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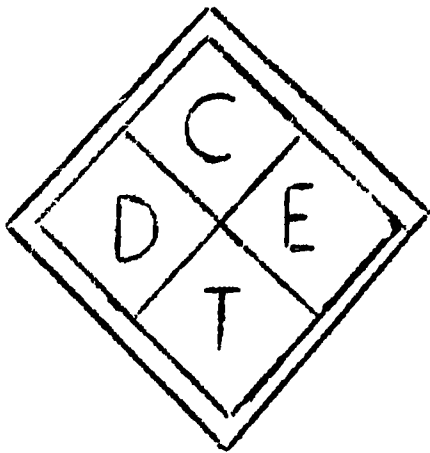
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A 39-item opinion questionnaire concerning the development of post-secondary distributive education mid-management programs was mailed to 50 employers who serve on program advisory committees, 143 program instructors, six distributive education state supervisors, and 10 distributive education teacher educators from the six states having the largest number of such programs. It was concluded from the 70 percent returns that there was a majority agreement within and among the groups as to the desirable characteristics for the organization and operation of a post-secondary distributive education program. Some guidelines based upon an analysis of the data were: (1) Services of the distributive education state supervision should be sought and an advisory committee should be developed, (2) The program should be located near a center of economic activity, (3) The program should award the associate degree, (4) Cooperative work experience as a phase of the program is highly desirable, (5) Each curriculum should serve a specific area of employment, (6) The instructor-coordinator should have occupational experience related to the specific program as well as professional and subject content courses, and (7) The program should participate in the post-secondary division of the Distributive Education Clubs of America. (MM)



COUNCIL FOR DISTRIBUTIVE TEACHER EDUCATION  
PROFESSIONAL BULLETIN SERIES  
NUMBER 14

**GUIDELINES FOR ESTABLISHING  
POST-SECONDARY DISTRIBUTIVE  
EDUCATION PROGRAMS**

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Blacksburg, Virginia, 24061  
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## FOREWORD

The Council for Distributive Teacher Education was organized in 1961. Membership in the organization consists of teacher educators and other distributive education personnel with an interest in advancing distributive teacher education. The primary interests of the Council are research and publication.

This summary of guidelines pertaining to post-secondary distributive education programs is especially significant for two-year college personnel, because of the rapid growth of community and junior colleges throughout the nation. It has implications, too, for others who organize and administer various types of distributive education programs. With the increased need for post-secondary teacher coordinators, it is hoped that these recommended guidelines will be considered by all distributive teacher educators in the evaluation and improvement of their own programs.

The report was prepared by Dr. Stephen R. Lucas, Assistant Professor, Distributive Education, Virginia Polytechnic Institute. It was published and distributed through the courtesy of the Distributive Education Division, Department of Education, Virginia Polytechnic Institute, Blacksburg, Virginia. Requests for copies should be addressed to Dr. Lucas.

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May 1968

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## CHAPTER I

### INTRODUCTION.

Our nation has recognized the critical need for appropriate utilization of its human resources. Together, education and technology are major determinants of the profiles of employment, unemployment and underemployment. Due to the transition from an agrarian to a technological society and its concomitants such as the concentration of people in cities and mobility of the population, the system of distribution of goods and services has emerged as a prime progenitor of employment.

Within the channels of distribution, the need has been identified for competent personnel for employment at the mid-management level in distributive businesses. In turn, the challenge is presented for appropriate educational institutions to provide programs designed to prepare these individuals for employment. Although there is currently a dearth of post-secondary distributive education programs for persons desiring employment at the mid-management level, massive growth is predicted.

A trend is apparent in that several of the states have identified the need for post-secondary distributive education programs, designed to accommodate those individuals seeking education beyond the high school level which will prepare them to eventually assume mid-management positions in distributive businesses. In order that appropriate



information may be made available to those individuals charged with the responsibilities in the anticipated proliferation of post-secondary distributive education programs, this study finds its purpose.

### Problem

The purpose of the study was to ascertain those characteristics in the development and operation of a post-secondary distributive education mid-management program which receive agreement from selected groups of people:

- (1) state supervisors of distributive education,
- (2) teacher educators of distributive education,
- (3) post-secondary instructors and/or coordinators of distributive education programs, and (4) employers who are members of an advisory committee to a post-secondary distributive education program.

In spite of the apparent need for directions, there is a paucity of research reported in the literature concerning the post-secondary distributive education program (PSDEP). Also, controversy is evident relative to the establishment of the PSDEP.

The upward extension movement beyond the high school represents a relatively new dimension in education. This area of education is considered to be a significant stage for generating possible solutions to a major problem confronting our nation -- an abundance of manpower ill-equipped

for current and emerging employment opportunities.

During the past 25 years, production levels for American manufacturers have been constantly reaching new peaks. Seymour L. Wolfbein predicted that in 1970 the World War II production per man hour will have doubled.<sup>1</sup> Advances in research have provided a steady flow of new products and services for Americans and the world market. The future promises an even greater increase in the production of goods and services. With production in such an advanced condition, it is necessary that the other links in the channels of distribution keep up with the pace so that the necessary balance is maintained.<sup>2</sup>

The record indicates that many states are long overdue in taking the necessary steps to advance the educational system so as to afford the citizenry the opportunity to keep abreast of the mercurial labor market. More emphasis should be given to the post-secondary area where the baccalaureate degree is not required. The reason is simply that there are many jobs that do not require a four-year program of preparation, but they do require a program of learning specifically organized for occupational clusters of jobs. Hence, two-year programs of learning on the post-secondary level apparently can be designed for the individual desiring to prepare himself for a position of responsibility.

There is a need for constructive dialogue among those who are involved in the establishment and operation of post-



secondary distributive education programs. Authenticated information is needed to provide a guide for the upward extension movement in such areas as marketing and distribution.

The need exists for an organized plan for the segment of education identified as post-secondary distributive education. As a beginning, the generalizable characteristics for the establishment of a post-secondary distributive education program need to be identified, analyzed and the results presented in a meaningful manner as a basis for future growth of the post-secondary distributive education field.

#### Basic assumptions

Basic assumptions inherent in the research of this problem are the following:

- 1) There is a need for post-secondary distributive education mid-management programs.
- 2) Generalizable characteristics which are important considerations in the establishment of a post-secondary distributive education mid-management program can be identified.
- 3) Those states having the largest number of post-secondary distributive education programs have more experience in the establishment of such programs than other states with fewer post-secondary distributive education programs.

- 4) Those states having the largest number of post-secondary distributive education personnel also have the largest number of post-secondary distributive education programs.
- 5) Opinions of persons who contribute directly to the development and operation of post-secondary distributive education would contribute to the literature of distributive education.

### Hypothesis

There is majority agreement as to the desirable characteristics of a post-secondary distributive education mid-management program within and among the following groups:

- 1) state supervisors of distributive education
- 2) teacher educators of distributive education
- 3) post-secondary instructors and/or coordinators of distributive education programs
- 4) employers who are members of an advisory committee to a post-secondary distributive education program

### Limitations

The scope of the study will have the following as its constraints:

- 1) The source of the data reported will be the responses obtained from those individuals in the sample population completing the questionnaire.

