the important function of homemaker service in our society.

The specific objectives of the training program were to prepare each trainee to:

- . help the family maintain and strengthen family life.
- . carry out directions given by the person assuming the responsibility for the family--a family member, a representative of an agency or a medical specialist.
- . develop increased maturity, self-understanding and understanding of others.
- . help family members adjust to situations caused by illness or other emergencies.
- . better understand the needs of the aged and assist them in their home situations.
- . help families with special problems to maintain a stable family life.

- . assist families in maintaining an adequate nutritious diet within the family resources.
- . use comparative shopping techniques and assist families with their shopping.
- . help keep the home clean and orderly.
- . help do the necessary family laundry.
- . give simple bedside care of the type usually provided by a member of the family.
- . help families to learn better methods of child care and home management skills.

Evaluation of the Training Program

Evaluations were an integral part of the total training program. They served two purposes: (1) to evaluate the progress and development of each trainee, and (2) to reinforce and supplement other teaching methods. Trainees were evaluated daily, weekly, at the end of the training program and in a three-month follow-up period. Evaluations were made both by each trainee and by two staff members. The instruments were designed under emergency conditions; the time lapse between funding and initiation of the training allowed only enough time to place the training center in readiness and to hire staff. Although the instruments were created under time limitations, the project director and other staff had a background of experience in consumer preference and public opinion survey to draw upon in designing these instruments.

Daily evaluations (Appendix A)

Trainees were required to complete a daily evaluation (Appendix A) each evening, Monday through Thursday, during the

in-residence training. General questions concerning the day's activities were asked. Each trainee rated on a ten-point scale her general attitude about the day. On the second page, each was asked to list three important concepts or ideas remembered from each lesson during the day, and to rate each lesson on a ten-point rating scale.

Weekly evaluations (Appendix B)

Each Thursday evening of the in-residence training, each trainee completed a general questionnaire (Appendix B) summarizing her feelings and attitudes about the week's training and evaluating the subject material in terms of the skills and understandings that helped her develop confidence as a homemaker.

Evaluation at the end of the training program (Appendix C)

At the completion of the training program, each trainee completed a questionnaire (Appendix C). This provided each trainee opportunity to (1) rank the five areas of subject material in regard to their importance and meaningfulness to her, (2) rate her feelings on a three-point rating scale as to the adequacy of the amount of time spent in each area, and (3) rate on a three-point rating scale the teaching methods used. She also rated herself on a four-point rating scale regarding achievement of new ideas and new facts learned for each of the twenty-three lessons of the training program (Appendix C, question 5).

Follow-up evaluation (Appendix C and D)

Three months following graduation, the above evaluation

form (Appendix C), along with a letter of explanation (Appendix D) and a stamped self-addressed envelope, was sent to each trainee for completion. During training the trainees were informed that they would be receiving the evaluation form in three months and their cooperation would be appreciated.

Pre- and post-tests (Appendix E)

Short objective tests (Appendix E), consisting of true/false and multiple choice questions, were administered to each trainee prior to eleven key lessons of the twenty-three lessons in the training program. The same tests were completed by each trainee on the last day of the training program.

Staff evaluations (Appendix C)

Evaluations of each trainee's achievement were made by the two staff members at the end of the training program. They completed the same forms used by the trainees at the end of the training program and in the follow-up evaluation (Appendix C, question 5). Each staff member rated each trainee's achievement on the four-point rating scale for the twenty-three lessons of the training program. The program coordinator is referred to as Staff I and the teaching coordinator as Staff II.

Taped evaluations (Appendix F)

Oral evaluations were taped each Friday afternoon of the in-residence training. Trainees were encouraged to express their feelings and reactions to the training program. The evaluations were conducted informally with trainees usually sitting around the dining room table. A series of questions were asked by the teaching coordinator to stimulate discussion (Appendix F). Each

trainee was encouraged to express herself; however, no attempt was made to pressure or force her to respond. Trainees who had difficulty expressing themselves in writing often were able to express their feelings and reactions orally to the training program. The transfer of oral evaluations was made by the teaching coordinator who transcribed her conception of the trainee's oral expression on a standardized rating form.

Oral evaluations of field experiences were taped each Monday following the week of field experience. These evaluations were conducted under conditions similar to the weekly Friday evaluations.

Results (Appendix G)

Although the results per se of the evaluations completed by the trainees in the Homemaker Service Demonstration Training Project are not the subject of this study, they were tabulated and summarized in preparation for analyses of the evaluation instruments, which is the subject of this study. The range, median and mean scores for each evaluation are presented in Appendix G.

REVIEW OF LITERATURE

A search was made of previous research and literature to learn what was available and could contribute to the evaluation phase of this type of training program. The emphasis was predominantly on the importance of evaluations for any educational endeavor. However, few references were found about the evaluation process itself, especially as applicable to such a

training type of educational experience.

Illustrative of the literature indicating that evaluation is an essential step in the education process are the observations of Phillips (1968, pp. 1-2). He defined evaluation as the process used in determining the effectiveness of teaching and/or the value of a learning experience in assisting students to achieve the goals of education. It was his philosophy that the extent to which the teacher is successful in evaluation determines success or failure in teaching.

Phillips listed three steps involved in an evaluation. The first consists of determining the objectives and then translating them into specific educational outcomes. The second step involves testing, measuring and assessing the achievement, growth and development of the student in relation to the objectives. Measurement and evaluation of the degree to which objectives have been achieved require the use of valid, reliable and usable instruments. The last step in evaluation concerns the use of the evaluative data in an over-all evaluation of the individual, class or learning situation.

Evaluation Components of Comparable Training Programs

All the available literature relative to training programs comparable to this training program was reviewed for whatever information was available concerning evaluation instruments and techniques. Also included in this review were observations contained in the literature regarding the importance of making evaluations.

The importance of incorporating a measure of trainees' progress in developing a training program is recognized in the publication of the U.S. Department of Health, Education and Welfare, The Visiting Homemaker, (1964). It stated that one of the major functions of evaluation of achievement is to measure the extent to which trainees achieve the goals of the program. If the evaluations are effective and, in fact, measure the extent to which the trainee achieves the goals of the program, the staff is then better able to develop course plans, learning experiences and resource materials to meet the needs, backgrounds and abilities of the trainees.

To this end, therefore, it suggested that course plans must include ways of observing each trainee's progress toward achieving objectives and methods of recording observations so that progress may be assessed. It recommended that an "anecdotal record" be kept, based on trainees' participation in class and individual conferences. It also suggested that a rating scale be used to record the level or quality of the trainees' accomplishments, and that the rating scale consist of three levels: "very good", "acceptable", and "not acceptable". All who make the ratings must understand the meaning of the different rating levels. The publication recommended that rating of achievement be made throughout the training program since observations are more likely to be valid if made in realistic situations. No research studies were cited, however, upon which recommendations were based.

