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ABSTRACT

These proceedings contain eight presentations related to research in the areas of marketing and distributive education: "Desired Student Preparation in the Job Application Process as Perceived by the Business Community" (Thomas Allen, Jr.); "Effective Marketing Techniques for Collegiate Business Education Programs" (Ralph Wray); "Alabama Marketing Professors' Ratings of Curriculum Content Areas in Marketing Education" (Michael Littman); "Creative Conference Planning" (Stephen Lucas et al.); "A Report of Standards for Marketing Teacher Education" (Wally Holmes, Jim Seward); "Texas Superintendents' and Principals' Perceptions of Vocational Student Organizations" (Marcella McComas); and "Matching Learning and Teaching Styles Makes a Difference, or Does It?" (Wally Holmes). (YLB)

National Research Conference Report

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Sponsored by Auburn University
University of Pittsburgh
University of West Florida

MARKETING EDUCATION NATIONAL RESEARCH CONFERENCE

April 15-16-17, 1988

University of Pittsburgh

Pittsburgh, Pennsylvania

Marketing Education

Planning Committee Co-Chairpersons

Dr. Frank Palmieri, University of Pittsburgh
Dr. Harold H. Williams, Auburn University
Dr. Wally Holmes, University of West Florida

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INTRODUCTION

This conference is the outgrowth of many discussions at the annual Southern Region Marketing and Distributive Education Conference. The MDE teacher-educators attending these conferences consistently expressed a desire for a research conference that would provide a forum for presenting research findings to the peer group and to other educational audiences.

The MDE group felt that a vehicle was needed for teacher-education personnel (especially persons new to the field) to become active in MDE research, presentation and publication. It was recommended that mini-workshops be held at the conference covering topics such as: grantsmanship, selecting research topics, preparing narrative materials from raw data, etc. Various other types of research agenda can be prepared as needs arise.

Southern Region MDE teacher-educators are in agreement concerning the need for this type conference and desire that it should be an annual event. The 1989 research conference will be held at the University of West Florida, in mid-April. The sponsoring universities will be Auburn University, University of Georgia, and University of West Florida.

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Dr. Frank Palmieri
University of Pittsburgh
Pennsylvania

RESEARCH REPORTS

DESIRED STUDENT PREPARATION IN THE JOB APPLICATION PROCESS AS PERCEIVED BY THE BUSINESS COMMUNITY

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Boone, North Carolina

1987

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ABSTRACT

Desired Student Preparation in the Job Application
Process as Perceived by the Business Community

The major purpose of this study is to determine from the business community what competencies in the job application process are needed by students who are preparing to enter the job market for their first full-time position.

The human resource administrators felt that students need preparation for the initial written application material, including the job application letter and resume. They also felt such pre-interview areas as proper dress and grooming, knowledge of specific job for which applicant is qualified, and knowledge of the organization at which the applicant is applying is important. They were very interested in what contributions the applicant could make to the organization.

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CHAPTER I

INTRODUCTION

Since most human resource representatives note many deficiencies in the manner in which young adults approach the task of applying for a job, we asked them to help us in the preparation of students for the job application process. The recent survey that is being reported on in this study revealed what competencies in the written and oral aspects of the job application process that many human resource personnel in companies in the southeastern United States thought should be stressed in appropriate business courses.

STATEMENT OF THE PROBLEM

The major purpose of this study is to determine from the business community, what competencies in the job application process are needed by students who are preparing to enter the job market for their first full-time position.

Specifically, the objectives of this study are as follows:

1. To determine from the business community, what job application competencies are needed by entering employees.

2. To give human resource personnel an opportunity to evaluate the competencies that are presently being offered in business courses at the secondary, post-secondary and collegiate level.

3. To revise the instruction in the job application process to further stress the competencies that are most emphasized and to include competencies that are not previously covered.

SIGNIFICANCE OF THE STUDY

The results of this study will give teachers who instruct in competencies of the job application process an opportunity to become familiar with what competencies business students should obtain.

ASSUMPTIONS INVOLVED IN THE STUDY

In designing this study the investigators accepted the Allport position: that when given the opportunity to express one's self, the individual can and will respond in a valid and reliable way (Allport, 1953).

Since the data for this study will not directly affect the future of the respondents, it was assumed that they were not threatened by the questionnaire and that honest answers were elicited.

LIMITATIONS OF THE STUDY

The following limitations were applicable to this study:

1. The study is limited to one hundred responses from business personnel within the last year in the southeastern United States.

2. The specific conclusions made in this study will be limited to the sample groups, but like conclusions, may be drawn to other groups with similar characteristics.

ORGANIZATION OF THE REMAINDER OF THE STUDY

The second chapter contains a review of pertinent literature related to the job application process. The third chapter describes the population used, methods of collecting data, and the organization and analysis of data. Chapter four presents the data and chapter five gives the summary, conclusions and recommendations.

CHAPTER II

METHODS AND PROCEDURES

REVIEW OF RELATED LITERATURE

If job applicants could just stand in line with other qualified job seekers in their occupational field and wait their turn for a job, there would be no need for the present form of the job application process. However, in our free enterprise system there is competition in the labor market for both employers and employees.

According to the (Getting Jobs, A Service Publication of MPC Education Publishers) students can gain an extra measure of success insurance by preparing in advance for success at the employment interview. Even when the job is not the right one for the applicant, or when the applicant is not right for the job, the interview can be looked upon as a valuable learning experience rather than a failure. Most important is planning and preparing so that the employment process is approached with confident and anticipation instead of dread.

Challenger (1986) notes the following "eight deadly sins" of job interviews.

1. Telling someone how to run his/her business.
2. Criticizing previous employer.
3. Failure to self promote.
4. Volunteering shortcomings.

5. Inquiring about salary and fringe benefits in the first interview.
6. Asking too many questions of the employer.
7. Arriving late for the interview.
8. Dressing improperly.

As is brought out in research by Allen (1970) far too often applicants visit the premise of the prospective employer with the expectation of being interviewed by only one person. It is not at all uncommon to participate in several interviews. Often most of the interviews will be conducted by 2 or more interviewers. Also on some occasions some interviews are conducted with more than one interviewee in attendance.

CHAPTER III

METHODS AND PROCEDURES

DESCRIPTION OF THE SAMPLE

Participants in the survey were obtained from the 1986 Membership Directory of the American Society of Personnel Administrators. Four hundred questionnaires were sent to a random group of personnel administrators mostly in the southeastern United States. One hundred (100) administrators returned their questionnaires for a response rate of 25 percent.

INSTRUMENTATION

The instrument used to gather data in the survey was the Desired Student Preparation in Job Application Process as Perceived by the Business Community Questionnaire (see Appendix). Information asked for on the Questionnaire included the following areas: description of the company which the human resource director represents, initial written application material, preparation for job interview, responses during the interview, and interview follow-up.

PROCEDURE

The questionnaires were distributed by mail to human resource administrators in corporations in the southeastern United States. A cover letter explaining the purpose of the study and need for a response was enclosed along with a self-addressed, stamped envelope. The questionnaires were completed during the latter part of the Fall semester of 1986. A completion time of approximately one month was requested for the return of the questionnaires.

CHAPTER IV

FINDINGS

The results were determined by the analysis of the questionnaire. A summary of the data results of the questionnaire is shown as follows:

Human resource administrators from each of 100 companies completed and returned the questionnaire, also the following results are based on the fact 100 responses are equal to 100 percent.

DEMOGRAPHIC INFORMATION

1. Title of person completing the questionnaire:

Human Resources Manager	19
Personnel Manager	18
Director of Personnel	10
Personnel Administrator	6
Director of Employee Relations	5
Director of Human Resources	5
Human Resource Specialist	3
Personnel Administration Manager	3
Vice President	2
Assistant Manager of Human Resources	2
Vice President of Human Resources	2
Human Resources Assistant	2
Employment Manager	2
Marketing Coordinator	2
Comptroller	1
Vice President of Personnel	1
Executive Director of Employment	1
Manager of Personnel Services	1
Training and Recruiting Manager	1

2. Size of the company by number of employees

0 -- 500	32		5,001 -- 10,000	15
501 -- 1000	19		Over 10,000	18
1001 -- 2000	10			
2001 -- 3000	12			
3001 -- 5000	4			

3. Size of company by annual gross sales in $000

$ 000 -- $ 250	1		$ 5,001 -- $ 10,000	3
251 -- 500	1		10,001 -- 25,000	5
501 -- 1,000	3		25,001 -- 50,000	5
1,001 -- 2,000	1		50,001 -- 100,000	8
2,001 -- 5,000	2		Over 100,000	52

4. Type of company:

manufacturing	41
merchandising	8
service	35
financial	18
local gov't	1

5. Location of company headquarters:

Virginia	25
North Carolina	22
Georgia	18
South Carolina	16
Illinois	4
Tennessee	3
Massachusetts	2
Washington, DC	1
Texas	1
Indiana	1
Kentucky	1
Florida	1
Connecticut	1
Japan	1
Canada	1

REPORT BODY
(Based on Questionnaire Format and Response)

1. INITIAL WRITTEN APPLICATION MATERIAL ON A SCALE OF 0-5
("0" = cannot rank; "5" = very important to include)
The sample population gave an overall ranking of importance of the following:

A.	The Job Application Letter	3.8
B.	The Resume	4.4

Suggestions: Letters of application and resumes should be neat, error free and one page in length.

Letter should be short, concise and state reason for writing.

Letter and resume should be in the form of a proposal for the job.

Letter and resume represent a first impression; therefore they should be neat, complete and to the point, as to what one is applying for and why he/she is qualified.

2. PREPARATION FOR JOB INTERVIEW

A.	Proper dress and grooming	4.0
B.	Knowledge of Specific Job for Which Applicant is Qualified	3.8
C.	Specific Job Area for Which to Apply	3.5
D.	Knowledge of Organization for Which the Applicant is Applying	3.7
E.	Knowledge of What Information Applicant Must Obtain in Order to Make Decision	3.6
	1. Rules and regulations of the organization	3.2
	2. Duties of the job	4.0
	3. Location of the job	3.2
	4. Travel Expected	3.2
	5. Chance of Advancement	3.4
	6. Monetary benefits	3.4
	7. Training	3.4

Suggestions: Proper dress and grooming shows the employer what the prospect will look like to his public and customers.

Applicants should show enough interest in the interview to find out as much as possible in

advance about the company because there is no way that a perspective employee can know whether he can make a contribution to an organization if he knows nothing about its operation.
Location, travel and other details are not essential since they can change so rapidly.

3. RESPONSIBILITIES DURING THE INTERVIEW

A.	What Contributions Applicant Can Make to the Organization	3.5
B.	Applicant's Strengths	4.2
C.	Applicant's Weaknesses	3.8
D.	Clarification of Preparation	3.5
E.	Justification of Why Organization Should Hire Applicant	4.2

Suggestions: Applicant should be able to give a good explanation of why he is applying for this job at this particular time.
Applicant should know why he is qualified for the job and be able to tell the employer why he should select him rather than another applicant.

Most employers are more interested in the potential of an applicant rather than his/her immediate contribution.

Make applicants aware of how to approach weaknesses as if they were strengths, i.e., "I have a tendency to be a perfectionist because I want to perform my job to the best of my ability."