Since an opinion is defined as a verbal expression from which an attitude can be inferred, the responses endorsed will represent their attitude toward the subjects in the 39 items of the questionnaire.

- 2) The sample population will be from the six states reported as having the largest number of post-secondary distributive education personnel.
- 3) The sample population will be composed of all the state supervisors of distributive education, teacher educators of distributive education, and instructors and/or coordinators of post-secondary distributive education, and selected employers as identified by the instructors and/or coordinators.
- 4) The number and identity of the distributive education personnel (all post-secondary instructors, state supervisors, and teacher educators from the six states) will be determined from the National D.E. and DECA Directory, 1967<sup>3</sup> and the Directory of Teacher Educators for Distributive Education.<sup>4</sup>

#### Definitions of terms used

Post-secondary institution.--A publicly supported educational institution beyond the twelfth year, other than four-year baccalaureate degree-granting institutions, whether named an area vocational school, junior or community college, technical institute, university extension center, educational center, or other similar names. The various names for post-

secondary institutions reveal very little about the type of programs they offer.

Mid-management position.--Anyone of a cluster of positions wherein the people in this category are considered to be on a managerial or supervisory level but have less discretion in the manner in which they carry out their duties and less influence in policy decisions than an executive. The person on the mid-management level can be characterized as the first-line supervisor, one who is ". . .management's contact man with the rank and file."<sup>5</sup> It is the level of management that carries out the policies of top-management rather than creating policies; it is distinguished as apart from the upper management.

Cooperative post-secondary distributive education mid-management program.--A program of education offered on the post-secondary level which prepares men and women for mid-management positions in distributive occupations. The cooperative aspect refers to the inclusion of on-the-job training experiences wherein the student is exposed to actual work conditions by performing in an operative capacity in an appropriate place of employment. The combination of classroom study and work experience provides the student with a realistic education and also permits the student to utilize his acquired knowledge in a supervised work situation.

Non-cooperative post-secondary distributive education mid-management program.--A program of education offered on the post-secondary level which prepares men and women for

mid-management positions in distributive occupations. The cooperative aspect, on-the-job training, is not a feature in the operation of the program. However, supplementary experiences may be provided through the inclusion of various kinds of projects in which the students would participate.

Training station.-- A business establishment that agrees to employ a cooperative post-secondary distributive education student and provide the student with experiences planned in cooperation with the coordinator responsible for the supervision of the student's on-the-job training.

#### Summary of the need

The number of post-secondary distributive education programs is expected to increase. Evolving employment opportunities necessitate that this kind of education be provided. With great numbers of programs needed and predicted, the primacy of conducting a study to determine the opinions of representative groups active in the development and operation of post-secondary distributive education programs is underscored.

Post-secondary education, in general, and distributive education for mid-management positions, in particular, will very likely play an increasing role as the society continues to identify its needs. Hopefully, these roles will be characterized by wise decisions and useful participation of our citizenry so that the positive contributions still yet

possible will come to fruition in our time. It is in this light that this study was conceived.

\*\*\*\*\*

How to make a living and adapt to change and how to live in the world is the task-- an enormous one for the educational systems of our society.<sup>6</sup>



FOOTNOTES

<sup>1</sup>Seymour L. Wolfbein, "Changing Education for a Changing World of Work," Eastern Regional Conference on Education, Training, and Employment (Chicago, Illinois: The Research Council of the Great Cities Program for School Improvement, 1966), p. 9.

<sup>2</sup>Walter Hoving, The Distribution Revolution (New York: Ives Washburn, Inc., 1960), p. 7.

<sup>3</sup>George McGorman (ed.), National D.E. and DECA Directory, 1967 (Dover, Delaware: Distributive Education Service, 1967).

<sup>4</sup>United States Department of Health, Education, and Welfare, Office of Education, Directory of Teacher Educators for Distributive Education (Washington, D.C.: The Author, October, 1966).

<sup>5</sup>William J. McLarney, Management Training: Cases and Principles (Homewood, New Jersey: Richard D. Irwin, Inc., 1955), p. 93.

<sup>6</sup>Luther H. Evans and George E. Arnstein (ed.), Automation and the Challenge to Education (New York: National Education Association, 1962), p. 83.

## CHAPTER II

### RELATED LITERATURE

Of consequence to this study were certain significant documents in the field of distributive education. These documents will only be mentioned here to call the reader's attention to their impact on the study.

One of the initial and timely publications on the post-secondary distributive education program is the Post-Secondary Distributive Education: A Suggested Guide for Administrators and Teachers, published by the United States Office of Education.<sup>1</sup> The purpose of the publication was to review and describe the nature of post-secondary instruction in distribution and marketing.

A comprehensive review of the literature in distributive education is contained in a report by Meyer and Logan entitled Review and Synthesis of Research in Distributive Education.<sup>2</sup> Although the document is a secondary source, nevertheless it brings together in one volume, for the first time, a significant part of the research in distributive education.

In two publications, Logan, et al, reported on the Ohio Wholesale Management Development Program at The Ohio State University. In A Two-Year Post-High School Distributive Education Program in the Wholesaling Field, Manual 1,<sup>3</sup> the procedures followed in organizing and conducting the pilot study were documented. Manual 2,<sup>4</sup> bearing the same

introductory title as Manual 1, describes the curriculum of the pilot program including the objectives, topical outline and a bibliography for each course. These two manuals offered the most comprehensive description of a post-secondary distributive education program in the review of the literature.

Pappas<sup>5</sup> conducted an evaluation study of the post-secondary Ohio Wholesale Management Development Program and reported that the program met the objectives expected by the wholesalers and the trainees.<sup>6</sup> It was also concluded that the program prepared persons for mid-management positions in the wholesale industry.<sup>7</sup>

Burbrink and Luter<sup>8</sup> surveyed the curricular offerings of distributive education programs on the junior college level in selected states and proposed a post-secondary distributive education curriculum for Texas junior colleges.

Tippett<sup>9</sup> reported the practices of post-secondary institutions in 45 states regarding teacher certification requirements. It was recommended that further study be made to determine the education and work experience mix that provides good post-secondary instructor-coordinators.

Warmke<sup>10</sup> surveyed leaders in distributive education and sought their opinions of certain issues in distributive education. Emphasizing that there were no right and wrong answers, Warmke asked the leaders to select multiple-choice responses for some issues and to provide their own written responses for other issues.

Crawford,<sup>11</sup> in the first phase report of her research on curriculum construction in distributive teacher education, provided a philosophy of distributive education. Distributive education state supervisory and teacher education personnel gave their opinions to 96 basic belief statements as posed by Crawford and a committee of distributive education leaders.

In a feasibility study for post-secondary distributive education, Salisbury<sup>12</sup> reported that "Excepting for the survey of Post-High School Cooperative Programs, OE-82001 by the United States Office of Education, research on such programs is virtually non-existent."<sup>13</sup>

The bulletin entitled Distributive Education: Post-High School Cooperative Programs<sup>14</sup> was an early recognition of the increasing importance of post-secondary distributive education. A descriptive manual, it presented the setting, the vehicles for this type of education, and the similarities and distinctions of the post-secondary and secondary distributive education programs.