The training manual, Homemaker-Home Health Aides, (1967) published by the National Council for Homemaker Services, Inc., also stated that an evaluation process should be a continuous and integral part of the training program. It suggested that much of the evaluation may be based on observations of the trainee's participation in discussions, class activities, and laboratory-type experiences. It also recommended that self-evaluating checklists be used. However, it cautioned that the evaluative device needed to be valid, that is, carefully selected to measure what it is intended to measure. It recognized as a problem that a sophisticated evaluation sheet may be frightening or even irritating to the mature trainee who has not been in an educational setting for some time. The manual stated that the instructor needed to evaluate the trainee's attitudes and interests, her comprehension, and her need for additional instruction to be sure the trainee is achieving toward the objectives of being trained to perform as a competent homemaker/home health aide. The manual also recognized that testing should reinforce learning. The manual provided no specific evaluation instruments or methods of analysis. Furthermore, it cited no research upon which its recommendations were based.

The Visiting Homemaker Service of Terre Haute, Ind. required each student to be responsible for a formal and an informal evaluation of her teaching-learning situation (Illinois Teacher, 1964-65, p. 234). At the end of each training course, each homemaker was given a check list for making a self-evaluation and evaluation of the course content in relation to

their positions at the beginning of the course. There was no discussion or analysis of the evaluation instrument.

The Homemaker-Home Health Aide Training Program (1969) held in Newton, Iowa, March 5-14, 1969 listed on their training schedule an evaluation of the training program and noted in reviewing the evaluation sheets that all the trainees felt that the program was worth their time and money. Here again, there was no further discussion or analysis of the evaluation instruments.

Other projects or training programs recognized the importance of evaluation and offered limited information with regard to specific instruments.

The Federal Extension Service (1965) recommended that evaluations for program assistants be built into the training program.

Burford (1963) discussed the use of evaluations in the training program, but did not give any further information concerning them in his description of the homemaker training program taught at the School of Social Work at the University of Illinois.

Gilberston (1967) stated that evaluation of trainees is necessary and every effort should be made to make the evaluation as objective as possible. She suggested the purpose for which the trainee is being trained be kept in mind when making a judgment of ability. Care should be taken not to judge the trainee in terms of expectation that might be applied in a more academic setting. Judgment should be made in terms of progress

and expected growth and accomplishment. Generally the more accepted tools of evaluation, such as written tests or demonstrating a procedure, will not be applicable. Records should be kept on how procedures were performed and to what extent skills appear to have been learned. A diary can be helpful in describing how aides react to specific situations.

Homemaker aides trained by Drexel Institute of Technology home economists were evaluated by a final interview before they were placed in employment (Specian, 1969, p. 348). The interview provided information on how the homemaker felt about their training course, how they saw themselves change during the program and what they expected to do in the future in the way of continued improvement. The author noted that the ultimate test of the trainees was their employment performance as homemaker aides. The discussion did not contain any further information of the procedure of evaluation.

Lambert and Guberman (1964, p. 86) suggested that in the evaluation of a demonstration program the first task is to determine and define that which is to be evaluated. They warned of "structure-related" considerations such as the influence of a university staff that affect the program. In analyzing the results of testing instruments, structure-related factors must be considered.

Two studies were more specific regarding test measures:

Hughes (1969, p. 354) reported measurement of student gain scores as a result of instruction as one of three methods used to evaluate curriculum materials for a research project

on preparing for the dual role of homemaker-wage earner at New York College of Home Economics at Cornell University. This measurement was obtained by administering an achievement test before and after the instruction.

Pre- and post-tests were used in an experimental training program for food service personnel at Iowa State University to evaluate the effectiveness of in-service training (Bunge, McKinley and Montag, 1969, p. 434). Evaluation instruments based on basic learning were constructed for each subject-matter area. Because the evaluation of the training program was dependent upon the adequacy of the subject-matter evaluation instruments, they were pretested for usability, validity, and reliability. The tests were considered to possess usability if most of the items could be scored objectively and if they were easy to read and to administer. Content validity was assumed since the tests were built on generalities taught in three school lunch short courses. Reliability was established by test-retest method. The instruments were then administered before and after the short-course training periods.

The literature reviewed emphasized the importance of evaluations as an integral and continuous part of the training program. There were several references to specific kinds of evaluations: pre-tests, post-tests, rating scales, diaries, and anecdotal records. However, no references, other than the experimental program at Iowa State University, were found giving the validity and reliability of the test used. The literature search suggested that at this stage in the development of such

training programs, evaluation instruments are not available for use by new programs. Thus the evaluation instruments used in the Homemaker Service Demonstration Training Project, although developed for this training program without the benefit of pre-testing or prior use in a similar training program, were not handicapped by the lack of time to review available literature.

COLLECTION AND ANALYSIS OF DATA

Sources of Data

Data were collected from six different evaluation instruments by or on each trainee, producing a total of forty-five separate evaluations for each trainee. Most of the evaluations were obtained from the trainees themselves. The other source of evaluation was the two staff members.

Definitions

There are four words which have unique and precise meaning for purposes of this study:

Trainee-achievement is defined as the trainee's personal growth and development in knowledge and attitude change toward achievement of the goals of the training program.

Trainee-attitude is defined as the general over-all feelings of the trainee about the training program as she reflected back over the day's activities.

Assessment is defined as the individual's estimation of value to her of that which was being assessed.

Interpretation is defined as giving one's understanding of a statement based on criteria established in advance.

Treatment of Data

Measurements

Raw scores of trainee-achievement.--Each trainee rated on a four-point scale her achievement of each of the twenty-three different lessons (Appendix C, question 5). The sum total of these ratings constitutes the raw score for each trainee's achievement. These raw scores were obtained both at the end of the training program and in the three-month follow-up period. Raw scores were similarly obtained from the staff members' evaluations of each trainee's achievement.

Pooled test scores.--Each trainee took eleven tests during the training program (Appendix E). They were administered both before and after the lessons producing both pre- and post-test scores. The pooled test score for each trainee is the sum of the pre- and post-test scores.

Test score gains.--The algebraic difference in test scores between the pre- and post-tests (Appendix E) was computed to obtain the test score gain for each trainee.

Raw score of trainee-attitudes.--Daily each trainee rated on a ten-point scale her feelings about the day (Appendix A, question 6). The sum total of the twelve daily ratings constitutes the raw score for each trainee's attitude.

Interpretation of taped evaluations of trainee-achievement.--Each trainee participated in three taped group sessions

in which the training program was evaluated. Each trainee's statement concerning achievement was interpreted for the level of achievement it represented: high, medium, or low achievement. The frequency of achievement levels noted for each trainee was tabulated and the level most frequently appearing was used to classify the trainee. No trainee rated her achievement as low.