4. INTERVIEW FOLLOW-UP

A.	Job Interview Follow-up Letter	4.0
B.	Letter of Acceptance	3.2
C.	Letter of Refusal	3.1
D.	Preparation for a Return Interview	3.8

Suggestions: Follow-up or thank you letters are indeed rare, but give a positive impression.
Follow-up letters may give an applicant a slight advantage over an equal applicant who does not bother to follow-up.
If an applicant is not interested in a job offer, a letter of refusal is the polite thing to do.
Employers need to know too what decision the perspective employee has made.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

SUMMARY

PURPOSE

The primary purpose of this study is to identify and analyze the competencies in the job application process that human resource administrators feel should be taught in business classes.

POPULATION AND INSTRUMENTATION

The data was collected from human resource administrators in the directory of the American Society of Personnel Administration in the United States through a questionnaire. The questionnaire was developed and administered during the fall of 1986 after being developed and field tested by the researcher. A cover letter explaining the purpose of the study and the need for a response was enclosed along with a self-addressed stamped envelope. A completion time of approximately one month was requested of the respondents for the return of the questionnaire.

DATA COLLECTION

The questionnaires were completed by the human resource administrators. When completed, the questionnaires were returned to the researcher.

CONCLUSIONS

Human resource administrators' reactions to the proposed content to be offered in preparation for the job application process reveal the following observations:

1. It was the general feeling of the human resource administrators that students need preparation for the initial written application material, including the job application letter and resume.

2. The human resource administrators felt that students need suggestions for advance preparation for the job interview. Specifically, this includes proper dress and grooming, knowledge of specific job for which applicant is qualified, and knowledge of the organization for which the applicant is applying. In addition, the applicant must be prepared to obtain all information needed in order to judge a situation, should an offer be extended.

3. During the job interview the human resource administrators were particularly interested in the applicants knowing their strengths and what contributions they could make to the organization.

4. The human resource administrators agreed that a job interview follow-up letter shows courtesy and that the interviewee is interested in the job.

RECOMMENDATIONS

Several implications are believed to be of importance in the making of recommendations of competencies to be stressed in a study of the job application process. The following most frequently given recommendations of course content offerings are based upon results of this study:

1. Students should receive instruction in how to write a short specific job applicant letter and resume; how to market themselves.

2. Students should properly prepare for attendance of the job application interview. Proper preparation includes the following: appropriate dress and grooming, what job he/she is applying for, information about the job and the organization.

3. Students should know how to respond during the interview. This response includes the following: keeping their composure and not appearing to be someone else, knowing their strengths and what contributions they can make to the organization, and justifying why the organization should hire them instead of someone else.

4. Students should be made aware of appropriate follow-up action after the interview. Steps in follow-up include: writing a follow-up letter after the interview, promptly writing either a letter of acceptance of refusal to make the perspective employer aware of their decision after the job offer is extended.

APPENDICES

Department of Management

Appalachian State University
Boone, North Carolina 28608

704/262-2163

November 15, 1986

Dear Human Resource Administrator:

WE NEED YOUR HELP!!!

We are conducting a major national research project to determine what business executives, like yourself, want from today's college graduates. This study specifically addresses the preparatory work in the job application process and abilities of college graduates in business. Surely we cannot determine this information solely from our positions as college professors; it requires the joint efforts of both business personnel and college faculty.

Consequently, we are seeking your valued opinion and ideas to help us meet YOUR NEEDS as you hire your future personnel from the vast pool of business school graduates. In the questionnaire, on the following two pages, we have identified various topics and subtopics which are typically taught in many business courses in colleges and universities throughout the country. We, therefore, would like your input on the value and importance of teaching the items shown. Also, we have provided space for YOUR VALUED COMMENTS as you see fit to respond.

For further help when analyzing our collected data we are also requesting of you certain descriptive data about your company which we hope you will provide. If you feel the data is confidential or privileged, we will understand if you cannot provide.

Would you please take a few minutes to complete the questionnaire and return to us in the enclosed envelope. If at all possible, would you please try to return the completed questionnaire by December 15, 1986. If you are unable to complete the questionnaire yourself, please ask another qualified person to do so. Thank you very much for helping us bridge the gap between business and education. PLEASE SHARE YOUR KNOWLEDGE AND EXPERTISE WITH US; IT WILL BE VERY HELPFUL TO YOU, THE STUDENTS, AND TO THOSE OF US WHO ARE TEACHING.

Sincerely,

Thomas R. Allen, Jr.

Thomas R. Allen, Jr.
Professor of Management

DESIRED STUDENT PREPARATION IN THE JOB APPLICATION PROCESS AS PERCEIVED BY THE BUSINESS COMMUNITY

DIRECTIONS: Please respond to the following demographic data as best you can regarding yourself and your organization.

1. Title of person completing this questionnaire: ____________________

2. Size of the company:

_____ 0-500 employees
_____ 501-1,000 employees
_____ 1,001-2,000 employees
_____ 2,001-3,000 employees
_____ 3,001-5,000 employees
_____ 5,001-10,000 employees
_____ Over 10,000 employees

3. Size of company by annual gross sales (in thousands):

_____ $000-$250
_____ 251- 500
_____ 501-1,000
_____ 1,001-2,000
_____ 2,001-5,000
_____ $5,001-$10,000
_____ 10,001-25,000
_____ 25,001-50,000
_____ 50,001-100,000
_____ Over 100,000

4. Check type of company:

_____ Manufacturing
_____ Merchandising
_____ Service
_____ Financial

5. Location of company headquarters:

State: ____________________ City: ____________________

DIRECTIONS FOR JOB APPLICATION TOPICS: As you evaluate the outline below, rank the topics by circling the appropriate number according to the degree of instructional emphasis that you feel should be given to each. The ranking classifications are as follows:

0 -- Cannot rank with data shown
1 -- Instruction not needed
2 -- Include, but with <u>limited coverage</u> of topic
3 -- Should include with general overall coverage of topic
4 -- Important to include with <u>some special instructional coverage</u> of topic
5 -- Very important to include with <u>specific instructional emphasis given</u> to topic

	RANKINGS					
	5	4	3	2	1	0
I. INITIAL WRITTEN APPLICATION MATERIAL						
A. The Job Application Letter	5	4	3	2	1	0
B. The Resume	5	4	3	2	1	0

Comments and/or Suggestions: ____________________

II. PREPARATION FOR JOB INTERVIEW

A. Proper Dress and Grooming	5	4	3	2	1	0
B. Knowledge of Specific Job for Which Applicant Is Qualified	5	4	3	2	1	0
C. Specific Job Area for Which to Apply	5	4	3	2	1	0
D. Knowledge of the Organization for Which the Applicant Is Applying	5	4	3	2	1	0
E. Knowledge of What Information Applicant Must Obtain in Order to Make a Decision	5	4	3	2	1	0
1. Rules and regulations of the organization	5	4	3	2	1	0
2. Duties of the job	5	4	3	2	1	0
3. Location of the job	5	4	3	2	1	0
4. Travel expected	5	4	3	2	1	0
5. Chance for advancement	5	4	3	2	1	0
6. Monetary benefits	5	4	3	2	1	0
7. Training	5	4	3	2	1	0

Comments and/or Suggestions: ______________________________

____

____

____

III. RESPONSES DURING THE INTERVIEW

A. What Contributions Applicant Can Make to the Organization	5	4	3	2	1	0
B. Applicant's Strengths	5	4	3	2	1	0
C. Applicant's Weaknesses	5	4	3	2	1	0
D. Clarification of Preparation	5	4	3	2	1	0
E. Justification of Why Organization Should Hire Applicant	5	4	3	2	1	0

Comments and/or Suggestions: ______________________________

____

____

____

IV. INTERVIEW FOLLOW-UP

A. Job Interview Follow-up Letter	5	4	3	2	1	0
B. Letter of Acceptance	5	4	3	2	1	0
C. Letter of Refusal	5	4	3	2	1	0
D. Preparation for a Return Interview	5	4	3	2	1	0

Comments and/or Suggestions: ______________________________

____

____

____

Effective Marketing Techniques for Collegiate

Business Education Programs

Prepared by:

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National Conference for Research in Marketing Education

Pittsburgh, Pennsylvania

Effective Marketing Techniques for Collegiate Business Education Programs

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Abstract

One hundred and five department chairs or their designated respondents in NABTE member institutions responded to a questionnaire designed to solicit descriptive information about their institutions and to identify the extent to which sixteen selected marketing techniques and/or strategies were used in marketing their business teacher education programs. Furthermore, respondents were asked to ascertain their perceptions of the effectiveness of the techniques.

The major findings revealed that percentages of levels of use of the various marketing techniques varied significantly; however, there appeared to be little variance in the mean levels of perceived effectiveness of the various marketing techniques.

The investigator reached four conclusions and offered three recommendations.

Effective Marketing Techniques for Collegiate Business Education Programs

Introduction

Programs to prepare teachers to specialize in business education, in recent years, have been in decline. This has been evidenced by a reduction in the number of business teacher education programs offered by institutions of higher education and low enrollments in some existing programs of business teacher education.

While various groups have recognized this problem, the executive summary of the 1985 National Conference on the Future of Business Education, produced by Campbell Communications through a grant from South-Western Publishing Company, revealed that conferees determined that the greatest priority was that "Business education must be marketed and promoted more effectively" (An Action Agenda for Business Education, Executive Summary, 1985, p. 3). It should be noted that the importance of this problem was not confined to the views of a special interest group of business educators; the twenty-six conferees included representatives from the Chamber of Commerce of the United States, the National School Boards Association, the Association of Independent Colleges and Schools, as well as collegiate deans and representatives from business firms.

Related Literature

There appears to be little paucity of literature relating to the need to market business education and a variety of promotional strategies are offered by various authors. Promotion, however, is only one component of marketing and very little research relating to the topic of marketing business teacher education can be found. The 1983 National

Business Education Association yearbook, Promoting Business Education, contains 23 chapters with numerous suggestions for enhancing business education programs. The approaches advocated in the yearbook vary from promoting business education through political activisms (Hanson, 1983, p. 75) to promoting business education through teacher awards and recognition (Merrier, 1983, p. 59). The need to promote and market business education has been addressed by others in articles such as: "Declining Enrollments in Business Education" (Lydeen, 1986, p. 46), "Recruit or Resign?" (Pitman, 1986, p. 23), and "Getting Enrollments: Everyone's Responsibility" (Wellins, 1985, p. 25).

Another vein of reviewed literature dealt with the application of specific marketing techniques to the admissions and recruiting process. "Promoting Business Education--Why and How" (Ristau, 1986, p. 3), "Marketing Tools for the Business Educator" (Fredrickson, 1985, p. 8), and "Market Your Department" (Bracco, 1982, p. 13) are articles which serve as examples of such literature. An action plan for local use appears in the 1985 Fall edition of Business Education World under the title: "Promote Business Success in Business Education." A 76-page manual, Marketing Your Business Program, was added to the Professional Services Series by McGraw-Hill in 1986 (Lynch, 1986, pp. 1-76). Much of this literature has application for secondary business education programs instead of collegiate programs.

A basic concept contained in marketing theory is that price, promotion, place, and product can be manipulated in concert in efforts to meet the needs of consumers. It appears that only in the past twenty years have institutions of higher education tried to borrow the profit sector's strategies with regard to some components of the marketing mix.