FOOTNOTES

<sup>1</sup>United States Department of Health, Education, and Welfare, Office of Education, Post-Secondary Distributive Education, A Suggested Guide for Administrators and Teachers (Washington, D.C.: The Author, 1967).

<sup>2</sup>Warren G. Meyer and William B. Logan, Review and Synthesis of Research in Distributive Education (Columbus, Ohio: The Center for Research and Leadership Development in Vocational and Technical Education, The Ohio State University, 1966).

<sup>3</sup>William B. Logan, Bernard C. Nye and Leon W. Linton, A Two-Year Post-High School Distributive Education Program in the Wholesaling Field, Manual 1, Organizing and Conducting the Program (Columbus, Ohio: The Ohio State University, 1964).

<sup>4</sup>William B. Logan, Bernard C. Nye and Leon W. Linton, A Two-Year Post-High School Distributive Education Program in the Wholesaling Field, Manual 2, Curriculum for a Program (Columbus, Ohio: The Ohio State University, 1964).

<sup>5</sup>Charles N. Pappas, "An Evaluation of the Ohio Wholesale Management Development Program" (unpublished doctoral dissertation, Department of Education, The Ohio State University, 1964).

<sup>6</sup>Ibid., p. 194-95.

<sup>7</sup>Ibid., p. 195.

<sup>8</sup>Pauline W. Burbrink and Robert R. Luter, Development of Junior College Distributive Education Curriculum, A Research Project (Austin, Texas: Instructional Materials Laboratory, University of Texas, 1966).

<sup>9</sup>Dale M. Tippett, "Guidelines for Establishing Educational Requirements for Instructor-Coordina-tors of Distributive Education Post-Secondary Programs in Ohio" (unpublished Master's thesis, School of Education, The Ohio State University, 1966).

<sup>10</sup>Roman F. Warmke, Distributive Education Issues (Cincinnati, Ohio: South-Western Publishing Company, 1961).

<sup>11</sup>Lucy C. Crawford, A Philosophy of Distributive Education, A Report of the First Step to Curriculum Construction in Distributive Teacher Education (Blacksburg, Virginia: Virginia Polytechnic Institute, Division of Distributive Education, January, 1967).

<sup>12</sup>Jackson C. Salisbury (director), Post-High School Distributive Education in Bucks County, Pennsylvania: A Feasibility Study (Philadelphia, Pennsylvania: Education Service Bureau, College of Education, Temple University, 1966).

<sup>13</sup>Ibid., p. 3.

<sup>14</sup>United States Department of Health, Education, and Welfare, Distributive Education: Post-High School Cooperative Programs (Vocational Division Bulletin No. 283, Distributive Education Series No. 29; Washington, D.C.: United States Government Printing Office, 1960).



## CHAPTER III

### PROCEDURE

#### Design of the instrument

The numerous activities, so necessary in a study of this kind, have been synthesized into succinct developmental stages. At the outset, a list of topics concerning the organization and operation of the post-secondary distributive education program was constructed. From the selected topics, a list of statements was constructed so that when the respondents recorded their opinions on a five-response scale from "strongly agree" to "strongly disagree," their degree of agreement on an issue would be indicated. The statements were reviewed for clarity by a group comprised of employers, high school vocational education instructors, college professors, and state department of education personnel. Corrections were made by the reviewers and the instrument was reproduced for a field test.

A group of educators and employers was selected for the field test. The members of the group responded to the statements and then were interviewed to determine their understanding and interpretation of the statements. Very few modifications were necessary.

The method selected by which the respondents would register their opinions to the statements represents a method described by Remmers in the book Introduction to

### Opinion and Attitude Measurement.<sup>1</sup>

The respondents were provided more than one degree of freedom in registering their opinions so as not to force their responses which might make them "uncomfortable" with the statements and, thus, reduce their participation. Also, it was decided that degrees of agreement or disagreement would be more meaningful than merely an indication of presence or absence of agreement. Each of five possible responses was assigned a weight of 1 to 5: "strongly agree" was given the weight of 1; "agree" was given the weight of 2; "undecided" was given the weight of 3; "disagree" was given the weight of 4; "strongly disagree" was given the weight of 5. The major types of description to be derived by means of a scale of attitudes are:

- 1) the average or mean attitude for the issue,
- 2) the range of opinions for the issue,
- 3) the relative popularity of each attitude as shown by a frequency distribution, and
- 4) the degree of homogeneity or heterogeneity in the attitudes of the group for each issue.<sup>2</sup>

### The instrument

The instrument used in this study consisted of 39 items which were statements concerning important characteristics in the establishment of the post-secondary distributive education program. In the initial preparation of the items,

it was necessary, in some cases, to write more than one statement concerning the same issue so that more definitive information would be obtained from the respondents. For example, if a statement were too general and would receive majority agreement in the affirmative, the resulting interpretation would be of little value as opposed to a more definitive statement. On the other hand, if a statement were definitive to an extreme, the participants might feel too confined as to their limits and consequently register their opinions on the negative side of the scale. Thus, once more, the resulting interpretation would be of little value. Through the use of several statements, a more definitive response was almost assured.

Before any of the subjects of the 39 items would be recommended as a guideline, a majority agreement in the affirmative from each group must be evidenced. Since some of the items expressed degrees of difference on the same issue (e.g., Items 26 and 27 and 33 and 34) and were the means by which more definitive guidelines would be derived, it was not possible for all 39 items to receive majority agreement in the affirmative. Consequently, it was not possible for all items to be recommended.

The data in the original writing<sup>3</sup> were presented and interpreted for each item and not as a whole. The reasoning is that the 39 items collectively are multi-dimensional and a total scale value, composed of the responses to the many separate items, would provide meaningless data.

### The items

The 39 items will next be presented, followed by a discussion of the highlights of the research.

1. The school in which the post-secondary distributive education program (PSDEP) is located should award the associate degree (a degree conferred on one who completes a post-secondary curriculum).
2. The services of representatives of the distributive education division of the state department of public instruction should be sought in the planning of a PSDEP.
3. The PSDEP should be under the jurisdiction of the state department of public instruction.
4. An advisory committee should be used in the conduct of the PSDEP.
5. Applicants for the PSDEP should be carefully selected by tests conducted by educators.
6. Applicants for the PSDEP should be carefully selected by interviews conducted by educators as well as employers.
7. The PSDEP should have as its primary objective the preparation of the student for immediate entry into a supervisory position upon graduation.
8. The program should be organized into the three broad areas of distributive occupations: retail, wholesale, and service.
9. The programs should be organized in such a manner as to provide for specific instruction in areas such as hotel-motel, supermarket, and petroleum.
10. A comprehensive survey should be conducted in the geographical area to be served by the PSDEP to determine need and interest for each area of preparation.
11. The assigned space in the building for the PSDEP should be allocated based on the same criteria as that for all other divisions in the educational institution.
12. The assigned budget for the PSDEP should be allocated based on the same criteria as that for all other divisions in the educational institution.