Statements such as the following were interpreted as feelings of high achievement:

"We did learn an awfully lot, I'm so much wiser and better off than I was." (Tape I, A side 1, 494)

"Just to put it in short, every day has been a wonderful experience for me and each speaker that has talked to us has been so interesting and clear. I think we have all received a lot of information and learned so much. I just really learned a lot." (Tape II, B side 2, 202)

"Personally I have regained a lot of my self-confidence, I'm not quite so afraid to talk. And I also notice I don't suddenly lose my train of thought like I did." (Tape VI, B side 1, 440)

Statements such as the following were interpreted as feelings of medium achievement:

"Most of these things I'm familiar with and it's just more of a jogging my memory." (Tape III, A side 1, 295)

"The information I have gained, I think a lot of this is review because I came from a poor family and I have had to pinch pennies all my life." (Tape III, A side 1, 316)

"Lots of things were review, it was more of a refresher in lots of ways." (Tape IV, A side 1, 8)

Interpretation of taped evaluations of trainee-attitudes.--

Each trainee's statement concerning her feelings and attitudes toward the training program and toward working as a homemaker was noted and interpreted as being either positive or negative. The number of such attitude statements was tabulated for each trainee. The modal frequency was used to classify trainees as having a positive or negative attitude.

Statements such as the following were interpreted as being positive attitudes:

"I feel like a tree in the spring. Trunk, branches and leaves, of all those bits of information that I can use in the future. And I hope to have a big crop of leaves that I can spread around when I get home." (Tape IV, A side 1, 352)

"I just think it's wonderful. It's just so unbelievable that being paid to go to school. I think it's going to give me a job and a better paying job in my line of work." (Tape V, A side 1, 530)

Statements such as the following were interpreted as being negative attitudes:

"Cookin', washin' dishes, cleanin', I have been doing that for years." (Tape II, A side 2, 73)

"Mrs. Stephenson is the only one who has really gotten something out of this program. She has a job already waiting." (Tape VI, B side 1, 365)

Subject areas, time spent in each area and teaching methods.--Each trainee ranked the five subject material areas in order of importance and meaningfulness to her and rated the

adequacy of the amount of time spent in each area and the effectiveness of the teaching methods (Appendix C, questions 1, 3,4). These rankings and ratings were obtained both at the end of the training program and in the follow-up evaluation.

Analyses

Rank correlations.--Each trainee was ranked in the order of the magnitude of her raw score. These scores were for daily attitudes and for each of the six different measures of achievement. These achievement measures were those assessed by trainees at the end of the training program and in the follow-up evaluation and by two staff members and by pooled test scores and test score gains. Spearman rank correlations were computed among the six different measures of achievement and daily attitudes.

Chi-square measures.--The interpretations of the taped evaluations yielded two categories for the trainees: (1) achievement (high and medium), and (2) attitudes (positive and negative). The trainees were divided into three groups in accordance with their rank order achievement. Chi-square values were computed for the three-by-two contingency tables for each of the six rank order measures of trainees' achievement in relation to interpretations of trainees' oral expression of achievement. Similarly, the relationship between the oral expression of trainees' attitudes toward the training program and their daily attitudes was treated, constructing three-by-two contingency tables and computing chi-square values. An adjustment for continuity was made in computing the chi-square values by subtracting 0.5 from the absolute values of the deviations (Snedecor, 1956, p. 217).

Percentages.--The frequency with which each of the five subject areas was ranked one to five with regard to importance and meaningfulness was computed for both the end of the training program and the follow-up evaluation. Similarly, the frequency with which each subject area was rated one to three in regard to "the adequacy of the amount of time spent in each area" and "the effectiveness of teaching methods" was computed for both the end of the training program and the follow-up evaluation. Since there were four trainees who did not participate in the follow-up evaluation, the data were converted to percentages to facilitate making comparisons. Differences in the percentage distributions between the end of the training program and follow-up evaluations were computed.

RESULTS AND DISCUSSION

Achievement

There are seven measures of trainee-achievement. They are presented in relation to each other in Tables 1 and 2.

Trainee assessment

End of training program.--There was a significant positive correlation of .3617 between the trainees' assessment of achievement at the end of the training program and in the three-month follow-up evaluation (Table 1). The significant positive correlation suggests that the trainees were assessing the same type of understanding of achievement in both instances and were not influenced by environmental factors such as employment, unemployment, health or family situations subsequent to the

training program. Or, the tests may reflect the personality of the trainee, so that those who were more receptive to training and who had greater self-confidence rated their achievement highly both at the end of the training and three months later. The high correlation does suggest the high repeatability of the test indicating its reliability, if not its validity.

Trainee assessment was positively, but not significantly, correlated with staff assessment and test scores (.0921, .1367, .2346, and .0610) (Table 1). This suggests that some, if not all, of the various measures are not valid, that is, do not measure achievement. Just as a trainee's assessment of achievement reflects her personality, a staff member's assessment is greatly influenced by her subjective judgment. On the other hand, the tests are objective and supposably either the pooled score or gain in score would provide a valid indication of achievement. However, these measures have some obvious severe limitations.

The pre- and post-tests involve the use of reading skills. Although no tests were administered to measure reading ability of the trainees, it was evident that they varied greatly in degrees of reading skills. One also needs to take into consideration the trainees not having been in a school situation for many years. Although the tests were administered in such a way that the trainee was encouraged to feel that it was not a testing situation, many of the trainees exhibited apprehension and anxiety in taking tests. In analyzing the tests, some of the questions were found to be poorly worded and ambiguous in

Table 1. Relationship of trainee-achievement by six different measures.

Measures of Trainee-achievement	Rank Correlations				
	Trainees		Staff		Test Scores
	End of Training	Follow-up Evaluation	I	II	
Trainees					
End of training	----	.3617**	.0921	.1367	.2346
Follow-up evaluation	----	----	-.1467	-.0750	.0842
Staff					
I	----	----	----	.5140**	.1048
II	----	----	----	----	.4928**
Test scores					
Pooled	----	----	----	----	----
Gain	----	----	----	----	.2034

**Significant at one per cent level.

meaning. Although the answers to the questions were covered during the training program, some questions were concerned with irrelevant and meaningless material. Even though most of the questions were short, a few were wordy and may have confused the trainee. If there had been an opportunity for pretesting the instruments, some of these problems might have been eliminated prior to use in the training program.

Follow-up evaluation.--The correlation was negative, although not statistically significant, between the trainees' assessment of their achievement after three months and the Staff members' assessment made at the end of the training program ($-.1467$ and $-.0750$) (Table 1). This indicates the need for caution in using a staff member's assessment to predict trainees' concept of their achievement following training. It may indicate the need for follow-up between staff and trainees to develop and preserve the understandings of the training program. It also indicates that the two measures do not measure achievement in the same terms.

The correlations of $.0842$ and $.0255$ between the objective tests and trainees' assessment of achievement after being away from the training program for three months were practically zero (Table 1). Thus the predictability of achievement as viewed by the trainees, based on test scores during the training is nil.

Staff assessments

A positive correlation of $.5140$ between Staff I's and Staff II's assessment of trainees' achievement indicates that both staff members were assessing trainee-achievement similarly

(Table 1). It also suggests that the evaluating instruments were reliable for staff assessment of trainee-achievement.

Test scores

There was a positive but nonsignificant correlation of .1048 between trainees' pooled test scores and Staff I's assessment (Table 1). However, the correlation of .4928 between trainees' pooled test scores and Staff II's assessment of trainees' achievement was statistically significant.