The unpublished thesis of Sheffield was one such attempt to apply the marketing perspective to student choices of institutions of higher education (Sheffield, 1975, 3857). The College Board Review published an article in 1973 which encouraged colleges and universities to make use of the marketing mix. In that article, Wolf, a professor of marketing at the University of Massachusetts, listed fairly specific techniques for the implementation of the marketing mix (Wolf, 1973, 2-4, 23-24).

The review of literature, from a contemporary view of marketing business education programs to a historical view of initial concerns with the applicability of marketing techniques, strategies, and concepts to college and university admissions and student recruitment, served as an important element of the background of this study. No evidence was found of a national survey in which an attempt was made to ascertain the extent to which marketing techniques were used by college and university recruiters or admissions officers. Likewise, no evidence was found of a national survey in which an attempt was made to discover the perceived effectiveness of marketing techniques as used by college and university recruiters or admissions officers. Therefore, the review of literature assisted in establishing the need for the study which is reported hereafter.

Statement of the Problem

The problem of this study was to identify the extent to which selected marketing techniques were used by business education department administrators in National Association of Business Teacher Education (NABTE) member colleges and univiersities and to ascertain their perceptions of the effectiveness of such techniques.

Scope of the Study

The scope of this study was confined to an examination of 16 selected marketing techniques or strategies and their application and perceived effectiveness in attracting candidates to preservice business education programs. Other marketing techniques or strategies may have application in business teacher education recruitment practices; however, such techniques were beyond the scope of this study.

Limitations of the Study

Several limitations existed in this study. First, only colleges and universities that were members of NABTE were surveyed. Thus, the assumption should not be made that the results were representative of all colleges and universities.

Next, the assumption was made that responding and nonresponding institutions were interested in attracting students to their business teacher education programs.

A more fundamental limitation was that while the study provided a view of the extent to which selected marketing techniques and strategies have been used and to their perceived effectiveness, it does not address the question of what should be the optimum marketing mix for marketing business teacher education programs.

Methodology

The application and perceived effectiveness of marketing techniques as applied in business teacher education programs was based on primary data collected through a survey of NABTE member institutions. This section defines the population, instrument design, and data analysis.

Population

The population surveyed was composed of department chairs or their designated respondents in the 251 NABTE member institutions as listed in the December, 1986, issue of the Business Education Forum.

The population was sent a cover letter, survey instrument, and postage-paid return envelope. The cover letter explained the purpose of the study and solicited a response from the department chair or a designated respondent.

Survey Instrument

The survey instrument was divided into two sections. The first section contained questions concerning the number and composition of students pursuing degrees in business teacher education, the academic unit in which the department or program was contained, admission requirements or standards, accreditation status (American Assembly of Collegiate Schools of Business), and the status of the business teacher education program in terms of administrative support. The second section of the survey instrument was designed to solicit information concerning the application of 16 marketing techniques or strategies toward increasing enrollments and, if used, the perceived effectiveness of the technique or strategy. This section of the instrument was adapted from an instrument developed and validated by James C. Blackburn (1979) for the purpose of surveying registars and admissions officers to determine their reactions to the application of marketing tools in the recruitment process. The data yielded, as a result of that study, became the basis for the findings reported in Blackburn's doctoral dissertation. Research specialists in the Illinois State University Computer Services Center served as a jury. The jury was chosen because of their expertise in developing instruments and for their ability to determine if the survey instrument would collect the data desired and to identify statements on the instrument which might contain inconsistencies.

The initial mailing, which was made on July 15, 1987, resulted in 105 responses, a 42 percent response rate. Seven respondents, or three percent of the total population, did not complete the entire instrument; instead, they indicated that the business teacher education programs at their institutions were being phased out.

Telephone calls to a random sample of nonrespondents found them to be away from campus on their summer vacations. Therefore, due to the timeline of this study, further attempts to contact nonrespondents were not made.

<u>Description of Data Analysis</u>

Responses to items contained in the first section of the questionnaire were recorded and subjected to frequency counts. The ranges were noted and means were calculated for the descriptive information.

Responses to items contained in the second section of the questionnaire were divided into two groups--those indicating that they used the marketing technique and/or strategy and those indicating that they did not. For those respondents indicating that they used the marketing technique and/or strategy, they were asked to indicate their perception of its effectiveness on a continuum with four increments and ranging from "fails to satisfy my expectations" to "greatly exceeds my expectations" in terms of effectiveness. After assigning values to the increments ranging from one to four, mean levels of perceived effectiveness for each marketing technique and/or strategy were calculated. A scattergram was constructed to show the percentages of use and the perceived effectiveness as measured by mean levels for each of the 16 marketing techniques and/or strategies.

Results

The results of this study include descriptive information taken from the first section of the instrument, as well as information concerning the extent of use and the perceived effectiveness of 16 marketing techniques and/or strategies.

Descriptive Information

Program size. Table 1 shows enrollment data for the NABTE institutions responding to the questionnaire.

Table 1

Business Teacher Education Enrollment Data for Responding NABTE Institutions

Level	Average Number of Enrollees	Range High	Range Low	Number of Institutions
Lower Division	26	90	3	98
Upper Division	28	100	2	98
Masters	32	300	1	77
Specialist	6	12	1	10
Doctorate	9	25	1	16

Composition of students. Sixty-six percent of the reporting institutions indicated that their undergraduate business teacher education program attracted a predominately female clientele, while 33 percent reported a co-educational or mixed clientele. Only one percent of the institutions reported a predominately male undergraduate clientele. At the graduate level, 54 percent of the institutions attracted a predominantly female clientele; 44 percent reported a co-educational or mixed clientele. Two percent of the institutions offering graduate programs attracted a predominantly male clientele.

Academic unit. Fifty-two of the 98 respondents reported that the business teacher education programs in their institutions were contained in Schools of Business; 33 programs were contained in Schools of Education; 4 programs were housed in Schools of Applied Science and/or Technology; and, 9 programs were contained in other units such as Schools of Arts and Sciences, Schools of Professional Studies, and Schools of Industry and Applied Program Technology.

Accreditation by AACSB. Twenty-four of the 52 programs contained in Schools of Business were in units accredited by the American Assembly of Collegiate Schools of Business (AACSB).

Admission standards. Twenty-six percent of the responding institutions reported that an open door admissions policy was followed in their schools; 67 percent of the respondents used a selective admissions policy (i.e. based upon predetermined criteria) and 7 percent of the institutions accepted students on a competitive basis.

Admission to teacher education. While requirements for admission into teacher education programs varied, approximately 45 percent of the respondents required that applicants achieve a 2.5 grade point average (GPA) on a 4-point scale based on the completion of 60-semester hours. About 15 percent of the respondents required that applicants achieve a 2.75 GPA on a 4-point scale based on the completion of 90-quarter hours. Only one institution required a higher GPA, 2.8, and no institutions admitted students into teacher education programs with a GPA of less than 2.0.

Program status. Thirty-one percent of the respondents indicated that the business teacher education program in their institutions had been challenged by administrators based on the numbers of students served. Thirty-nine percent of the respondents expected the status of the business teacher education program to be challenged in the future based on the numbers of students served.

Department names. Approximately 25 percent of the respondents indicated that the official names of their departments were Business Education and Office Management or Business Education and Administrative Services. In some cases, the names were transposed. About 15 percent of the respondents indicated that the official names of their departments were Vocational Studies, Vocational and Career Education, or Occupational Education. Other names listed for the departments included:

Business Administration
Business and Marketing Education
Business Information Systems and Communications
Computer Information Systems
Computer Science and Information Systems
Curriculum and Instruction
Education Theory, Policy, and Administration
General Business
Management and Human Resources
Management Information Resources
Management Information Systems
Office Systems and Business Education
Office Systems Management
Secondary Education
Technology and Adult Education

Marketing Techniques and/or Strategies

The 16 marketing techniques and/or strategies are presented in this section, along with data concerning their use in recruiting business teacher education majors and the degree of effectiveness assigned to each by the respondents. Figures 1 and 2 on pages 38 - 39 show a summary of the percentages of levels of use and the mean levels of perceived effectiveness for the marketing techniques and/or strategies.

Publicity. Publicity was defined to the participants as news or promotional material placed without payment to the media and designed to bring favorable attention to an institution or its offerings. Seventy-nine percent of the respondents indicated that publicity was used as a recruitment tool. The mean level of perceived effectiveness of publicity as a marketing technique was 2.54 on a 4-point scale (0 = ineffective, 4 = highly effective).

Advertising. Advertising was described to respondents as non-personal communications carried through paid media under clear sponsorship. Forty-six percent of the respondents said they had used this marketing tool and their mean level of perceived effectiveness was 2.52 on a 4-point scale.

Advertising research/pre-testing. This marketing technique was defined for respondents as the use of facsimile advertisements with small groups of students before such ads were inserted in the media. This technique was used by the smallest percentage of the respondents, eleven percent. Their mean level of perceived effectiveness of the technique was 2.63 on a 4-point scale.

Advertising research/post-testing. Respondents were told that this technique called for the investigation of the effects of advertising insertions which had appeared or had been broadcast, that is, determining who saw/heard an ad and their impressions of the message. Only fourteen percent of the respondents indicated they had used this technique and their mean level of perceived effectiveness of the technique was 2.67 on a 4-point scale.

Marketing research/current demand analysis. This technique was defined as calculating and analyzing the mathematical approximation of the number of prospective freshmen who are qualified for and interested in specific offerings. Thirty-seven percent of the respondents indicated they had used this technique. The mean level of perceived effectiveness was 2.65 on a 4-point scale.

Marketing research/demand forecasting. This marketing technique was described to the respondents as the estimation of future demand for specific types of educational offerings. The question, how many college freshmen will be interested in majoring in business teacher education in 1992, served as an example. Thirty-nine percent of the respondents indicated they had used demand forecasting and their mean level of perceived effectiveness of the technique was 2.50 on a 4-point scale.

Program development. Respondents were told that program development was the process of identifying new educational thrusts and converting them into institutional offerings. For example, the business teacher education program might respond to the needs of business organizations for trainers and/or on-the-job teachers. Fifty-eight percent of the respondents indicated they had used this technique with an overall mean level of perceived effectiveness at 2.67 on a 4-point scale.

Pricing. Pricing was defined as the mixing of cost, competition, and other opportunities. Specifically, what opportunities does the prospective major bypas... order to pursue studies in the business teacher education program, is the value of the degree greater than one from other business teacher education program, and is the cost of the institution's program competitive? Only fourteen of the respondents indicated that pricing was a marketing technique used. The mean level of perceived effectiveness was rated at 2.67 on a 4-point scale.

Market segmentation. The definition of market segmentation given to the respondents was the dividing of populations of incoming freshmen into homogeneous groups to be addressed by specific recruitment strategies. The differentiation of marketing/recruiting strategies among groups of prospective students might be based on career plans, grades, test scores, or other factors. Forty-eight percent of the respondents said they used market segmentation and the mean perceived level of effectiveness was 2.60 on a 4-point scale.