13. The PSDEP should have equipment so as to provide for simulated experiences or the study and observation of realistic activities.
14. The PSDEP should have modern equipment such as is used by the training stations and/or potential employers.
15. The PSDEP should be located in or near a center of economic activity.
16. The curriculum of the PSDEP should embody content appropriate to the educational level but similar to that in courses offered in the business administration curriculum for a four-year college.
17. There should be an instructor-coordinator (either separate or combined positions) for each PSDEP in an educational institution.
18. The cooperative post-secondary distributive education student should be paid by the employer during the work experience period.
19. The cooperative post-secondary distributive education student should be paid at least as much as other employees in similar positions and with similar experiences.
20. The PSDEP should be a cooperative\* program rather than a non-cooperative program (\*The work experience phase of the "cooperative" program is planned and supervised by the educational institution.)
21. The student in the cooperative PSDEP should be rotated in his job duties in the training station insofar as possible.
22. Representatives of the training station and of the educational institution should participate in the evaluation of the cooperative work experience of the student.
23. A rating sheet should be used by a representative of the training station in the evaluation of each student.
24. The structure of the cooperative PSDEP should provide for alternate periods of cooperative work experience and school attendance throughout the duration of the program.
25. The periods of cooperative work experience and school attendance should be of approximately equal length.



26. The determination of the student's on-the-job work experience should be the sole responsibility of the cooperating employer at the training station.
27. A school representative and the cooperating employer should plan together the structure of the cooperative work experience for the student.
28. The cooperative PSDEP should be continuous (uninterrupted) for the duration of the program except for brief holidays.
29. The non-cooperative PSDEP should be continuous (uninterrupted) for the duration of the program except for brief holidays.
30. The educational program of the institution wherein the PSDEP is located should be limited to vocational-technical and adult education.
31. The educational institution wherein the PSDEP is located should offer only those courses of study that are less than the baccalaureate degree level.
32. The texts of the PSDEP should be on the same level of difficulty as those used in the courses of a business administration program at a four-year college.
33. The PSDEP students should participate in the activities of the post-secondary division of the Distributive Education Clubs of America (DECA).
34. There should be a club organization separate from DECA (but similar in purpose) to serve only the post-secondary level distributive education students.
35. The instructor-coordinator (either separate or combined positions) of the PSDEP should have at least a master's degree.
36. The PSDEP instructor-coordinator (either separate or combined positions) should have completed the professional courses in distributive education as usually required for certification of high school distributive education teachers.
37. The PSDEP instructor-coordinator (either separate or combined positions) should have completed the subject content courses (e.g., management, wholesaling, marketing) as usually required for certification of high school distributive education teachers.



38. The PSDEP instructor-coordinator (either separate or combined positions) should have had substantial work experience in a distributive occupation.
39. The PSDEP instructor-coordinator (either separate or combined positions) should have had work experience in occupations related to those which he has the responsibility of preparing the students.

Upon completion of the questionnaire, the resulting package of materials in each mail-out contained: (1) a cover letter which introduced the subject of the study to the reader (see Appendixes A, B, and C); (2) a sheet containing concise directions which included a statement of the problem, the importance of the reader's response, instructions for responding, and an example (see Appendix E); (3) the questionnaire (see Appendix F); and (4) a stamped envelope addressed to the researcher.

#### The population

There are four major groups which actively participate in the post-secondary distributive education program. The members of these groups have the knowledge and interest in the development and organization of the post-secondary distributive education program and, therefore, should be represented in the study. The groups identified were: employers who are advisory committee members, post-secondary distributive education instructors, state supervisors of distributive education, and distributive teacher educators. The distributive education personnel were identified from two sources: the National D.E. and DECA Directory, 1967<sup>4</sup> for post-

secondary personnel and state supervisors and the Directory of Teacher Educators for Distributive Education<sup>5</sup> for the teacher educators.

The first source document was also used in determining those states having the largest number of post-secondary distributive education personnel and, consequently, the most post-secondary distributive education programs. The six states having the largest number of post-secondary personnel were selected. These states were: California, Florida, Minnesota, Ohio, Washington, and Wisconsin.

After identifying the selected states and the distributive education personnel, the instrument was mailed to the potential respondents. Every mailing contained the package of materials described previously. In addition, however, the mailing to all post-secondary personnel included a stamped, self-addressed postcard with the cover letter requesting that the name and address of an employer who was also an advisory committee member be written on the postcard and mailed to the researcher.

Thus, the four groups were identified and the instrument was mailed to 100 per cent of the population in the distributive education personnel groups and to all of those employers identified by the post-secondary distributive education personnel. The population was comprised as follows: 50 employers, 143 instructors, six state supervisors and 10 teacher educators, for a total population of

209 people from the six states.

### Respondents

The total response was considered more than adequate. It was expected that, in terms of degree of participation, the best response would come from the distributive education personnel and particularly the leadership group, the state supervisory and teacher education personnel. The employers were not expected to respond as well as the other groups. Even though the expectation of degree of participation by group occurred in the anticipated order, the actual per cent realized was very rewarding and the unsolicited written responses indicated a high degree of interest in the study.

The total time-frame from the respondents' receipt of the questionnaires to the cut-off date for the writer's receipt of the completed questionnaires was 28 days. In the first 14 days after the initial mailing, a 50 per cent return was realized; a follow-up mailing and another 14-day period resulted in the following percentage returns:

1) the total percentage return of all groups was 70 per cent;

2) the total percentage return of all distributive education personnel was 76 per cent;

3) the total percentage return of the state supervisor group was 83 per cent;

4) the total percentage return of the teacher educator group was 80 per cent;

5) the total percentage return of the instructor group was 76 per cent;

6) the total percentage return of the employer group was 50 per cent.

#### Data collection and analysis

As the scale was constructed, the respondents had a choice of five responses ranging from "strongly agree" to "strongly disagree". Each respondent was requested to indicate an answer for each item. However, despite the emphasis for the need of a response to each item, some respondents chose not to react to selected items. Other studies have reported similar experiences (omittance of responses to particular items) despite numerous juries and field tests prior to the instrument's final circulation, i.e., Rice.<sup>6</sup>

The completed questionnaires were assigned an accession number which indicated the respondent and the group to which the respondent was a member. The identification number and responses were recorded on data sheets as supplied by the Computer Center, The Ohio State University. The responses were weighted, as indicated previously, by arbitrarily assigning weights 1-5 respectively for "strongly agree" to "strongly disagree".

The completed data sheets were key-punched by the staff of the Computer Center, The Ohio State University. A program

was arranged in consultation with a programmer for the Bureau of Business Research, The Ohio State University. The basic computer program selected is described in the Manual for Two-Way Frequency Count, C 6.01.017, 25 Jan 67, Document A by Omar S. Goode.<sup>7</sup>

The cut-off point herein an item would be recommended as a generalizable characteristic could only be established arbitrarily, as was the case in the studies by Warmke<sup>8</sup> and Crawford<sup>9</sup> where opinions were also used. If an item received majority agreement on the positive side of the five-response scale, it was recommended. If an item received majority agreement on the negative side of the five-response scale, the item was rejected.