One explanation of the difference in the correlation coefficient between the two staff members and pooled test scores may be the different kinds of relationships each staff member had with the trainees as the result of their responsibilities in the training program. Staff I's responsibilities consisted of administrative duties of operating the training program, while Staff II was involved with coordinating and teaching responsibilities. Staff II observed and spent more time with the trainees in the teaching situation than did Staff I. While good rapport and relationships were developed by Staff I with the trainees by her involvement in administering the training program, her responsibilities did not allow her to spend time or observe them in their classes.

The correlations of $-.0661$ and $.1064$ between staff assessment and test score gain were practically zero (Table 1). However, the inconsistency in the correlation coefficients of Staff II's assessment in relation to pooled test scores and test score gains cannot be explained. It would appear that the trainee with a high test score did not necessarily have a high test

score gain. This might suggest that Staff II was assessing achievement in terms of the trainee's ability to take tests and cope with the training program rather than in terms of growth and development of the trainee in relation to the objectives of the training program.

There was a positive but nonsignificant correlation of .2034 between trainees' pooled test scores and their test score gains (Table 1). A positive correlation was anticipated since those trainees who scored highest in their pooled test scores would also have had above average ability in reading, comprehension, and taking tests, and thus been able to have made the greatest gains in their test scores.

Interpretation of taped evaluations of trainee-achievement

Interpretations of taped evaluations of trainees' achievement were compared to other measurements of achievements by use of three-by-two contingency tables. If the two measures of achievement were unrelated, the frequencies would be distributed proportionately. Thus a low chi-square value suggests that if either measures achievement, the other does not, or if it does, it may be measuring a different type of achievement. Conversely, if there is a concentration of frequencies, and the concentration is greater than might be expected by chance, then the two measures may be measuring the same achievement factors.

For example, when comparing interpretations of taped evaluations of trainee-achievement to trainees' assessment of their achievement at the end of the training program, there was a joint concentration, and those whose statements were

interpreted to be high achievers were also among those who were high achievers by their own assessment of achievement. Conversely, there was a concentration of those whose statements were interpreted to be medium achievers among the low achievers by trainees' assessment. However, the resulting chi-square value of 4.0483 (Table 2) is not statistically significant. This is somewhat surprising, in that both measures are of the trainees' own concept of achievement. One, their written, and the other is their oral expression.

Table 2. Interpretation of taped evaluations of trainee-achievement in relation to other measures of achievement.

Other Measures	Chi-square Value 2 d.f.
Trainees - end of training program	4.0483
Trainees - follow-up evaluation	5.0265*
Staff I	.5566
Staff II	.1080
Pooled test score	1.0034
Test score gains	.1634

*Significant at ten per cent level.

There was a high concentration of those interpreted to be high achievers among high achievers by trainees' assessment in the follow-up evaluation and conversely a high concentration of those interpreted to be medium achievers among low achievers by trainees' assessment. The chi-square value of 5.0265 (Table 2), significant at the ten per cent level, suggests that the trainee's follow-up assessment and interpretation of taped evaluations do,

in fact, measure the same kind of achievement. Why trainee-achievement as interpreted from taped evaluations and trainees' assessment of achievement at the end of the training program is not significant and yet assessment three months later is significant cannot be explained. Nevertheless these two produced the highest chi-square values.

Low chi-square values resulted from the comparison of the interpretation of taped evaluations of trainee's achievement in relation to other measures of trainee-achievement. This is very surprising, particularly for Staff II, who made the interpretations, and a high concentration might have been anticipated. Also surprising is the low values for the test scores. It would be reasonable to anticipate that those who scored high on their pooled test scores and in test score gains might also have tended to have expressed orally feelings of high achievement.

There are a number of factors that must be considered when evaluating interpretations of taped evaluations as a method of assessing trainee-achievement. Interpretations, while based on established criteria, are in reality a subjective judgment influenced by the interpreter's judgment, temperament, relations with and feelings about the trainees, and her personal goals and involvement in the training program.

Also to be considered are factors which may have influenced the trainees while they taped their evaluation. The evaluation takes place in a small group situation in which each trainee is greatly influenced by the other trainees and by the staff members. The fact that the evaluation is taped, and

therefore is a permanent record of their discussion, may influence a more positive attitude toward achievement and the training program in general. The desire for approval from both their peers and staff should be taken into account.

However, in evaluating the use of taped evaluations, secondary values should be considered. Any statement made on tape is a form of commitment and can act as a reinforcement of group cohesiveness and commitment toward group goals and objectives of the training program. The staff felt that taped evaluations were of value in helping trainees develop self-confidence and ability to express themselves.

Attitudes Toward the Training Program

There are two measures of trainee-attitudes. Trainee-attitudes are presented in relation to six measures of trainee-achievement and to interpretations of taped evaluations of trainee-attitudes.

Trainee-attitudes

The correlation between the trainees' daily attitudes and the two measures of achievement by trainees and two test score measures were positive although not significant (Table 3). It might have been expected for those who expressed having made the greatest amount of achievement or for those having made the greatest gain on achievement tests to be those with highest daily attitudes. However, the daily attitude scale was such that trainees tended to pick their own level on the scale, at either the high or low end, and most generally at the higher end. So their daily

attitudes may partially express their general outlook on life as they would like it recorded.

Table 3. Trainee-attitudes in relation to assessment of trainee-achievement by six measures.

Measures of Achievement	Rank Correlations
Trainees - end of training program	.0857
Trainees - follow-up evaluation	.0884
Staff I	-.2194
Staff II	-.1142
Pooled test scores	.0964
Test score gains	.2442

Although the correlations between daily attitudes and staff members were not significant, the sign may be noteworthy (Table 3). Staff members may have been assessing the growth of the trainee who came into the program with a negative attitude and despite her development of a more positive one, her daily pooled attitude would be low. This change of attitude may have been attributed to growth and achievement by the staff members and assessed as such.

Interpretation of taped evaluations of trainee-attitudes

Interpretations of taped evaluations of trainees' attitudes were compared with their daily attitudes, using a three-by-two contingency table. If these two measures of attitudes were unrelated, the frequencies would be distributed proportionately, resulting in a low chi-square value. Or, if either

measurement was measuring attitudes of the trainees, a low value would indicate each was not measuring the same type of attitudes.

An equal distribution of positive and negative attitudes were found among the trainees' daily attitudes. This was indicated by the nonstatistically significant chi-square value of 1.9028 and would suggest that the two measurements were not measuring the same kind of trainee-attitudes. Because both were measures of the trainees' own concepts of their attitudes toward the training program, this finding was not anticipated.

There are a number of factors that should be taken into account regarding evaluations based on interpretation of taped evaluations of trainee-attitudes. Although the interpretations are based on established criteria, the same kind of factors which were previously discussed as influencing interpretation of taped evaluations of trainee-achievement must be considered. Such factors include the judgment of the interpreter and the influences on the trainee in taping the evaluation.