Market positioning. The study of the structure of the market in order to identify a viable "niche" in which to position an institution and/or its offering was the definition provided to respondents. Respondents were given the following question as an example: Do you determine perceptions of your institution and its competitors among important populations, such as prospective students, guidance counselors, or enrollees? Fifty-eight percent of the respondents indicated they used market positioning and their mean level of perceived effectiveness of this technique was 2.69 on a 4-point scale.

Offering differentiation. Differentiation was defined for respondents as the introduction and emphasis of the features, qualities, or benefits of an institution which differentiates that institution's offerings from those of its competitors. Sixty-six percent of the respondents said they had used the technique and their mean level of perceived effectiveness was 2.76 on a 4-point scale. This rating of perceived effectiveness was the highest for any of the 16 marketing techniques.

Marketing information system. Participants were told that the marketing information system (MKIS) did not have to be computerized; it must merely be able to provide up-to-date information on a continuing basis. MKIS was described to participants as a system which stands between the recruiting environment and the institutional decision makers and provides timely, accurate, and easily retrievable information concerning the student markets. Fifty percent of the respondents indicated that they used a MKIS. Furthermore, the mean level of perceived effectiveness was 2.68 on a 4-point scale.

Market concept. The definition listed for the market concept was the orientation of all parts of the institution (i.e. professors, administrators, support staff) toward the satisfaction of students' educational and societal needs. Eighty-two percent of the respondents indicated they applied the market concept. This technique, therefore, was used by the largest number of participants. The mean level of perceived effectiveness for this technique was 2.73 on a 4-point scale.

Marketing plan. A marketing plan was defined as a written document including diagnoses, prognoses, objectives, strategies, tactics, and controls considered appropriate to an institution's marketing/recruiting for a given period of time. Forty-one percent of the respondents indicated that they or their colleagues had

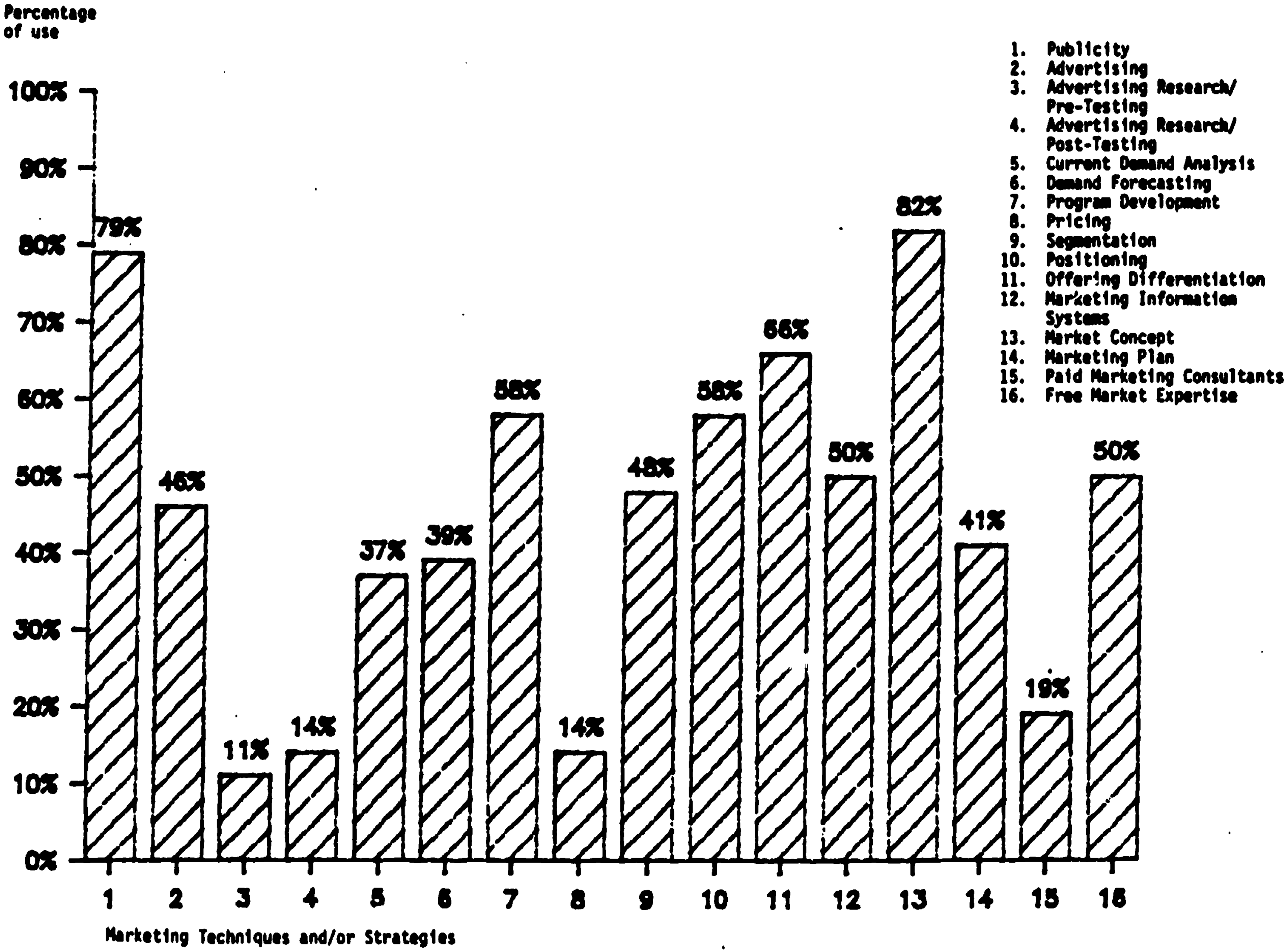

Figure 1

Percentages of Levels of Use of the Various Marketing Techniques

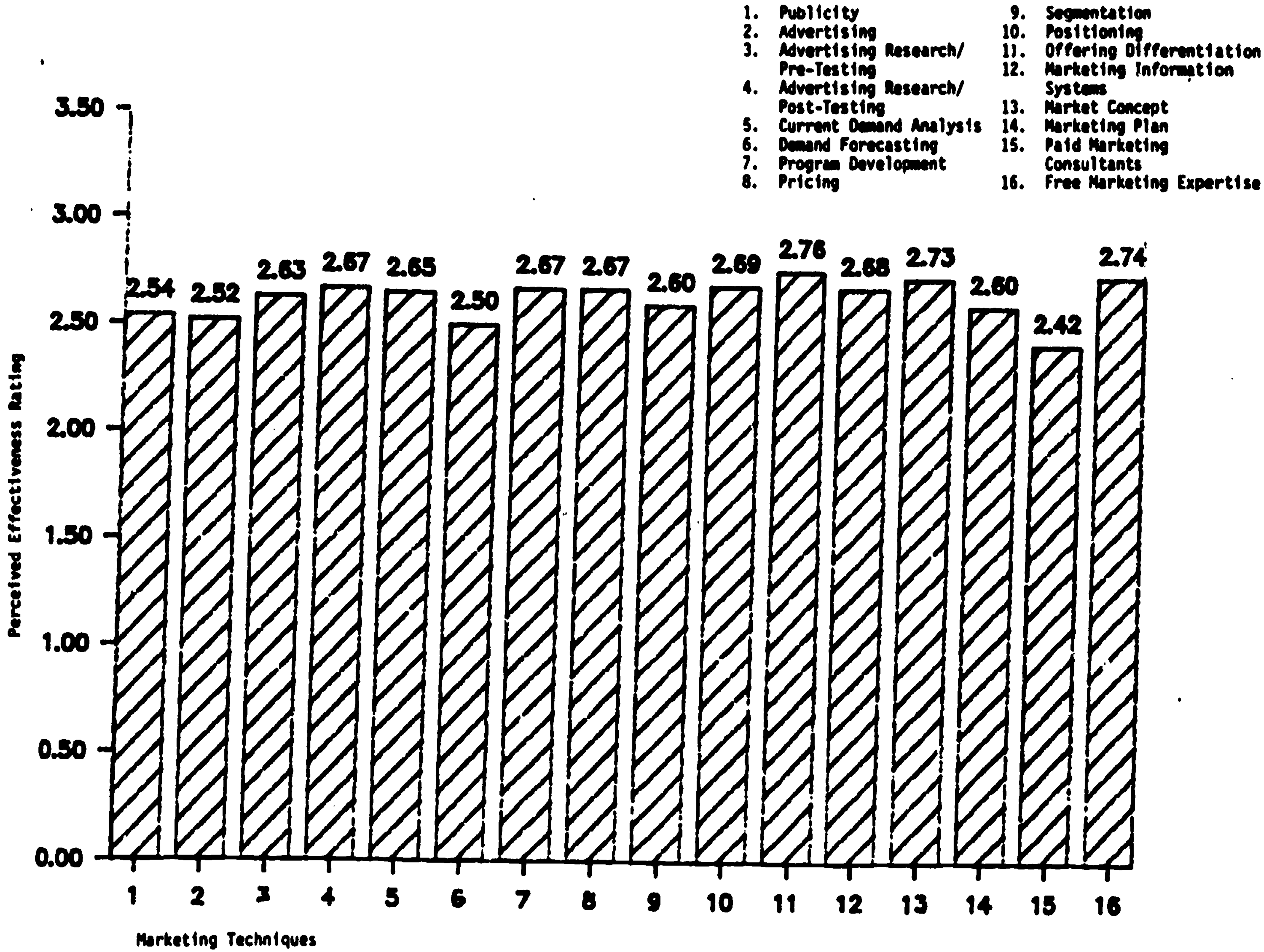

Figure 2

Mean Levels of Perceived Effectiveness of the Various Marketing Techniques developed such a document. The mean level of perceived effectiveness of the marketing plan was rated 2.60 on a 4-point scale.

Paid marketing consultants. Paid marketing consultants were described as individuals or firms which sell marketing services to institutions of higher education. When asked if their institutions ever hired such services for use in the recruitment/admissions process, nineteen percent of the respondents answered affirmatively. The mean level of perceived effectiveness for this technique was 2.42 on a 4-point scale, the lowest recorded for any of the 16 marketing techniques.

Free marketing expertise. Participants were asked if their institutions sought or received free marketing advice or services from local business faculties or business/industry. Fifty percent of the respondents responded affirmatively. The mean level of perceived effectiveness for this technique was 2.74, second only to offering differentiation.

Figure 3, on page 41, is a scattergram which depicts not only the percentage of respondents using each technique, but also the mean level of perceived effectiveness for each technique.

Conclusions and Recommendations

While an analysis of the data could lead to a number of conclusions, the following appear to be justified.

Conclusions

1. Approximately one-third of the respondents are somewhat apprehensive about the status of business teacher education programs in their institutions resulting from the numbers of students served.