FOOTNOTES

<sup>1</sup>H. H. Remmers, Introduction to Opinion and Attitude Measurement (New York: Harper and Bros., 1954).

<sup>2</sup>Ibid., p. 16.

<sup>3</sup>Stephen R. Lucas, "Guidelines for Establishing Post-Secondary Distributive Education Programs in Ohio," (unpublished Ph.D. dissertation, School of Education, The Ohio State University, 1967).

<sup>4</sup>George McGorman (ed.), National D.E. and DECA Director, 1967 (Dover, Delaware: Distributive Education Service, 1967).

<sup>5</sup>United States Department of Health, Education, and Welfare, Office of Education, Directory of Teacher Educators for Distributive Education (Washington, D.C.: The Author, October, 1966).

<sup>6</sup>Dick C. Rice, "Role Perception in the Supervision of State Vocational Education in Ohio in Relation To Change," (unpublished Doctoral dissertation, School of Education, The Ohio State University, 1966). p. 95.

<sup>7</sup>Omar S. Goode, Manual for Two-Way Frequency Count, C 6.01.017, 25 Jan 67, Document A (Columbus, Ohio: Data Center, The College of Commerce and Administration, The Ohio State University, 1967), p. 1-22.

<sup>8</sup>Roman F. Warmke, Distributive Education Issues (Cincinnati, Ohio: South-Western Publishing Co., 1961).

<sup>9</sup>Lucy C. Crawford, A Philosophy of Distributive Education, A Report of the First Step to Curriculum Construction in Distributive Teacher Education (Blacksburg, Virginia: Virginia Polytechnic Institute, Division of Distributive Education, January, 1967).



## CHAPTER IV

### ANALYSIS AND INTERPRETATION OF THE DATA

#### Report on the groups

Following are the results of the items which had majority agreement within each group:

- 1) In Group 1, the employer group, the majority agreement was evidenced in 37 of 39 items. Items 34 and 35, which dealt with club organization and the requirement that the teacher have a master's degree, did not have majority agreement.
- 2) In Group 2, the instructor group, the majority agreement was evidenced in 34 to 39 items. Items 3, 7, 25, 29, and 34 did not have majority agreement. The minority items were concerned with state department jurisdiction, the primary objective of the PSDEP, the length of the cooperative work experience versus the in-school phase, the continuous operation of the non-cooperative program, and participation in DECA.
- 3) In Group 3, the state supervisor group, the majority agreement was evidenced in 38 of 39 items. Item 35, which required the instructor-coordinator to have at least a master's degree, did not have majority agreement.
- 4) In Group 4, the teacher educator group, the majority agreement was evidenced in 34 of 39 items.

Items 6, 11, 12, 25, and 29 did not have majority agreement. The minority items were concerned with the use of interviews by educators and employers in selecting applicants for the PSDEP, the criteria by which building space is allocated, the length of the cooperative work experience versus the in-school phase, and the continuous operation of the non-cooperative program.

Agreement among groups according to paired comparisons

The degree of agreement that existed among the various groups was not equal to the degree experienced within the groups, but that was to be expected. Comparisons of each group with each of the other three groups will be made before the report of agreement among all groups. Following is a series which presents the number and percentage of items wherein Group 1, the employer group, and the respective groups had majority agreement:

Groups 1 and 2. --Group 1 generally agreed with the instructor group. Both groups registered majority agreement in 31 of the 39 items. This meant that there was majority agreement on 79.3 per cent of the items among these two groups.

Groups 1 and 3. --Group 1 agreed with the state supervisor group 31 of 39 times. Thus, in this comparison as in the one previous, there was majority agreement on 79.3 per cent of the items among these two groups.

Groups 1 and 4. --Group 1 agreed with the teacher educator group 28 of 39 times. This meant that on 71.8 per cent of the items there was majority agreement among these two groups.

The remaining group comparisons will be shown in the following series presenting comparisons of Group 2 with Groups 3 and 4 and comparisons of Group 3 with Group 4, thus ending the cycle

Groups 2 and 3. --Group 2 agreed with the state supervisor group 30 of 39 times. This meant that on 76.9 per cent of the items there was majority agreement among these two groups.

Groups 2 and 4. --Group 2 agreed with the teacher educator group 28 of 39 times. This meant that on 71.8 per cent of the items there was majority agreement among these two groups.

Groups 3 and 4. --Group 3 agreed with the teacher educator group 29 of 39 times. This meant that on 74.4 per cent of the items there was majority agreement among these two groups.

Agreement among certain groups and the exclusion of others

In order to determine if certain groups tended to agree with one another to the exclusion of other groups, a comparison was made of combinations of those groups that agreed in the majority as to the disposition of the same items. The comparisons of those items having only two or

three groups in majority agreement did not indicate any significant pattern of agreement among certain groups to the exclusion of other groups. In other words, there was no consistency of agreement in the combination of certain groups and the exclusion of others.

#### Agreement among all groups

The remaining unanswered question is the number of items in which all groups had indicated majority agreement. There was majority agreement at some extreme of the scale (positive or negative) in which all groups were in concert for 25 of the 39 items. This meant that for 64.1 per cent of the items, the opinions of the four groups were in majority agreement. The majority agreement was not always in favor of endorsing the item, however. As was mentioned earlier, some items were attempts at narrowing the scope of the issue under study so that the responses elicited would be more meaningful. Consequently, not all items were expected to be endorsed.

#### Report on the items

The items which provided significant agreement from all groups will be presented in six classifications.

Category 1: Items accepted by at least 90.0 per cent of all respondents.--Items 1,4,13,21,22,23,27, and 38 (see p. 13,19,20, & 21 for list of items).

Category 2: Items accepted by at least 75.0 per cent to 89.0 per cent of all respondents.--Items 2, 10, 13, 14, 15, 17, 19, 37, and 39 (see p. 13,19,20, & 21 for list of items).

Category 3: Items accepted by at least 50.0 per cent to 74.0 per cent of all respondents.--Items 9, 20, 28, 33, and 36 (see p. 13,19, & 20 for list of items).

Category 4: Items accepted by majority agreement in each of three of the four groups but not by all groups.--Items 3, 6, 8, 16, 24, and 32 (see p. 13,19, & 20 for list of items).

Category 5: Items rejected by at least 50.0 per cent of all respondents.--Items 26, 30, and 31 (see p. 20 for list of items).

Category 6: Item rejected by majority agreement in each of three of the four groups but not by all groups.--Item 5 (see p. 13 for this item).

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary of the findings

There was majority agreement in each of the four groups on 25 of the 39 items; this represented 64.1 per cent of the items. Of the remaining 14 items where majority agreement was not present in all groups, six of the items received majority agreement in three of the four groups. The eight items not having majority agreement by all the groups or even three of the four groups did have majority agreement by at least two groups. The percentage of items that received majority agreement within the various groups ranged from 87.2 per cent to 97.4 per cent.