Importance and Meaningfulness of Subject Areas

End of training program

During the training program, trainees consistently displayed more interest and enthusiasm in the subject areas of family life and personal care to others than in the areas of food for families, household skills, or professional development. This observation was substantiated by the trainees' rankings of the five subject areas at the end of the training program, (Table 4). As their first choice of subject areas, 58 per cent

chose family life and 29 per cent personal care to others. Only 11 per cent ranked professional development and 2 per cent ranked household skills as first choices. No trainee ranked food for families as a first choice at the end of the training program.

Table 4. Subject area rank at end of training program.

Subject Area	Rank				
	1	2	3	4	5
	(Per cent distribution)				
Family life	58	20	14	7	2
Personal care to others	29	36	23	7	5
Food for families	0	16	30	48	5
Household skills	2	10	10	23	53
Professional development	<u>11</u>	<u>18</u>	<u>23</u>	<u>15</u>	<u>35</u>
All trainees	100	100	100	100	100
Number trainees	57	56	57	56	57

Food for families was most frequently ranked as a third and fourth choice and household skills as fifth choice (Table 4). The preference for family life and personal care are consistent with the findings reported by Zimmerman (1969) from the follow-up evaluation of the first thirty-five graduates of the Home-maker Service Demonstration Training Project.

The teaching coordinator confirms that the trainees consistently showed more interest in the study of family life and personal care to others and were less receptive to food for families and household skills areas. One might attribute this

preference to the fact that food and household skills were areas in which they had years of practical experience as mothers and homemakers in their own homes. However, this was not the actual situation for many of the trainees. For example, one trainee, a mother of ten children, had little experience in planning or preparing meals. Others were fearful of the kitchen and performing in public where their lack of skills would be readily apparent. Generally these areas did not provide the challenge or stimulate the interest as did family life or personal care to others.

The generalized attitude found among many trainees toward food for families and household skills emphasizes the importance of subtly building these areas of instruction into the training program. These skills need to be incorporated into the in-residence program so that education can take place in a laboratory setting without it being considered a lesson and labeled as such or stressed as a subject area. Instruction in food and household skills is necessary to achieve the ultimate goal of the training program; to help prepare the trainee to perform duties and function successfully as a homemaker. The opportunity to share experiences, exchange ideas, and work cooperatively with others in sharing the responsibilities of group living provides educational experiences not perceived as such by trainees. For example, in completing evaluation forms, trainees did not recognize the in-residence experiences of shopping, planning and preparing meals, time management, or housekeeping skills as part of subject material.

Follow-up evaluation

The three-month follow-up evaluation showed the same general trend in the ranking of subject areas as found at the end of the training program. Seventy-seven per cent of the trainees ranked family life as their first choice and 48 per cent ranked personal care to others as their second choice (Table 5). These findings are also consistent with Zimmerman's (1969) follow-up evaluation.

Table 5. Subject area rank in follow-up evaluation.

Subject Area	Rank				
	1	2	3	4	5
	(Per cent distribution)				
Family life	77	6	15	2	0
Personal care to others	11	48	21	15	4
Food for families	0	13	35	39	13
Household skills	4	12	10	27	48
Professional development	8	21	19	17	35
All trainees	100	100	100	100	100
Number trainees	52	52	52	52	52

Food for families was ranked most frequently in third and fourth positions, with household skills ranked fifth. The trainees' ranking of the area of professional development showed the same general trend as found at the end of the training program, with 29 per cent of the trainees ranking it as first or second choice and 35 per cent again ranking it as fifth.

Change in percentage distribution

The greatest change in percentage distribution between the ranking at the end of the training program and the follow-up evaluation occurred in choices of family life and personal care to others. Family life gained 19 in the percentage distribution of first choices and personal care lost 18 (Table 6). In ranking of second choices, the opposite took place with a decrease of 14 per cent ranking family life and an increase of 12 per cent ranking personal care to others.

Table 6. Change in percentage distribution of subject area rank between end of training program and follow-up evaluation.

Subject Area	Rank				
	1	2	3	4	5
Family life	+19	-14	+ 1	- 5	- 2
Personal care to others	-18	+12	- 2	+ 8	- 1
Food for families	0	- 3	+ 5	- 9	+ 8
Household skills	+ 2	+ 2	0	+ 4	- 5
Professional development	- 3	+ 3	- 4	+ 2	0

These findings suggest that areas related to family life were found to be more valuable and meaningful to the trainee in her work as a homemaker than she had anticipated at the end of the training program. This would imply the need to place emphasis on family life as a core area of study in a homemaker service training program.

Many of the trainees appeared more interested and responsive to personal care to others, particularly home nursing, during the training program than they did to other subject areas. However, the decrease in per cent of trainees ranking personal care to others as their first choice would suggest that this area of study was not as meaningful or valuable to them in their work as a homemaker as they had anticipated it would be at the end of the training program.

There were small percentage changes in all of the subject areas and in most of the rankings; however, they do not appear to indicate any trend of change. The small amount of change in ranking of subject areas would suggest that generally the trainees' feelings about the importance and meaningfulness of subject areas was not influenced by environmental factors such as employment, unemployment, health or family situations subsequent to the training program.

Adequacy of Amount of Time Spent in Each Area of Study

End of training program

As might be expected, in view of the findings regarding the importance and meaningfulness of subject areas, over 40 per cent of the trainees felt they needed more time in the areas of family life and personal care to others (Table 7). Forty per cent of them also felt they needed more time in professional development. Generally the trainees felt an adequate amount of time was spent on food for families. However, over 20 per cent of them felt that less time needed to be spent on household

skills, which again might be expected in view of their ranking household skills as fifth choice in importance and meaningfulness to them in the training program.

Table 7. Adequacy of amount of time spent in each area of study at end of training program.

Subject Area	Adequacy of Time				Number Trainees
	Need More	Ade- quate	Need Less	All	
(Per cent distribution)					
Family life	45	52	3	100	56
Personal care to others	42	58	0	100	57
Food for families	13	81	6	100	53
Household skills	4	74	22	100	54
Professional development	41	55	4	100	56

These findings reinforce prior data which suggest that trainees were less receptive to new ideas and change in habits regarding household skills than in other areas. However, it is noteworthy that two-fifths of the trainees felt they would have liked to spend more time in professional development and over four-fifths of them were satisfied with the amount of time spent in the area of food for families.

Follow-up evaluation

The three-month follow-up evaluations reflect the same general trend as at the end of the training program in regard to the trainees' feelings about the adequacy of time spent in each subject area. Trainees generally felt they needed more

time in family life, personal care to others and professional development, less time on household skills, with an adequate amount spent on food for families (Table 8).

Table 8. Adequacy of amount of time spent in each area of study in follow-up evaluation.

Subject Area	Adequacy of Time				Number Trainees
	Need More	Ade- quate	Need Less	All	
(Per cent distribution)					
Family life	60	40	0	100	53
Personal care to others	36	60	4	100	53
Food for families	19	79	2	100	53
Household skills	7	72	21	100	53
Professional development	32	58	10	100	41

Change in percentage distribution

The most significant change in percentage distribution between the end of the training program and the follow-up evaluation was an increase of 15 in the percentage of trainees indicating that they needed to spend more time on family life (Table 9). This finding was anticipated as it reinforces the finding in regard to change in percentage distribution of trainees ranking family life as their first choice in subject areas in the follow-up evaluation.