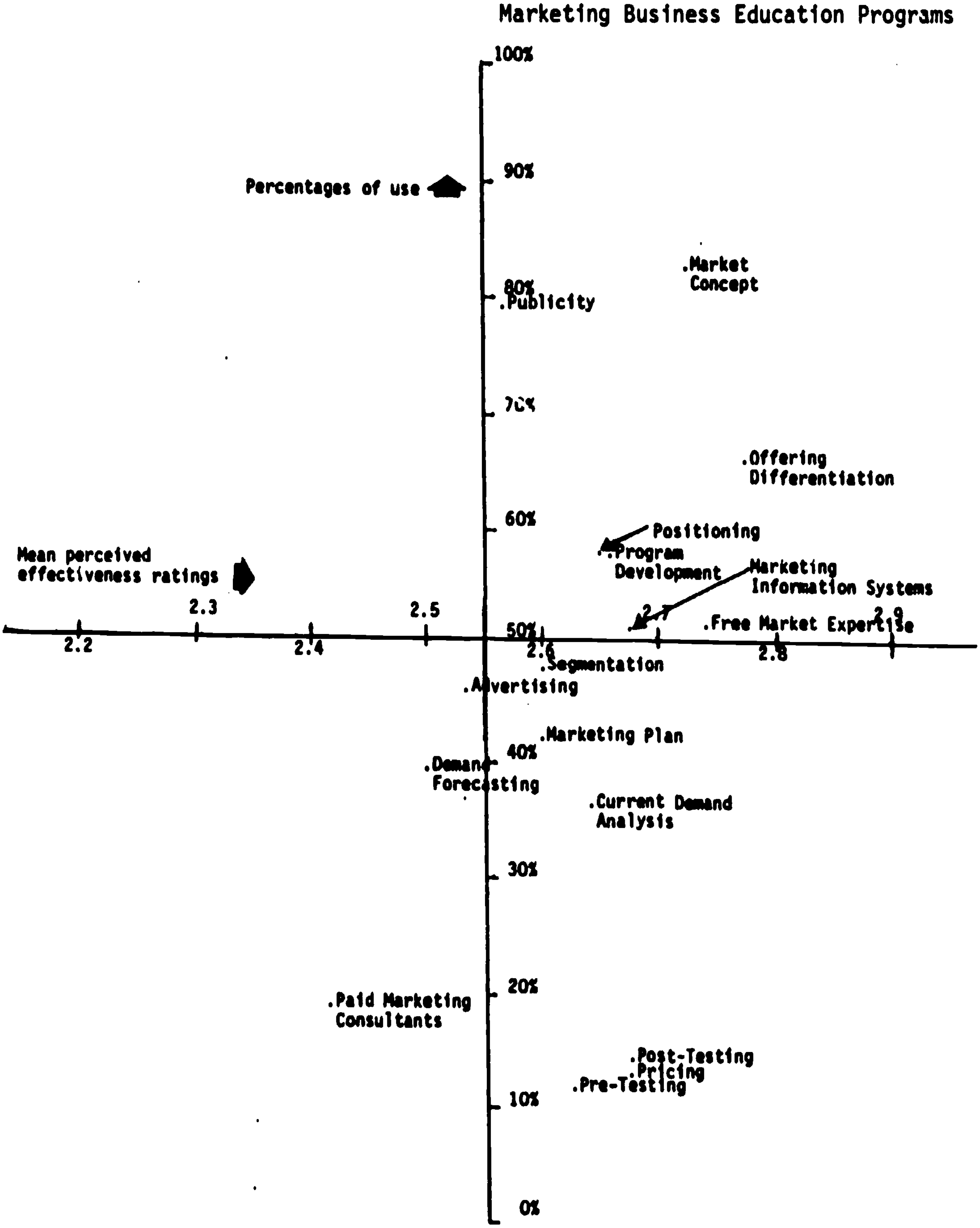

Figure 3

Percentages of Use and Mean Perceived Effectiveness Ratings of 16 Marketing Techniques

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2. The results of the study show that application of the marketing concept and the utilization of publicity are used to a greater extent in marketing business teacher education programs than other marketing techniques and/or strategies.

3. Since eleven of the sixteen marketing techniques and/or strategies were used by only fifty percent or fewer of the respondents, it appears that department chairs, advisors, recruiters, and admission officers have not accepted or applied marketing techniques used by other entities in the marketing of products and services.

4. While the percentages of levels of use of the various marketing techniques vary significantly, there appears to be little variance in the mean levels of perceived effectiveness of the various marketing techniques.

Recommendations

The following recommendations were formulated as a result of this study.

1. Business teacher educators should form a national task force to develop strategies for dealing with decreased student enrollments in business teacher education programs and challenges resulting from this phenomenon.

2. Business teacher educators, as well as other personnel involved in marketing business teacher education programs, should avail themselves of inservice programs designed to enhance their knowledge of marketing and their skills in the application of marketing techniques and/or strategies.

3. An additional study should be undertaken to evaluate the application of marketing techniques and the resulting outcomes in business teacher education programs.

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ALABAMA MARKETING PROFESSORS' RATINGS OF CURRICULUM CONTENT AREAS IN MARKETING EDUCATION

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ALABAMA MARKETING PROFESSORS' RATING OF CURRICULUM CONTENT AREAS IN MARKETING EDUCATION

ABSTRACT

The primary purpose of this study was to determine whether the National Curriculum Framework and Core Competencies were a valid indication of curriculum beliefs of Alabama's marketing professors. Another purpose was to determine if the National Curriculum Framework was a step closer to the discipline of marketing.

The major conclusions included: 1) agreement that the Foundations For Marketing were important and should be taught in Secondary Marketing Education; 2) strong agreement that Marketing Functions and Functions of Business were important; 3) almost half of class time should be allocated to instruction in Marketing and Business Foundations; 4) significant relationships were found between importance and emphasis on Marketing and Business Foundations and between importance and emphasis on Human Resource Foundations; 5) most marketing professors were minimally familiar or not familiar with high school Marketing Education; 6) Alabama marketing professors placed a strong importance and emphasis on the discipline of marketing.

INTRODUCTION

NATURE AND BACKGROUND

Marketing educators must lay claim to the discipline of marketing as the basis for their teaching responsibilities....... Marketing educators can no longer accept full responsibility for all of a student's educational, social, and cultural deficiencies. To do so deprives all participants of their right to an education that will develop competence in the discipline of marketing.
Preface, National Curriculum Framework and Core Competencies, 1987

In order to strengthen the justification and identity of marketing education in today's educational environment, the National Curriculum Committee of the National Council for Marketing Education (NCME) has developed a core curriculum suitable for all levels of marketing education. Within this Core Curriculum Framework are the necessary competencies necessary to develop prebaccalaureate students for employment in the discipline of marketing.

The development of the curriculum was guided by the mission statement agreed upon at the Vail, Colorado Conference in 1980, revalidated in 1984, and endorsed by the Marketing Education profession. From the conference it was established that the mission of marketing education was to:

> "develop competent workers in and for the major occupational areas within marketing and distribution, assist in the improvement of marketing techniques, and build understandings of the wide range of social and economic responsibilities which accomplish the right to engage in marketing businesses in a free enterprise system." (Samson, 1980, p. 27)

According to Luter (1984) Marketing Education should be based upon a unified core curriculum soundly structured in the principles and practices of marketing. This was supported by the U.S Department of Education, (OVAE, 1987) definition of Marketing Education as representing a body of instruction focused on marketing, including merchandising and management.

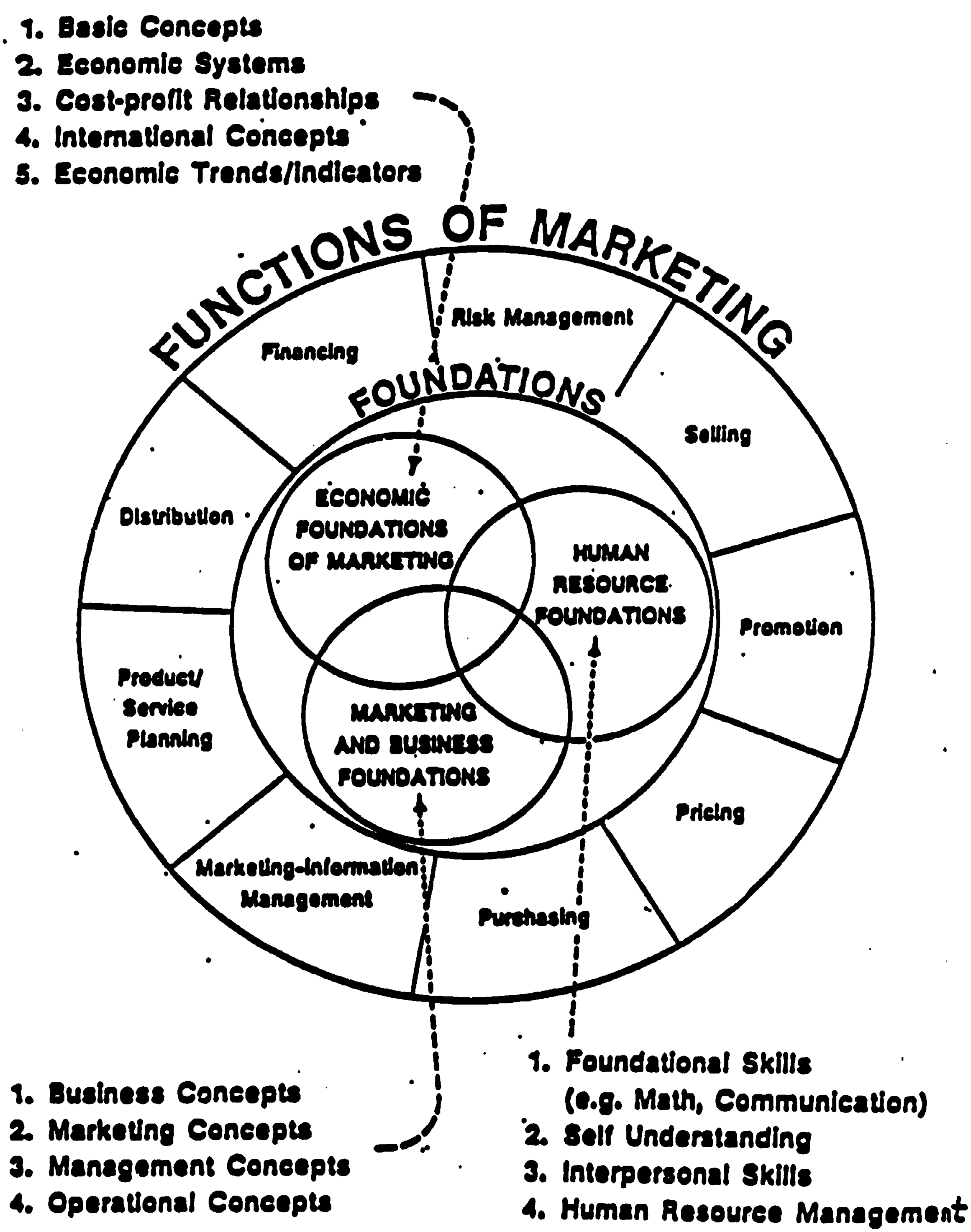
Research used in the curriculum development process included content analysis of competency lists, course outlines, and curriculum guides; scholarly papers and discussion from the 1984 National Curriculum Conference; current literature from the discipline of marketing; and a review of the existing competencies in the IDECC (MarkED) data base. Based on these research activities undertaken by the National Curriculum Committee the National Curriculum Framework was developed (Figure 1).

STATEMENT OF THE PROBLEM

Although previous research had been conducted with high school marketing educators (McComas, (1986) in Texas; Littman, (1986) in Alabama; Popo, (1986) in Ohio; and Trussell and McComas, (1987) in Georgia and Texas); and by using current literature in marketing and the marketing concepts considered basic by recognized authorities (National Curriculum Framework and Core Competencies, 1987), little research has focused on the perspective and beliefs of university marketing professors.