Paired comparisons with the groups indicated that, except for paired comparisons involving the teacher educator group, a minimum of three-fourths of the items had majority agreement. The teacher educators were less in agreement with the three remaining groups than various other paired comparisons revealed for the other three groups.

In a further attempt to determine if there was any relationship in majority agreement of two or three groups to the exclusion of one or two other groups, no observable difference was noted. In any combination of groups where two or three groups shared in the majority agreement of an item and the remaining group or groups did not agree in the majority, the number of incidents wherein the same groups



were in harmony presented only an array rather than a cluster of similar groups.

### General conclusions

For the most part, it can be concluded that there was majority agreement within and among the groups as to the desirable characteristics in the organization and operation of a PSDEP. The respondents tended to agree rather than disagree within their own group and each group tended to be in concert with the remaining groups.

The results secured from the responses to the research instrument called for the ordering of certain conclusions as being appropriate to the overall study:

- 1) There are generalizable characteristics relative to the organization and operation of a PSDEP.
- 2) The generalizable characteristics, presented as statements and the opinions registered on a five-response scale, will elicit the degree of agreement shared in common by the respondents.
- 3) The various groups of people instrumental in the organization and operation of a PSDEP share common opinions more times than to the contrary concerning the desired characteristics of a PSDEP.
- 4) There are generalizable characteristics relative to the organization and operation of the PSDEP in which a majority of the people instrumental in its development will endorse.

### Recommended guidelines

Based upon an analysis of the data, the following are presented as guidelines which are recommended for establishing post-secondary distributive education mid-management programs.

Planning the Program.--In the planning stages, the services of the representatives of the distributive education division of the state department of public instruction should be sought. An advisory committee is desirable during the period when the program is being developed as well as a regular operational feature. A comprehensive survey of the geographical area should be conducted to assist in determining need and interest in the program.

Location of the Program.--It is considered highly desirable to locate the PSDEP near a center of economic activity.

Type of Institution to Offer the Program.--The program should be offered in educational institutions of various types. This includes institutions offering courses of less than the baccalaureate degree level as well as those that do have baccalaureate degree programs. The PSDEP is not limited to those institutions whose educational programs are all of a vocational-technical and/or adult education nature.

Academic Degree.--The PSDEP should award the associate degree.

Type of Program.--Work experience as a phase of the educational program is considered highly desirable, therefore the PSDEP should be operated on a cooperative basis.

Length of Program.--The cooperative PSDEP should be continuous for the duration of the program. The non-cooperative program need not be continuous for the duration of the program.

Curriculum.--Each distributive education curriculum within the post-secondary educational institution should be organized to serve a specific area of employment, such as hotel-motel, supermarket, or petroleum.

Cooperative work experience.--The experiences which the student will have in his cooperative job should be planned by both the school and employer. The determination of the experiences should not be the sole responsibility of the employer. As a part of the plan, the student should be paid a comparable wage and rotated within the place of business so that he knows several positions.

Evaluation of the student.--The student should be evaluated by representatives of both the training station as well as the educational institution. The employer should use a rating sheet prepared by the school in the assessment of the student's interest, aptitude, and work performance.

Instructor-Coordinator.--There should be an instructor-coordinator for each PSDEP. The instructor-coordinator should have had work experience in a distributive occupation and the experience should be related to the occupation for which the program is designed. Also, the instructor-coordinator should have completed the professional and subject content courses as are usually required for high school distributive education teachers.

Equipment.--There should be modern equipment to provide for simulated experiences or the study and observation of realistic activities in the use of equipment as is used by the potential employer.

Club organization.--The PSDEP should participate in the post-secondary division of the Distributive Education Clubs of America (DECA) rather than to establish a separate organization.

Recommendations for further instruction

The following recommendations are made for further research in the post-secondary area of distributive education:

- 1) A similar study or studies is recommended relative to the further development of generalizable characteristics for which opinions were not sought in this study.
- 2) A poll of the same types of personnel for each of the states to determine their opinions on the desirable characteristics is recommended.
- 3) A comparison study of the recommended guidelines with the various programs currently in operation on state, regional and national bases would be worthwhile.
- 4) An exhaustive list of statements proposed as considerations for the establishment of a post-secondary distributive education program is recommended.

## CHAPTER VI

### CONSIDERATIONS FOR PREPARATION OF TEACHERS FOR POST-SECONDARY DISTRIBUTIVE EDUCATION PROGRAMS

Major strides have been taken in introducing the concept of post-secondary distributive education to the various publics. The accomplishments of the 60's certainly indicate that distributive education personnel and other concerned individuals and organizations are following their convictions. In the mid-60's we experienced significant developments including institutes, conferences, research and publications all directly concerned with post-secondary distributive education programs.

With such positive actions already taken and other such activities in the commitment stages, the future of post-secondary distributive education does indeed seem bright.

The purpose of this addendum to the report is to provide a discussion concerning the preparation of post-secondary distributive education teachers relative to the findings of the research study. Upon a review of the study presented in this bulletin certain implications for the preparation of post-secondary distributive education teachers can be postulated. The writer presents these for the reader's consideration and reaction, if so moved.

The post-secondary distributive education program must evolve, as does its counterparts, from a philosophy. What are we about? The philosophy of post-secondary distributive education needs to receive some careful thought; much of the

work already completed by Crawford<sup>1</sup> impinges on this area. Besides ensuring that our house is in order pertaining to philosophical foundations, we must be cognizant of the external realities such as the concerns of the states' councils for higher education or similar bodies as well as the certification requirements for post-secondary teachers.

The identification of generalizable characteristics for the establishment of a PSDEP presents a consolidation of opinions of desirable features from each of the program's vested interest groups participating in the study. The characteristics, as summarized, serve as a guide for other educational institutions contemplating the establishment of a PSDEP.

Reflected in the study, in addition to the generalizable characteristics, was the reaffirmation that the management and conduct of the PSDEP presents a different set of requirements than that of the high school distributive education program.<sup>2</sup>

Reports such as Tippet's<sup>3</sup> national study of the practices of post-secondary institutions regarding the certification requirements of the post-secondary distributive education teacher point out that agreement does not exist as to the education and work experience mix that will ensure qualified post-secondary instructor-coordinators.

A distinct post-secondary teacher education curriculum, separate and unique from that of the high school teacher preparation curriculum needs to be structured. This is not to say there are not common areas that will serve both curricula but the structuring needs to be thought of in separate terms.