There were other small changes in the percentage distributions indicating that a few trainees felt they needed more time in food for families with less in areas of personal care to

Table 9. Change in percentage distribution of adequacy of amount of time spent in each area of study between end of training program and follow-up evaluation.

Subject Area	Adequacy of Time		
	Need More	Adequate	Need Less
Family life	+15	-12	-3
Personal care to others	- 6	+ 2	+4
Food for families	+ 6	- 2	-4
Household skills	+ 3	- 2	-1
Professional development	- 9	+ 3	+6

others and professional development. The small change in regard to household skills suggests that, in general, trainees' attitudes and habits concerning household skills are deeply rooted and not receptive to change.

Effectiveness of Methods of Instruction

End of training program

During the training program many trainees expressed the feeling that films were the best method of instruction. At the end of the training program they were rated as very good, as were lectures, group discussions, and field trips (Table 10). Role playing and reading assignments were rated as good methods, while tapes generally were rated as poor.

The trainees' reaction to tapes during the training program is reflected in their rating it as a poor method of instruction. Trainees' attention span was generally much shorter when

Table 10. Effectiveness of methods of instruction at end of training program.

Methods of Instruction	Effectiveness				Number Trainees
	Very Good	Good	Poor	All	
(Per cent distribution)					
Lectures	60	38	2	100	57
Films	65	35	0	100	57
Group discussion	68	32	0	100	57
Field trips	61	36	3	100	56
Role playing	28	62	10	100	50
Reading assignments	21	70	9	100	56
Tapes	22	42	36	100	50

listening to tapes than with other methods of instruction. And some of the trainees had hearing difficulties. During the training program, many trainees commented that reading assignments had helped them develop self-confidence and ability to express themselves, yet this received the lowest number of very good ratings.

Follow-up evaluation

The same general trend regarding effectiveness of methods of instruction was found in the three-month follow-up as at the end of the training program. Group discussion and field trips were generally considered very good methods, with lectures and films rated as good and very good (Table 11). Role playing and reading assignments were rated good and tapes were considered the poorest method.

Table 11. Effectiveness of methods of instruction in follow-up evaluation.

Methods of Instruction	Effectiveness				Number Trainees
	Very Good	Good	Poor	All	
(Per cent distribution)					
Lectures	50	50	0	100	52
Films	57	41	2	100	53
Group discussion	70	26	4	100	53
Field trips	72	28	0	100	53
Role playing	35	53	12	100	49
Reading assignments	25	62	13	100	52
Tapes	25	37	38	100	32

Change in percentage distribution

The greatest change in percentage distribution between the end of the training program and the follow-up evaluation was a shift from very good to good in regard to lectures and films and a shift from good to very good in rating field trips (Table 12). The insignificant amount of change found in the three-month follow-up would suggest that working as a homemaker and factors in the trainee's life subsequent to the training program had little effect on her feelings toward the teaching methods during the four-week training program, and that the instruments are reliable.

Table 12. Change in percentage distribution of effectiveness of methods of instruction between end of training program and follow-up evaluation.

Methods of Instruction	Effectiveness		
	Very Good	Good	Poor
Lectures	-10	+12	-2
Films	- 8	+ 6	+2
Group discussion	+ 2	- 6	+4
Field trips	+11	- 8	-3
Role playing	+ 7	- 9	+2
Reading assignments	+ 4	- 8	+4
Tapes	+ 3	- 5	+2

Summary

The analyses of the measures of achievement suggest (1) high reliability of evaluation instruments as reflected by: (a) consistency among the trainees themselves in assessing their achievement at the end of the training program and in the follow-up evaluation, (b) consistency between the two staff members in assessing trainee-achievement, (c) consistency between the one staff member most closely associated with the trainees and the training program in her assessment of trainee-achievement and pooled test scores, (d) consistency between the interpretations of taped evaluations of trainee-achievement and achievement assessed by trainees themselves; and (2) low validity of evaluation instruments as reflected by the low correlation coefficients between assessments of trainee-achievement by the three basic assessment sources--trainees, staff, and test scores.

The analysis of measures of attitudes indicate there is neither a relationship between the two measurements of attitudes or a significant degree of correlation between measurements of attitudes and trainee-achievement. This would suggest that the tapes and other evaluation instruments were measuring different things.

Analyses of other data suggest: (1) family life and personal care to others were of greater importance and meaningfulness to trainees in their work as a homemaker than the other three subject areas, (2) the importance of family life was greater than anticipated at the end of the training program, (3) trainees generally felt they needed to spend more time in areas of family life, personal care to others and professional development, and (4) field trips and group discussions were considered the best methods of instruction, while tapes were considered the poorest.

In summarizing the results of the evaluation instruments of the Homemaker Service Demonstration Training Project, their over-all objectives should be considered. Although the instruments used in the training program were referred to as evaluation instruments, they were not intended to provide the instructor and/or coordinator with an absolute measurement of the trainee's growth and achievement. Rather, they were intended to provide a feedback that would help her assess the trainee's growth and achievement as well as attitude change. Secondly, the instruments were intended as teaching tools to reinforce and supplement other teaching methods, thus helping the trainee

in her learning and self-evaluation processes.

The staff felt evaluations served to reinforce the instruction in that it required the trainee to review the day's lessons, to organize and summarize important ideas and information into written form. Although completing the evaluation forms was a new experience for most trainees, they generally felt it was a valuable experience for them and helpful in their organizing and remembering information. One trainee commented, "This week I began to appreciate the evaluation sheets. I think that it is good at the end of the day to fill out these evaluation sheets as it sort of helps us summarize in our minds what we have really been exposed to and what we have learned." (Tape IV, B side 2, 45)

Another trainee, in discussing pre-tests, commented, "When the answer (to a pre-test question) comes in the lesson, you hear that answer, where we wouldn't hear that answer otherwise." (Tape II, B side 1, 92)

The staff also felt taped evaluations acted as a reinforcement of group cohesiveness and commitment toward group goals and objectives, and were of value in helping trainees develop self-confidence and ability to express themselves. After completion of the training program, one trainee who was unable to speak during the first week's taped evaluation, but later was able to express her feelings freely on tape, commented that this accomplishment was her most meaningful and important experience of the entire training program. She now felt she had something to contribute to others and had found that other

people were interested in what she had to say. Thus the evaluation forms have educational value in and of themselves which should be considered in selecting methods for evaluating trainees in a training situation.

CONCLUSIONS AND RECOMMENDATIONS

Although there was some consistency among the six measurements of trainee-achievement, the reliability and validity of the evaluation instruments cannot be established. The instruments were usable in that they were easy to administer and trainees were able to understand and use them. However, each measurement, evaluated within its context, provides information concerning the trainees' growth and development. The danger lies in accepting any one measure of achievement without taking into account the many factors influencing the assessment of achievement by the particular instrument. The same conclusions may be drawn concerning evaluating trainee-attitudes toward the training program.