This study was conducted because minimal research has been focused on gaining the input of university marketing professors. This was an important group since marketing professors are at the forefront of the discipline of marketing. Their input is critical in this time of a curricular revision that hopes to tie Marketing Education Programs closer to the fundamental concepts of the discipline of marketing.

Figure 1: National Core Curriculum Competency Model



To enhance Marketing Education decision making this study was conducted to determine whether the Foundations for Marketing and Functions of Marketing included in the National Curriculum Framework were a valid indicator of the curriculum beliefs of marketing professors. This indication was based on the importance and emphasis placed on these competency areas.

PURPOSE AND OBJECTIVES OF THE STUDY

The primary purpose of this study was to describe Alabama marketing faculty members' perceptions of the important of the Foundations for Marketing competency areas, and the Functions of Marketing, their perceptions of the emphasis that should be placed on these curricular areas, and the relationship between these two responses.

The secondary purposes included gathering data on marketing professors' importance rating of the Functions of Marketing at the college level and at the high school level, the amount of class time that should be allocated to the Foundations of Marketing, and their degree of familiarity with Marketing Education as described in a 1987 Fact Sheet provided by the U.S. Department of Education, Office of Adult and Vocational Education.

More specifically, the following six objectives were formulated for this study:

1. To describe Alabama marketing professors' perception of the importance of the National Core Curriculum Framework.

2. To describe Alabama marketing professors' perception of the degree of emphasis on the National Core Curriculum Framework in a secondary marketing education program.

3. To determine the relationship between the perception of the importance of the Core Curriculum Framework with the degree of emphasis that should be placed on the Core Curriculum Framework competency areas.

4. To determine the percentage of high school class instruction time that should be spent on the Foundations For Marketing.

5. To describe the importance of the Functions of Marketing as reported by Alabama marketing professors.

6. To describe the familiarity of Alabama marketing professors with high school marketing instruction.

SIGNIFICANCE OF THE STUDY

Acceptance of this National Curriculum Framework will further enhance the identification and unification of marketing education. This unified front will support the mission and objectives stated for marketing education-to teach the discipline of marketing. It will also answer the important question- IS THE CORE CURRICULUM FRAMEWORK CLOSER TO THE KNOWLEDGE BASE OF THE DISCIPLINE OF MARKETING THAN THE CURRICULUM UTILIZED IN THE PAST?

This study will elicit base information gathered from university marketing faculty pertaining to the National Curriculum Framework. This information will be useful to marketing education curriculum planning, to the NCME, to teacher education programs, and as a baseline and catalyst for future curriculum studies of the National Curriculum Framework.

LIMITATIONS OF THE STUDY

This study was a pilot test of a future national study of marketing professors so revisions will be made in the questionnaire to enhance future data collection.

The findings and conclusions were limited to the population of this study, Alabama marketing professors who were professional members of the American Marketing Association.

METHODOLOGY

RESEARCH METHOD

This study used survey research, a type of descriptive research. Descriptive research is used to portray (describe) accurately the incidence, distribution, and characteristics of a group. It is also used to investigate relationships or associations between characteristics.

SUBJECT SELECTION

The population selected for this study included marketing faculty members at Alabama's universities who were professional members of the American Marketing Association. The population was identified through the AMA Membership Directory and confirmation calls to marketing department chairs from the following schools represented in this study:

Alabama A & M
Auburn University
Auburn University, Montgomery
University of Montevallo
Troy State University
University of Alabama, Birmingham
University of Alabama, Huntsville
University of Alabama, Tuscaloosa
University of South Alabama

QUESTIONNAIRE DESIGN

To obtain the required information to meet the objectives of this study, a researcher-designed questionnaire utilizing the National Curriculum Framework was developed.

Using a five point Likert-type scale professors were asked if the 19 selected curriculum competencies in Foundations for Marketing should be taught (importance) in secondary marketing education programs, if they should be emphasized, and the amount of time that should be allocated to marketing and business foundations, economic foundations of marketing, and human resource foundations in these programs. Professors were also asked if the nine functional areas of marketing were important to teach at the four year college or university, at two year college or technical schools, and at the high school level. Demographic information was also obtained.

MEASURES OF RELIABILITY AND VALIDITY

In previous research with this instrument, Cronbach's Alpha was used as a measure of the internal consistency of each scale. Standardized item alpha of .76 was obtained on the overall rating of importance and of .77 on the overall rating of emphasis.

Most useful with instrumentation similar to this study were face validity and content validity. Face validity and content validity existed in the judgement of the NCME, marketing educators, and from previous research results. Each component of the National Curriculum Framework represented the knowledge of the discipline of marketing necessary for a marketing professional.

DATA COLLECTION

Data were collected in February, 1988 from a mailed questionnaire to 34 marketing professors in Alabama. After two weeks and 21 responses, a second questionnaire was mailed to 13 non-respondents. Each non-respondent was also contacted by phone. At the present time four more responses have arrived for a total of 25. The others were expected and have not been included in this tally. The response rate included in these results was 74 percent.

DATA ANALYSIS

Since the data were collected from the total population, descriptive statistics were used. Summary information was reported in numerical tables, including frequency distributions and means. The data were analyzed using the computer facilities of the Business Department and the State University College at Buffalo.

Two respondents were not included in this tally. One responded in a letter that he did not believe marketing should be taught at the prebaccalaureate level. A second stated that he taught only in the area of advertising and did not feel confident in responding to the questionnaire.

QUALITATIVE DATA

In telephone conversations and through written comments some qualitative information was discovered. One respondent wrote:

> "For non-business college bound or non-college bound students, marketing may be offered realistically at a high school level as a way to educate citizens who will be better consumers-capable of discriminating between product/service offerings.........Otherwise, marketing is inappropriate for teaching at the high school level."

This opinion was confirmed by three other professors whom I contacted by phone.

Another professor wrote the following:

> "All the Functions of Marketing need to be taught at each level. Only the character of presentation should vary."

Two professors noted that Marketing-Information Management was a problem area at the high school level due to:

"misinformation in presentation at that level."

RESEARCH FINDINGS

OBJECTIVE I: IMPORTANCE OF FOUNDATIONS FOR MARKETING COMPETENCIES

To describe the mean responses of the group, intervals were established for each response scale. The established intervals were as follows:

4.50 - 5.00	Strongly Agree	- Strongly Emphasized
3.50 - 4.49	Agree	- Emphasized
2.50 - 3.49	Undecided	
1.50 - 2.49	Disagree	- Minimally Emphasized
1.00 - 1.49	Strongly Disagree	- Not Emphasized'

According to Table 1, Alabama marketing professors strongly agreed that two competency areas from Marketing and Business Foundations, Marketing Functions and Concepts (4.74) and Functions of Business (4.65) were important to teach in secondary marketing education. These concepts are closely allied with the discipline of marketing.

They agreed that fifteen other competencies were important to teach in secondary marketing classes. They were undecided about two areas, Human Resource Management (3.39) and Specialized Applications of Business (3.00), as being important to teach in secondary marketing classes. These two areas were thus considered as less important and more removed from the discipline of marketing.

Table 1: Rank Order of Importance of Foundations For Marketing Curriculum Competencies

Competency	X̄ Mean	SA	A	N	D	SD
		frequency				
STRONGLY AGREE						
Marketing Functions and Concepts	4.74	17	6	0	0	0
Functions of Business	4.65	16	6	1	0	0
AGREE						
Foundation Communication Skills	4.39	13	8	0	2	0
Basic Economic Concepts	4.35	10	11	2	0	0
Interpersonal Skills	4.35	12	8	2	1	0
Functions of Management	4.30	9	13	0	1	0
Cost-Profit Relationships	4.26	9	12	1	1	0
Economic Systems	4.17	7	12	3	1	0
Foundation Mathematical Skills	4.13	11	7	2	3	0
International Concepts	4.09	8	12	1	1	1
Economic Trends/Indicators	4.09	8	11	2	2	0
Budgeting Considerations	4.09	5	15	3	0	0
Channel Concepts	4.00	9	8	3	3	0
Career Development	4.00	7	11	3	2	0
Ownership Structures	3.87	5	13	2	3	0
Self-Understanding	3.80	7	9	4	3	0
Business Operations	3.65	3	12	5	3	0
UNDECIDED						
Human Resource Management	3.39	4	7	7	4	1
Specialized Applications of Business	3.00	3	7	5	3	5

Table 2 illustrates the importance placed on each of the three foundation areas. The professors agreed that all areas of the Foundations for Marketing were important to teach in marketing education programs. Economic Foundations of Marketing (4.19) was ranked as more important to teach in marketing education programs than Marketing and Business Foundations (4.04) and Human Resource Foundations (4.01).

Table 2: Importance Rating of Foundations For Marketing Competency Areas.

Competency Area	Mean	S.D.
Economic Foundations of Marketing	4.192	.11
Marketing and Business Foundations	4.037	.56
Human Resource Foundations	4.009	.37

OBJECTIVE II: EMPHASIS ON FOUNDATIONS FOR MARKETING COMPETENCIES

According to Table 3, the area of Marketing Functions and Concepts should be strongly emphasized in secondary marketing education. This reflects on marketing professors' belief that the discipline of marketing is the key element in Marketing Education. Thirteen competencies should be emphasized in secondary marketing education. There were five competencies that professors were undecided if schools should emphasize. These included Economic Trends/Indicators (3.30), Ownership Structures (3.26), Human Resource Management (3.04), Business Operations (3.00), and Specialized Applications of Business (2.83).

Table 3: Rank Order of Emphasis of Foundations For Marketing Curriculum Competencies

Competency	$\bar{X}$ Mean	frequency SA	A	N	D	SD
STRONGLY EMPHASIZED						
Marketing Functions and Concepts	4.65	17	5	0	1	0
EMPHASIZED						
Functions of Business	4.44	12	10	0	1	0
Foundation Communication Skills	4.30	14	6	0	2	1
Interpersonal Skills	4.09	9	10	1	3	0
Basic Economic Concepts	4.04	7	12	2	2	0
Foundation Mathematical Skills	3.83	12	3	2	4	2
Channel Concepts	3.83	9	7	2	4	[illegible]
Budgeting Considerations	3.83	6	11	2	4	0
Functions of Management	3.83	5	13	2	2	1
Economic Systems	3.78	5	12	2	4	0
International Concepts	3.78	3	16	1	2	1
Cost-Profit Relationships	3.65	5	12	1	3	2
Career Development	3.52	6	8	3	4	2
Self-Understanding	3.52	6	7	4	5	1
UNDECIDED						
Economic Trends/Indicators	3.30	4	9	2	6	2
Ownership Structures	3.26	2	10	4	6	1
Human Resource Management	3.04	2	8	4	7	2
Business Operations	3.00	1	11	1	7	3
Specialized Applications of Business	2.83	2	7	5	3	6

Table 4 illustrates the emphasis that should be placed on each foundation area. The professors agreed that all areas should be emphasized. Human Resource Foundations (3.716) was ranked as the more important area to emphasize while Economic Foundations of Marketing (3.710) and Marketing and Business Foundations (3.708) were ranked very close behind.