With reference to the study reported, the curriculum to prepare post-secondary distributive education teachers should allow the future teacher:

- 1) to attain an acceptable degree of competency in an occupation as determined by an analysis of critical tasks of the mid-management position sought by the post-secondary student
- 2) to assimilate the technical content germane to the area of specialty for the PSDEP
- 3) to comprehend the management and conduct of a PSDEP, the use of advisory committees and their makeup, the utilization of the services of state department of education personnel or similar bodies, and the pre-planning to be accomplished such as a comprehensive area survey to determine need and interest in the program
- 4) to understand the nature of the institution capable of offering the PSDEP
- 5) to distinguish the differences in the concepts of the PSDEP and the high school distributive education program
- 6) to participate in a directed occupational experience in the field for which the future teacher is preparing
- 7) to acquire the necessary knowledges and understandings, attitudes, and skills to meet the qualifications that would permit him to instruct in a program awarding the associate degree

- 8) to be aware of the distinctions between the cooperative and non-cooperative programs which will, in turn, necessitate that certain characteristics be incorporated in the program, i.e., in the non-cooperative program there will be a strong need for simulated conditions of employment
- 9) to appraise and plan a PSDEP by student teaching in a PSDEP
- 10) to be familiar with the contributions of post-secondary DECA to the PSDEP

FOOTNOTES

<sup>1</sup>Lucy C. Crawford, A Competency Pattern Approach to Curriculum Construction in Distributive Teacher Education Vols. I, II, III, and IV (Blacksburg, Virginia: Virginia Polytechnic Institute, December 31, 1967).

<sup>2</sup>United States Department of Health, Education, and Welfare, Distributive Education: Post-High School Cooperative Programs (Vocational Division Bulletin No. 283, Distributive Education Series No. 29; Washington, D.C.: United States Government Printing Office, 1960).

<sup>3</sup>Dale M. Tippet, "Guidelines for Establishing Educational Requirements for Instructor-Coordination of Distributive Education Post-Secondary Programs in Ohio" (unpublished Master's thesis, School of Education, The Ohio State University, 1966).

APPENDIX A  
INTRODUCTORY LETTER TO STATE SUPERVISORS  
AND TEACHER EDUCATORS

May, 1967

Dear

The post-secondary distributive education program is coming of age throughout the United States and massive growth is predicted in the next decade. In order to develop guidelines for the establishment of post-secondary distributive education mid-management programs, an informed group of people has been selected from the states having the greatest number of post-secondary distributive education programs.

You are one of the persons selected. The word selected is to be emphasized for it indicates the importance of having a response from you. Otherwise, the effectiveness of the design of the study will be noticeably reduced and, hence, of less contribution to distributive education.

The procedure for determining recommended characteristics for the post-secondary distributive education mid-management program will begin with your registering your opinion to the enclosed list of characteristics. The list of items has been structured so as to provide clarity and ease of response. A stamped, self-addressed envelope is also enclosed. The receipt of your completed questionnaire by May 20, 1967, will be most appreciated. You can be assured that pertinent tabular data will be sent to you upon completion of the study.

Yours truly,

Stephen R. Lucas

Encs.

## APPENDIX B

### INTRODUCTORY LETTER TO POST-SECONDARY INSTRUCTORS

May, 1967

Dear

The post-secondary distributive education program is coming of age throughout the United States and massive growth is predicted in the next decade. In order to develop guidelines for the establishment of post-secondary distributive education mid-management programs, an informed group of people has been selected from the states having the greatest number of post-secondary distributive education programs.

You are one of the persons selected. The word selected is to be emphasized for it indicates the importance of having a response from you. Otherwise, the effectiveness of the design of the study will be noticeably reduced and, hence, of less contribution to distributive education.

The procedure for determining recommended characteristics for the post-secondary distributive education mid-management program will begin with you registering your opinion to the enclosed list of characteristics. The list of items has been structured so as to provide clarity and ease of response. A stamped, self-addressed envelope is also enclosed. The receipt of your completed questionnaire by May 20, 1967, will be most appreciated. You can be assured that pertinent tabular data will be sent to you upon completion of the study.

Also, would you please help in completing the list of selected people by recommending one employer who is a member of your post-secondary distributive education advisory committee? Enclosed is a stamped, self-addressed postcard for you to write the name and address of one employer.

Yours truly,

Stephen R. Lucas

Encs.

## APPENDIX C

### INTRODUCTORY LETTER TO EMPLOYERS

May, 1967

Dear

Your name has been given to me by a distributive education instructor who recommended you as a person who has worked with the post-secondary distributive education program and is knowledgeable about the program. This program is coming of age throughout the United States and massive growth is predicted in the next decade. In order to develop guidelines for the establishment of post-secondary distributive education mid-management programs, an informed group of people has been selected from the states having the greatest number of post-secondary distributive education programs.

As one of the persons selected, your selection is to be emphasized for it indicates the importance of having a response from you. Otherwise, the effectiveness of the design of the study will be noticeably reduced and, hence, of less contribution to distributive education.

The procedure for determining characteristics for the post-secondary distributive education mid-management program will begin with your registering your opinion for each of the characteristics on the enclosed list. The list of items has been structured so as to provide clarity and ease of response. A stamped, self-addressed envelope is also enclosed. The receipt of your completed questionnaire by May 25, 1967, will be most appreciated. You can be assured that pertinent tabular data will be sent to you upon completion of the study.

Yours truly,

Stephen R. Lucas



APPENDIX D  
FOLLOW-UP LETTER

May, 1967

Dear

Recently, you were asked to participate in a study to determine characteristics which might serve as guidelines for the establishment of post-secondary distributive education mid-management programs.

I feel certain that you want to be a part of this study. This is your reminder that the completed questionnaire is needed by May 25, 1967, for inclusion in the report of the findings. Enclosed is a second copy for your convenience in case the original questionnaire did not reach you or the questionnaire has been misplaced. If you have already mailed the completed questionnaire, please disregard this reminder and accept my sincere appreciation for your cooperation. As I indicated to you in my first letter, each respondent will receive a complete report of the findings.

Yours truly,

Stephen R. Lucas

## APPENDIX E

### GENERAL INFORMATION FOR THE QUESTIONNAIRE

#### DIRECTIONS

THE  
PROBLEM

The fact that post-secondary distributive education mid-management programs will continue to grow is accepted by most people. However, such a situation wherein chance is the procedure for determining the guidelines in establishing a post-secondary distributive education mid-management program leaves distributive education personnel open to severe criticism.

THE  
IMPORTANCE  
OF  
YOUR  
RESPONSE

You are one of the selected list of informed persons on the subject of the post-secondary distributive education mid-management program. As such, you provide an excellent source of authoritative information to be used in establishing guidelines for important decisions yet to be made. It is significant, therefore, that each person on the list respond.

Your procedure for registering your opinion is as follows:

HOW  
TO  
INDICATE  
YOUR  
RESPONSE

1. EACH statement is to be answered by placing an X in the column which best represents your opinion of the statement.
2. There are five possible responses--strongly agree (SA), agree (A), undecided (U), disagree (D), and strongly disagree (SD),
3. Keep in mind that it is your opinion that is sought; there are no right and wrong responses.
4. Respond according to your present relationship with the program (e.g., employer, instructor, state supervisor, teacher educator).