The reliability and validity of interpretations of taped evaluations of trainees' achievement and attitudes cannot be established; however, they are of value in assessing trainee growth and development when interpreted and used within their context. Factors influencing both trainees and interpreter must be taken into account in their use.

The evaluation process reinforces and supplements other teaching methods of the training program. Although this value in the over-all training program cannot be assessed, it is the

staff's opinion that these values alone justify the use of evaluations.

Based on the examination and analyses of the data of this study, it can be concluded that:

1. The success of a training program is dependent on an evaluation process that is an integral and continuous part of the total training program.
2. More than one measurement of achievement and attitudes is necessary to obtain a better balance for assessing trainee growth, development, and attitude change.
3. No one measure or combination of measures is predictive of the success of a trainee.
4. Evaluation instruments can be justified if they contribute to the educational experience; they cannot be justified otherwise without evidence of their educational value.

Based on the examination and analyses of the data of this study, the following recommendations for guidelines for evaluating trainees in a training situation can be made:

1. Evaluations need to be incorporated into the total teaching program.
2. Evaluations need to be made daily, weekly, and at the end of the training program.
3. Evaluations need to be made by the trainees themselves, as well as by staff members.
4. Evaluation forms need to be based on the content of the training program in relation to its goals and objectives.
5. Evaluation forms need to be pretested for reliability.

6. Evaluation forms need to be easy to read and administer and able to be scored objectively if a raw score is desired.

7. Pre- and post-tests covering subject material generalities can reinforce and supplement other methods of instruction.

8. Taped evaluations need to be conducted informally, encouraging the trainee to express her true feelings and reactions to the training program.

9. An evaluation instrument is needed to determine whether the training program is meeting the trainees' needs and interests.

10. The staff should clarify whether the objective of the evaluation is to enable them to evaluate the trainee or to enable the trainee to engage in self-evaluation.

11. Any evaluation instrument which does not advance the educational experience should be questioned.

Limitations and Reservations

The following observations may be helpful to those reviewing this study for purpose of developing their own program.

(1) The study was not designed to evaluate the total training program. The comprehensive evaluation made by Zimmerman (1969) provides this type of information.

(2) The study did not include evaluation of the significant aspects of group living provided by the in-residence training.

(3) The value of this study is limited to the style of training of the Homemaker Service Demonstration Training Project. The effectiveness of the evaluation instruments must be considered within the context of this style of training.

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APPENDICES

APPENDIX A

WEEK _____ DAY _____

NAME _____

DAILY EVALUATION

We are interested in your attitudes and opinions about the subject matter presented in today's training, and why you feel this way. This is not a test and will not be graded. Please answer the following questions, so we can develop a training program to include the information you need to help you become a homemaker.

I. General Questions About Today

1. a) What was the most important thing you learned today?

b) Why?
2. a) What was the least valuable lesson presented?

b) Why?
3. What did you learn today that was completely new to you in subject matter?
4. Did you learn any new methods for doing household tasks that were completely different from the ones you were familiar with?

Yes _____ No _____
5. What did you not understand that was included in any lesson presented?

Why not? a) teacher? _____ b) method presented? _____
c) subject matter? _____

6. This is how I feel about today in general:

EXTREMELY GOOD

1	2	3	4	5	6	7	8	9	10
									EXTREMELY POOR

Specific courses we have had

List the three most important things you have learned in each class (without looking at your notes).

1. Understanding & Working with Small Children (Dr. McCord)

1.

2.

3.

Rate	1	2	3	4	5	6	7	8	9	10
	(Excellent)			(Average)			(Low)			

2. Home Nursing (Mrs. McKendrick)

1.

2.

3.

Rate	1	2	3	4	5	6	7	8	9	10
------	---	---	---	---	---	---	---	---	---	----

3. Home Nursing (Mrs. Kennedy)

1.

2.

3.

Rate	1	2	3	4	5	6	7	8	9	10
------	---	---	---	---	---	---	---	---	---	----

4. Care of Febrics (Mrs. Harbour)

1.

2.

3.

Rate	1	2	3	4	5	6	7	8	9	10
------	---	---	---	---	---	---	---	---	---	----

APPENDIX B

Week _____

Name _____

Class _____ Date _____

W E E K L Y E V A L U A T I O N

1. What did you learn this week to help make you feel you will be better qualified to work as a homemaker?

a. What household skills?
2. What did you learn about understanding people?
3. In what ways has the training program helped you to feel more confident as a homemaker?
4. Has your idea as to what a homemaker is changed during this week? If so, in what way (s)?
5. What was not included in this week's lessons that you would like to know more about to work as a homemaker?

APPENDIX C

NAME _____

DATE _____

HOMEMAKER SERVICE DEMONSTRATION PROJECT

EVALUATION - SUBJECT MATERIAL

1. Please rank the following areas which you have studied in the order of importance to you in your training to be a homemaker.
- a. Understanding and working with individuals of all ages.
 - b. Housekeeping skills.
 - c. Personal care to others.
 - d. Food for families.
 - e. Professional development.

First importance _____

Second importance _____

Third importance _____

Fourth importance _____

Fifth importance _____

2. Of each pair, which area of study do you feel was most helpful to you in your training to be a homemaker?

Choose a or b.

- 1. ____ (a) Understanding and working with individuals of all ages.
____ (b) Food for families.
- 2. ____ (a) Understanding and working with individuals of all ages.
____ (b) Cleaning and laundry.
- 3. ____ (a) Understanding and working with individuals of all ages.
____ (b) Personal care to others.
- 4. ____ (a) Food for families.
____ (b) Cleaning and laundry.

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5. _____(a) Food for families.
 _____(b) Personal care to others.
6. _____(a) Cleaning and laundry.
 _____(b) Personal care to others.

3. Indicate your feelings on the amount of time most desirable to spend in each general area of study:

	Need to spend more time	Adequate time spent	Need to spend less time
1. Understanding individuals of all ages	_____	_____	_____
2. Food for families	_____	_____	_____
3. Cleaning and laundry	_____	_____	_____
4. Personal care to others	_____	_____	_____
5. Professional development	_____	_____	_____

4. In your judgment, how effective were the following methods of instruction?

	Poor Method	Effective Method	Very effective method
1. Lecture	_____	_____	_____
2. Film	_____	_____	_____
3. Group discussion	_____	_____	_____
4. Role playing	_____	_____	_____
5. Reading assignments	_____	_____	_____
6. Field trips	_____	_____	_____
7. Tapes	_____	_____	_____

5. In your judgment, to what degree did you gain new information and ideas relative to the following:

	Nothing new	Few new facts	Few new ideas & facts	Many new ideas & facts
1. Food for families	_____	_____	_____	_____