Table 4: Emphasis Rating of Foundations For Marketing Competency Areas.

Competency Area	Mean	S.D.
Human Resource Foundations	3.716	.45
Economic Foundations of Marketing	3.710	.11
Marketing and Business Foundations	3.708	.65

OBJECTIVE III: RELATIONSHIP BETWEEN IMPORTANCE AND EMPHASIS ON FOUNDATIONS FOR MARKETING

This section describes the relationship between the importance placed on competencies by marketing professors and the emphasis that should be placed on these competencies.

According to Table 5, there was significant correlations ($p<.01$) between the importance and emphasis placed on Marketing and Business Foundations and Human Resource Foundations. No significant difference was found for Economic Foundations of Marketing.

Table 5: Relationship Between Importance and Emphasis on Foundations For Marketing

Competency Area	Importance	Emphasis	r	P
Marketing and Business Foundations	4.037	3.708	.95*	.000
Economic Foundations of Marketing	4.192	3.710	.21	.217
Human Resource Foundations	4.009	3.716	.97*	.002

* $p < .01$

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OBJECTIVE IIII:CLASS TIME ALLOCATION FOR FOUNDATIONS FOR MARKETING

Table 6 illustrates that marketing professors feel that almost half of all class time should be allocated to Marketing and Business Foundations while approximately a quarter of all class time should be allocated to Economic Foundations of Marketing and Human Resource Foundations.

Table 6: Class Time Allocation to Foundations For Marketing

Competency Area	Mean	S.D.	Maximum	Minimum
Marketing and Business Foundations	45.38	15.88	70	10
Economic Foundations of Marketing	28.71	9.94	50	10
Human Resource Foundations	25.67	16.50	60	5

OBJECTIVE V: IMPORTANCE OF FUNCTIONS OF MARKETING

According to Table 7, marketing professors strongly agreed that eight Functions of Marketing were important to teach at a 4 Year College or University. Selling (4.82) was considered the most important function to teach. The marketing mix variables, the 4 P's, Pricing (4.70), Distribution or Placement (4.61), Product Service/Planning (4.61) and Promotion (4.61) were the next highest ranked functional areas to teach at the college level.

Table 7: Rank Order of Importance of Functions of Marketing at 4 Year College or University

	$\bar{X}$	frequency					
Function	Mean	SA	A	N	D	SD	NR
STRONGLY AGREE							
Selling	4.82	18	4	0	0	0	1
Pricing	4.70	16	7	0	0	0	0
Distribution	4.61	17	5	0	0	1	0
Product/Service Planning	4.61	17	4	1	1	0	0
Promotion	4.61	15	7	1	0	0	0
Marketing Information Management	4.52	14	0	8	1	0	0
Risk Management	4.50	12	9	1	0	0	1
Financing	4.50	14	7	0	0	1	1
AGREE							
Purchasing	4.47	13	5	3	0	0	2

The data presented in Table 8 shows that marketing professors agree that four areas should be taught in high school Marketing Education. Promotion (3.91) and Selling (3.91) were ranked as the most important to teach. They also agreed that Product/Service Planning (3.58) and Purchasing (3.53) were important to teach at the high school level. At five functional areas professors were undecided if these marketing concepts should be taught.

Table 8: Rank Order of Importance of Functions of Marketing at The High School Level

Function	X Mean	frequency SA	A	N	D	SD	NR
<u>AGREE</u>							
Promotion	3.91	9	6	2	3	1	2
Selling	3.91	8	7	3	2	1	2
Product/Service Planning	3.58	8	4	3	4	2	2
Purchasing	3.53	2	11	5	2	1	2
<u>UNDECIDED</u>							
Pricing	3.38	4	7	4	5	1	2
Distribution	3.24	3	8	3	5	2	2
Financing	3.14	1	9	5	6	1	1
Marketing Information Management	2.95	2	7	2	8	2	2
Risk Management	2.71	0	5	8	5	3	2

<u>OBJECTIVE VI: FAMILIARITY WITH MARKETING EDUCATION</u>

According to Table 9, most (82 percent) of Alabama marketing professors were minimally familiar or not familiar with high school marketing education. Of the 4 respondents very familiar or familiar with high school marketing instruction one respondent taught at a university with a Marketing Education Teacher Education Program and one taught at a university that until recently, 1986, had a Marketing Education Teacher Education Program. One respondent also noted his son was in a high school Marketing Education program.

TABLE 9: FAMILIARITY WITH MARKETING EDUCATION

	VF	F	U	MF	N
Familiarity With High School Marketing Instruction	2 9%	2 9%	0 0%	7 30%	12 52%

CONCLUSIONS

The following conclusions were based upon the interpretation of findings resulting from the six objectives formulated for this study:

OBJECTIVE I
IMPORTANCE OF FOUNDATIONS FOR MARKETING COMPETENCIES

1. Alabama marketing professors agreed that the three Foundations For Marketing, Economic Foundations of Marketing, Marketing and Business Foundations, and Human Resource Foundations were important and should be taught in secondary Marketing Education.

2. Alabama marketing professors strongly agreed that Marketing Functions and Concepts and Functions of Business were important and should be taught in secondary Marketing Education. This supported the fact that marketing professors were more concerned about the discipline of marketing and the knowledge necessary to be successful in marketing rather than other competencies.

3. Alabama marketing professors rated Specialized Applications of Business as the lowest ranked area of importance. This can mean that they preferred high school students to get a general background in marketing and not specialized education and training.

OBJECTIVE II
EMPHASIS ON FOUNDATIONS FOR MARKETING COMPETENCIES

4. Alabama marketing professors agreed that the three Foundations For Marketing, Human Resource Foundations, Economic Foundations of Marketing, and Marketing and Business Foundations, were important and should be emphasized in secondary Marketing Education.

5. Alabama marketing professors strongly agreed that Marketing Functions and Concepts was important and should be taught in secondary Marketing Education. This again supported the fact that marketing professors were more concerned about high school class emphasis on the discipline of marketing.

6. Alabama marketing professors rated Specialized Applications of Business as the lowest ranked area to emphasize. This can mean that they preferred high school students to get a broad-based, general background in marketing.

OBJECTIVE III
RELATIONSHIP BETWEEN IMPORTANCE AND EMPHASIS ON FOUNDATIONS FOR MARKETING

7. Significance was found on the association between importance and emphasis placed on the Marketing and Business Foundations and on the association between importance and emphasis placed on Human Resource Foundations. This meant that those competencies stated as important were important to emphasize.

8. There was no significant difference between importance and emphasis placed on the Economic Foundations of Marketing by Alabama marketing professors.

OBJECTIVE IIII
CLASS TIME ALLOCATION FOR FOUNDATIONS FOR MARKETING

9. Alabama marketing professors stated that almost half of high school Marketing Education class time should be allocated to instruction of Marketing and Business Foundations. This was supported by the fact that professors tend to be more subject matter, discipline oriented.

10. A little more than a quarter of the remaining time should be spent on instruction in the Economic Foundations of Marketing. A quarter of the remaining time should be allocated to instruction in Human Resource Foundations. This could mean that marketing professors felt that Human Resource Foundation competencies had a smaller place in marketing instruction. It could also mean that their own training in this area was not as strong as training in their discipline. This difference can come from the importance of subject matter (Marketing and Business Foundations) in college rather than Human Relations Foundations.

OBJECTIVE V
IMPORTANCE OF FUNCTIONS OF MARKETING (FOUR YEAR LEVEL)

11. Alabama marketing professors strongly agreed that eight Functions of Marketing should be taught in a college or university. Selling was rated as the most important function to teach. This pointed to the importance of selling in the marketing discipline.

12. The marketing mix variables, Pricing, Placement, Promotion, and Product/Service Planning, were rated as of strong importance for the college marketing student. This supported a foundation of the discipline perspective.

IMPORTANCE OF FUNCTIONS OF MARKETING (HIGH SCHOOL LEVEL)

13. Alabama marketing professors agreed that four Functions of Marketing should be taught in a high school Marketing Education. Selling and Promotion were rated as the most important functions to teach. This pointed to the place of selling and marketing communication as important areas for high school curriculum to stress. Product/Service Planning and Purchasing were also important areas to stress.

14. Five Functions of Marketing were rated as undecided to teach in secondary Marketing Education. This, I believes, come from one or more of the following viewpoints: these subject areas not being important to a high school marketing background, a bias that high school marketing courses are not necessary, or not necessary for the college-bound student, the subject matter is more relevant to a college marketing background, or the functions are not important or included in the Functions of Marketing.

OBJECTIVE VI
FAMILIARITY WITH MARKETING EDUCATION

15. Most (82%) marketing professors in Alabama are minimally familiar or not familiar with high school marketing instruction according to the overview of Marketing Education, presented in a 1987 Fact Sheet provided by the U.S. Department of Education, Office of Vocationaland Adult Education.

16. Professors most familiar with secondary Marketing Education are those who were employed at universities with Marketing Education Teacher Education Programs and those with a child involved in the high school Marketing Education program.

SUMMARY CONCLUSIONS

17. Alabama marketing professors rated the National Core Curriculum Framework component Foundations For Marketing as important to teach in secondary Marketing Education.

18. Alabama marketing professors rated 14 of 19 components of Foundations For Marketing as important to emphasize in secondary Marketing Education.

19. Alabama marketing professors rank the Functions Of Marketing as more important to teach in colleges and universities than to teach in high school.

20. Alabama marketing professors place a stong importance and emphasis on the discipline of marketing.

RECOMMENDATIONS

Based on the conclusions germain to this study eleven recommendations were developed. These recommendations are targeted to specific impacted audiences.

National Council For Marketing Education (NCME)

1. Based on marketing professors' perception of the importance and emphasis placed on the Foundations For Marketing slight modifications may need to be made to clarify the selected competency areas.

2. Revision should be made in the Functions Of Marketing area to better tie the Core Curriculum Framework to the discipline of marketing as stated by marketing professors.

3. Enhanced linkages should be made with marketing professors to further their knowledge of prebaccalaureate Marketing Education. These linkages can also provide further guidance in Marketing Education program development.

Marketing Educators

4. Marketing Education instructors should increase their emphasis on Marketing and Business Foundations while reducing the time spent on Human Resource Foundations.

5. Marketing Education instructors at the prebaccalaureate level should strive to develop a broad-based general knowledge of the discipline of marketing in their students. This should include strong emphasis on selling and the marketing mix variables.

6. Marketing Education instructors should attempt to more effectively infuse Human Resource Foundations competencies into their instruction in Marketing and Business Foundations.

7. Marketing professors place a strong importance and emphasis on the discipline of marketing. Marketing Education instructors should also stress the discipline of marketing.

Other Curriculum Researchers

8. Other researchers should view background influences (i.e., education, occupational experience, personal attributes) that impact on the importance placed on the National Curriculum Framework.

9. Other researchers should measure the importance of the National Curriculum Framework with marketing practioners, industry planners, and other academic faculties of marketing.

To Further This Research

10. Other researchers should use the same instrument to gather perceptions of the importance and emphasis placed on the National Curriculum Framework by other groups. (i.e., states, populations).

11. A list of other competencies that may be important to Marketing education instruction should be developed. This might include computer literacy and entrepreneurship.