EXAMPLE

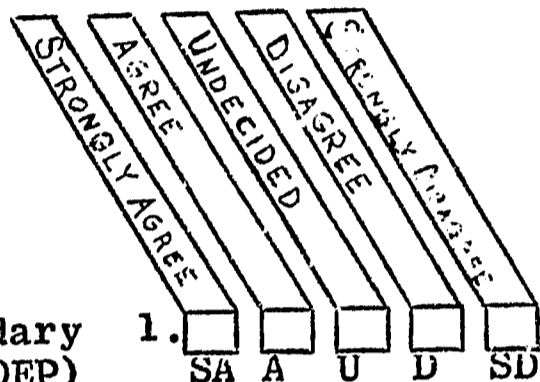
00. The post-secondary distributive education program should be provided a private room for conferences with the student. 00. X  
SA A U D SD

APPENDIX F

THE QUESTIONNAIRE

There are 39 statements concerning the post-secondary distributive education mid-management program. Please respond to EACH statement by placing an X in the column which best represents your opinion of the statement. The five possible responses are strongly agree (SA), agree (A), undecided (U), disagree (D), and strongly disagree (SD).

\*\*\*\*\*



1. The school in which the post-secondary distributive education program (PSDEP) is located should award the associate degree (a degree conferred on one who completes a post-secondary curriculum). 1.  SA  A  U  D  SD
2. The services of representatives of the distributive education division of the state department of public instruction should be sought in the planning of a PSDEP. 2.  SA  A  U  D  SD
3. The PSDEP should be under the jurisdiction of the state department of public instruction. 3.  SA  A  U  D  SD
4. An advisory committee should be used in the conduct of the PSDEP. 4.  SA  A  U  D  SD
5. Applicants for the PSDEP should be carefully selected by tests conducted by educators. 5.  SA  A  U  D  SD
6. Applicants for the PSDEP should be carefully selected by interviews conducted by educators as well as employers. 6.  SA  A  U  D  SD
7. The PSDEP should have as its primary objective the preparation of the student for immediate entry into a supervisory position upon graduation. 7.  SA  A  U  D  SD
8. The program should be organized into the three broad areas of distributive occupations: retail, wholesale, and service. 8.  SA  A  U  D  SD

9. The program should be organized in such a manner as to provide for specific instruction in areas such as hotel-motel, supermarket, and petroleum. 9. SA A U D SD
10. A comprehensive survey should be conducted in the geographical area to be served by the PSDEP to determine need and interest for each area of preparation. 10. SA A U D SD
11. The assigned space in the building for the PSDEP should be allocated based on the same criteria as that for all other divisions in the educational institution. 11. SA A U D SD
12. The assigned budget for the PSDEP should be allocated based on the same criteria as that for all other divisions in the educational institution. 12. SA A U D SD
13. The PSDEP should have equipment to provide for simulated experiences or the study and observation of realistic activities. 13. SA A U D SD
14. The PSDEP should have modern equipment such as is used by the training stations and/or potential employers. 14. SA A U D SD
15. The PSDEP should be located in or near a center of economic activity. 15. SA A U D SD
16. The curriculum of the PSDEP should embody content appropriate to the educational level but similar to that in courses offered in the business administration curriculum of a four-year college. 16. SA A U D SD
17. There should be an instructor-coordinator (either separate or combined positions) for each PSDEP in an educational institution. 17. SA A U D SD
18. The cooperative post-secondary distributive education student should be paid by the employer during the work experience period. 18. SA A U D SD

19. The cooperative post-secondary distributive education student should be paid at least as much as other employees in similar positions and with similar experiences 19.  $\overline{SA} \overline{A} \overline{U} \overline{D} \overline{SD}$
20. The PSDEP should be a cooperative\* program rather than a non-cooperative program. (\*The work experience phase of the "cooperative" program is planned and supervised by the educational institution.) 20.  $\overline{SA} \overline{A} \overline{U} \overline{D} \overline{SD}$
21. The student in the cooperative PSDEP should be rotated in his job duties in the training station insofar as possible. 21.  $\overline{SA} \overline{A} \overline{U} \overline{D} \overline{SD}$
22. Representatives of the training station and of the educational institution should participate in the evaluation of the cooperative work experience of the student. 22.  $\overline{SA} \overline{A} \overline{U} \overline{D} \overline{SD}$
23. A rating sheet should be used by a representative of the training station in the evaluation of each student. 23.  $\overline{SA} \overline{A} \overline{U} \overline{D} \overline{SD}$
24. The structure of the cooperative PSDEP should provide for alternate periods of cooperative work experience and school attendance throughout the duration of the program. 24.  $\overline{SA} \overline{A} \overline{U} \overline{D} \overline{SD}$
25. The periods of cooperative work experience and school attendance should be of approximately equal length. 25.  $\overline{SA} \overline{A} \overline{U} \overline{D} \overline{SD}$
26. The determination of the student's on-the-job work experience should be the sole responsibility of the cooperating employer at the training station. 26.  $\overline{SA} \overline{A} \overline{U} \overline{D} \overline{SD}$
27. A school representative and the cooperating employer should plan together the structure of the cooperative work experience for the student. 27.  $\overline{SA} \overline{A} \overline{U} \overline{D} \overline{SD}$



23. The cooperative PSDEP should be continuous (uninterrupted) for the duration of the program except for brief holidays.
28.  $\overline{SA} \overline{A} \overline{U} \overline{D} \overline{SD}$
29. The non-cooperative PSDEP should be continuous (uninterrupted) for the duration of the program except for brief holidays.
29.  $\overline{SA} \overline{A} \overline{U} \overline{D} \overline{SD}$
30. The educational program of the institution wherein the PSDEP is located should be limited to vocational-technical and adult education.
30.  $\overline{SA} \overline{A} \overline{U} \overline{D} \overline{SD}$
31. The educational institution wherein the PSDEP is located should offer only those courses of study that are less than the baccalaureate degree level.
31.  $\overline{SA} \overline{A} \overline{U} \overline{D} \overline{SE}$
32. The texts of the PSDEP should be on the same level of difficulty as those used in the courses of a business administration program at a four-year college.
32.  $\overline{SA} \overline{A} \overline{U} \overline{D} \overline{SD}$
33. The PSDEP students should participate in the activities of the post-secondary division of the Distributive Education Clubs of America (DECA).
33.  $\overline{SA} \overline{A} \overline{U} \overline{D} \overline{SD}$
34. There should be a club organization separate from DECA (but similar in purpose) to serve only the post-secondary level distributive education students.
34.  $\overline{SA} \overline{A} \overline{U} \overline{D} \overline{SD}$
35. The instructor-coordinator (either separate or combined positions) of the PSDEP should have at least a master's degree.
35.  $\overline{SA} \overline{A} \overline{U} \overline{D} \overline{SD}$
36. The PSDEP instructor-coordinator (either separate or combined positions) should have completed the professional courses in distributive education as usually required for certification of high school distributive education teachers.
36.  $\overline{SA} \overline{A} \overline{U} \overline{D} \overline{SD}$



37. The PSDEP instructor-coordinator (either separate or combined positions) should have completed the subject content courses (e.g., management, wholesaling, marketing) as usually required for certification of high school distributive education teachers. 37. SA A U D SD
38. The PSDEP instructor-coordinator (either separate or combined positions) should have had substantial work experience in a distributive occupation. 38. SA A U D SD
39. The PSDEP instructor-coordinator (either separate or combined positions) should have had work experience in occupations related to those which he has the responsibility of preparing the students. 39. SA A U D SD

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