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2. Different kinds of menus	_____	_____	_____	_____
3. Care and use of kitchen appliances	_____	_____	_____	_____
4. Planning and preparing menus	_____	_____	_____	_____
5. Budgeting and comparative shopping	_____	_____	_____	_____
6. Work simplification	_____	_____	_____	_____
7. Cleaning in the kitchen	_____	_____	_____	_____
8. Laundry	_____	_____	_____	_____
9. Care of floors	_____	_____	_____	_____
10. Mending	_____	_____	_____	_____
11. Personal care & development	_____	_____	_____	_____
12. Home nursing	_____	_____	_____	_____
13. First aid & accident prevention	_____	_____	_____	_____
14. Understanding human needs	_____	_____	_____	_____
15. Preschool children	_____	_____	_____	_____
16. Children 6-12	_____	_____	_____	_____
17. Adolescents	_____	_____	_____	_____
18. Mental illness & retarded children	_____	_____	_____	_____
19. Low income families	_____	_____	_____	_____
20. Alcoholics	_____	_____	_____	_____
21. History and Philosophy of Homemaker Service	_____	_____	_____	_____
22. Orientation to employment	_____	_____	_____	_____
23. Community resources to help families	_____	_____	_____	_____



HOMEMAKER SERVICE DEMONSTRATION TRAINING PROJECT
DEPARTMENT OF FAMILY ECONOMICS
JUSTIN HALL
PHONE: 913 532-6204

It has been approximately three months since you completed the Homemaker Service Demonstration Project at Kansas State University. I hope that since your graduation you have enjoyed gainful employment and have been able to utilize many of the new skills and ideas learned during the training program at Ula Dow.

Since you have now had an opportunity to use some of the knowledge and to reflect upon the value of homemaker training, I am interested in your feelings about the subject matter presented during the four-week program. It would be extremely helpful to me in completing my graduate studies if you would complete the enclosed forms and return them to me at your earliest convenience.

Thank you for your assistance and best wishes for future successes in your career as a homemaker.

Sincerely yours,

Donna Kennedy (Mrs.)
Graduate Assistant

DK:vrn
Enclosures

APPENDIX E

Pre _____ Post _____

Name _____

Class _____

Date _____

C O M P A R A T I V E S H O P P I N G

I. Mark T for True or F for False before each question:

1. ____ All types of grocery stores, that is supermarkets, discount house grocery stores, local corner markets, etc. charge the same prices.
2. ____ Manufacturers make use of the fact that certain colors influence consumers to buy their products.

II. Check the best answer or answers:

1. Generally speaking, which brand of canned goods is the least expensive?
 1. ____ National advertised brands
 2. ____ Private store brands
2. When buying a can of tomatoes for use in a casserole, which is the least important factor?
 1. ____ Type
 2. ____ Quantity
 3. ____ Quality
 4. ____ Color
3. Week-end specials will help you save money when you take advantage of:
 1. ____ Buying staples such as sugar and flour.
 2. ____ Planning your menus around specials.
 3. ____ Spending all your grocery money to buy some of everything on special.

APPENDIX F

GUIDELINE FOR WEEKLY TAPED EVALUATION

Taped evaluations should be made informally in a small group situation. Questions are needed to guide and stimulate discussion. Trainees should be encouraged to express their reactions and feelings, however, no attempt should be made to pressure or force reactions.

General guideline questions

1. How do you feel about this week of the training program?
2. How do you feel about group living experiences?
What has been the hardest part to adjust to?
What are some of the positive values to you personally?
What are some of the negative values?
3. How do you feel about working as a homemaker?
Will you be proud to be a homemaker?
Do you think it will bring you personal satisfaction?
Do you think a homemaker has a worthwhile function
in our society?
4. What kinds of expectations did you have at the beginning
of the training program?
Where did you get your information concerning the
training program?
Is the training program meeting your expectations?
5. What has been the most important or meaningful experience
for you this week?
6. What are some of the new things you have learned this week?
Do you think they are ideas that will help you
work with and help families?
7. What was the least important or meaningful experience
for you this week?
8. How do you feel about this week's training and work
schedule?
Have you been too busy this week?
Busy enough? Enough free time?
9. In what ways could the training program be changed or
implemented to better meet the needs of the trainees?
If you could change the training program, what
would you change?

10. What was the best method of teaching?
Why?
What was the poorest?
11. What do you think your family and friends think about your taking the training program?
12. If a good friend, with similar circumstances to yours, asked you about the training program and your advice about taking the training, how would you explain it and what advice would you give her?
13. Do you feel this has been a growing experience for you?
Do you have a better understanding of yourself and others?
14. Do you see the relationship between the training program and working as a homemaker?

APPENDIX G

Table 13. Values obtained from trainee-achievement and trainee-attitudes evaluation instruments.

Evaluation Instruments	Range		Median	Mean
	Hi	Lo		
Achievement				
Trainee-assessment				
End of training	90	44	72	71.2
Follow-up evaluation	92	36	73	72.7
Staff-assessment				
I	87	48	73	73.0
II	84	39	63	61.6
Test scores				
Pooled	22	96	54	55.7
Gain	21	-2	10	9.4
Attitudes				
Trainees	12	45	19	21.3

EVALUATION PHASE OF HOMEMAKER SERVICE
DEMONSTRATION TRAINING PROJECT

by

DONNA RAE KENNEDY

B. S., Kansas State University, 1968

AN ABSTRACT OF A MASTER'S THESIS

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

Department of Family Economics

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1970

This study focuses on the evaluation phase of the Home-maker Service Demonstration Training Project conducted at Kansas State University. The purpose of the project was to train women to function as homemakers. The evaluation experiences of the first fifty-nine women trained provide the data used.

The specific objectives were to analyze the results of the evaluation instruments; to evaluate their reliability, validity, and usability; and to recommend guidelines for use in evaluating trainees in similar training situations.

Trainees were evaluated daily, weekly, at the end of the training program, and in a follow-up evaluation. Evaluations were made by each trainee and by two staff members. Pre- and post-objective tests were administered for eleven key lessons. Oral evaluations were taped each Friday afternoon of the in-residence training. The data tabulated from evaluation forms were analyzed by computing rank correlations, chi-square values, and percentages.

Consistency was found between the following measures of trainee-achievement: trainees' assessments at the end of the training program and after three months in their follow-up evaluation; assessments of both staff members; pooled test scores and one staff member's assessments; and interpretations of taped evaluations and trainees' assessments. The pattern of consistency among the different measures of trainee-achievement for each source suggested that the measures were reliable; the low correlation coefficients between the three sources--

trainees, staff, and test scores--suggested that the instruments were not valid measures, that is, were measuring different things.

Measures of attitudes suggested there was not a significant relationship between the two measurements used or between measurements of attitudes and trainee-achievement.

Measures of importance of subject area, adequacy of time spent, and teaching methods, suggested: family life and personal care to others were of greatest importance to trainees in their work as a homemaker; family life was more important to trainees than anticipated at the end of the training program; trainees felt they needed to spend more time in areas of family life, personal care to others, and professional development; and field trips and group discussions were considered the best and tapes the poorest methods of instruction.

The evaluation process was an integral and continuous part of the total training program. It was concluded that no one measure or combination of measures was predictive of the success of a trainee. In fact, no one instrument demonstrated its reliability or validity. More than one measurement of achievement and attitudes is recommended to obtain a better balance for assessing trainee growth, development, and attitude change. To the extent that evaluations reinforce and supplement other teaching methods, their use can be justified.