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Creative Conference Planning

by

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ABSTRACT

CREATIVE CONFERENCE PLANNING

BY

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The use of computers by marketing faculty at the secondary level is frequently mentioned as an indicator of marketing instruction adapting to the information age. However, the general population of marketing educators has not embraced the opportunity to incorporate computer simulations into the instructional program or the management aspects of the total marketing program.

This paper is a report of a marketing computer conference--the procedures and results. The aspects of the conference are regarded by the conference directors as those dimensions which were critical to the resounding success of the conference.

CREATIVE CONFERENCE PLANNING

The use of computers by marketing faculty at the secondary level is frequently mentioned as an indicator of marketing instruction adapting to the information age. However, the general population of marketing educators has not embraced the opportunity to incorporate computer simulations into the instructional program or the management aspects of the total marketing program. There presently is a plethora of computer software that is appropriate for use in both the instructional program and in administering the marketing program.

In meetings with marketing teachers and their supervisors it was determined that those teachers who had incorporated the use of computers in both the instructional and management aspects were very enthusiatic about the results. On the other hand, those who were not using the computer significantly expressed reluctance to "re-tool," and devote extra time to acquire a minimal competence level in computers. The population of teachers would be distributed along a continuum of computer competence ranging from those who could not locate the on/off switch for the computer to those who were writing programs for use in their classrooms or to manage their programs.

It is with this background of information, that the conference directors decided to plan a computer conference to address the several levels of computer interest exhibited by the marketing educators of one state. The major thrust of the conference was to offer introductory computer literacy skills as well as advancing the computer competence of those who had prior experience in the use of computers.

Ingredients for Creative Conference Planning

This conference reported in this paper was deemed extremely successful by its participants. At the same time, a sister institution was unable to get the minimal number of participants to attend a conference whose topic was both equally timely and critical. The aspects of the conference as reported in the paper are regarded by the conference directors as those dimensions which were critical to the resounding success of the conference .

Funding. Any conference needs money. Most conference ideas, regardless of quality of the thought given to the conference rationale, never materialize because of lack of funding. Also, conferences that do materialize but are not successful, often fail because too much is desired, funded too late, with too little money.

Funding can come from several sources such as: state department of public instruction, a univeristy office of continuing education (CEUs), university graduate/undergraduate credit, and local school systems. The conference directors used a combination of the above.

The first source of funding was a contract with the state's Marketing Education Program Service. This contract provided for the instructional facility and instructional personnel. The second source of funding was the local school systems. Local schools paid for the participants' expenses (travel, food, and lodging). For the conference reported, only one participant did not receive funding from the local schools.

A third source of funding was obtained by offering graduate credit. Money from this source allowed incidental expenses to be covered such as coffee, donuts, supplies and a graduation sendoff for all participants. And, of course, the last resort for funding was the one participant who still desired tu participate even though the individual's school system refused funding.

Location.

When conferences in the summer are planned and teachers are asked to give up scarce vacation time (and sometimes part-time employment), and at best the teacher can only expect to receive expenses, the location becomes an exceedingly important ingredient in the success of the conference. For too many years, marketing educators have scheduled conferences in the least expensive places or the least desirable places for teachers to attend. Contrariwise, the stereotype administrators' meetings were held at resorts and assured amenities that almost guaranteed good attendance. The conference directors decided that what a successful conference for teachers needed was an inexpensive but exciting place for both the teachers and their families (friends).

With this concept, New Topsail Beach was selected. This beach is located on a barrier island, thirty miles north of Wilmington, North Carolina.

Topsail is a small, uncrowded, "family" beach with approximately 200-plus voting residents. The challenge of this choice was to locate a facility that would accommodate the instructional phase of computer workshop. An unlikely but highly desirable facility was found in the town's Rescue Squad Building. The building facilities offered a complete kitchen (for example, service for more than 100 people, automatic diswasher, coffee urn); restooms; and a large meeting room of approximately 700 square feet with large rectangular tables, ample chairs and electrical outlets (and, of course, it was air conditioned).

Each participant was provided with a variety of potential lodging accommodations ranging from one of several motels to elaborate cottages for the utmost in privacy. Because of the cottage availability, many participants elected to spend more than the state reimbursement rate so they could get a cottage for their family. Others elected to share expenses and rent one cottage to get away from the motel syndrome. This permitted the participants to select those accommodations that best suited their lifestyle needs.

Computer Equipment and Software.

In the initial stages of organizing the conference, it seemed as if obtaining equipment and supplies would be an insurmountable task.
In order for the conference to be educationally sound, computers identical to those which teachers would use in their school setting would have to be available to teachers at the workshop. In other words, the premise of the

workshop was to provide an instructional environment that would allow the teacher to make progress on computer usage on the computer they would have access to in their school.

First, the participants were surveyed by mail to ascertain the type of computer(s) available to them. As one would expect, the results produced several different computers with Apple IIe and Apple IIc being mentioned most and IBM pc and TRS 80 being the only others mentioned. Some teachers mentioned they had no access to computers but, of course, wanted to become literate as to computers so they could make a sensible request for their future purchase.

The conference directors attempted to make arrangements for an educational facility to loan (or rent) the necessary computers but the results were futile. The step that was then taken was probably the logical one at the outset-- require the participants to bring the computer they would be using. This requirement might seem burdensome, however, many school systems encourage teachers to sign-out computers for the summer so that they will become more familiar with their operations, get a head start on planning for the approaching school year and, as an aside, to keep the computers from being stolen from the school while the school is somewhat unoccupied through the summer.

Once the hardware problem was resolved, the conference directors found an equally bewildering task of obtaining software to be used in the conference. After a brief evaluation of the somewhat inadequate budget it was intuitively obvious that the option to buy the software was not feasible. The conference planners' strategy was two-fold: (1) Contact a Gregg-McGraw Hill representative (local contact was Mr. Tony Hodge) to ascertain the availability of software on a loan basis. This source proved to be excellent in solving the problem and provided multiple copies of selected software programs compatible with the IBM pc, Apple IIe, Apple IIc and TRS 80; (2) the second source was to ask each participant to bring software to which they had access. Both sources yielded thirty-four different software packages.

The Learning Facilitator Concept.

It is virtually impossible to have used all the packages and to know all the operations of all the computers. Therefore, the conference planners relied upon the expertise of the participants and their own ingenuity. The participants brought with them a broad range of computers skills. The range of skills was from one participant who had never turned on a computer to several participants who had been using computer applications in the instruction and management of the marketing education program.

The "fit" for this group was excellent in that the reasons for participating were from the very basic need to experience a first "hands-on" activity to the more advanced teachers who simply needed time and some assistance from peers and conference directors to work on new programs and plan to integrate them in their program of instruction.

When problems occurred for a given participant, the conference directors first tried to determine if any of the participants had experienced the problem and had solved it. If the solution was not readily available the conference directors would review the operation manuals or have participants with an interest in that software package review the manual with the participant who had identified a problem. In this manner, all identified problems were resolved.

Flex-time Concept.

A major problem faced by any conference planner is to accommodate the needs and desires of the participants. The accommodation to needs and desires is particularly true when the conference is being held in a resort area and many of the participants have their families with them. At the same time, the conference directors and funding agency had a concern for the integrity of the conference because it was being held in a resort area. With this in mind, the conference directors planned to use flex-time. Rather than dictate to people what their time would be on a daily basis, the conference directors stated that the conference facilities would be available from 6am until 5pm. Participants had to participate a minimum of six hours per day and a minimum of 30 hours for the week. Since people have different preferences as to the time of day for doing work at a conference, the range of hours provided them multiple options.
The first day was a fixed schedule to accommodate arrival, orientation and setting up the conference. At the end of each day, the participant was to indicate on a sign-up sheet what hours he/she expected to participate the next day. In this manner, the conference directors could allocate their time to ensure that the facilities were open and a consultant was

available at all times. Conversely, the participants were required to sign-in and out on a daily basis. This unobtrusive means was devised to document the integrity of the individual participant and to resolve any misunderstanding about time on task.

Promotion of the conference.

The first tactic to be used was to use word-of-mouth to promote the conference . The conference directors and marketing education state staff as well as teachers were talking aobut the possbility of a computer conference prior to its being funded. A more formal procedure was followed be announcing the conference in the newsletter of the state marketing education staff. These two promotional efforts produced enough participants to justify the conference for the first year despite the fact that the formal contract was awarded late in the school year and many teachers had already made their summer plans.

In anticipation of a future conference, a video tape was made throughout the computer conference with plans for a viewing of the tape at the annual state summer conference for marketing educators. (See results section for more on this topic.)

Evaluation by Participants.

As part of the contract, it was stipulated that an anonymous conference evaluation should be administered using a standard evaluation instrument developed by the state department of public instruction. The results of the evaluation indicated that the vast majority of the participants rated the conference in the highest category for all dimensions of the evaluation. Another major indicator of success for the conference was the majority of participants stating that they wanted to attend the conference if it was offered the following year to further enhance their skills. In addition to the state-required evaluation, the conference directors required a written evaluation (created through the use of a computer, of course) in which the participants critiqued the conference and made suggestions for future conferences . The written evaluations also indicated that the participants felt they had participated in a very positive and productive workshop.

Participant Recognition.

On the last night prior to the end of the conference, the conference directors held a graduation picnic at one of the local cottages. Banners were made with the Print Shop package and were stapled to the deck of the cottage. Families and friends were invited; thirty-five people participated.

A second form of recognition was in the form of letters sent to the participants' principals, local directors of vocational education, and superintendents (and any other significant member of the school system suggested by the participant). Teachers indicated that recognition was not automatic at the local level and they appreciated this effort.

Observations on Conference Planning by the conference Directors

1. It was determined that participants could indeed benefit by continuing their participation in future computer conferences. It was not possible for anyone to learn all there is to know. With new software coming on the market, teachers are continually in need of exposure to new programs.

2. In the evaluation of the conference, teachers indicated that a very real strength of the conference was in the plan flexibility of the conference. They appreciated being able to select that which was most appropriate for them and that which was at their level of understanding.

3. The teachers indicated that there is seldom a time for them to have thirty hours to work on computers and their applications. So often in their work setting they are interrupted or simply do not have the luxury of time to devote to focusing on computer software and their applications.

4. The video tape of the conference was shown at the summer conference for marketing educators; at that point people could sign up for next year's conference. There is now a waiting list.

5. In reviewing the time on tasks sheets, it was observed that many of the participants spent more than the required 30 hours in the conference setting.

A Report on

Standards for Marketing Teacher Education

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Running Head: TEACHER EDUCATION STANDARDS

Abstract

Following the 1984 Marketing and Distributive Education National Curriculum Conference, a National Standards Committee was established. The major task of the committee was to develop and validate standards for marketing education programs at the various levels. A special task force of teacher educators was appointed by the Chairman of the National Standards and Evaluation Committee to provide input and direction for the study of standards for marketing teacher education. The purposes of the study were to identify the standards important to marketing teacher education and to identify those that were considered to be critical for operation of an excellent marketing teacher education program. The Satterwhite Study of teacher education standards was used as the basis for the development of standards of marketing teacher education programs. Teacher educators listed in the Directory of Marketing Teacher Educators 1986 were selected from 50 colleges and universities to be surveyed. Teacher educators from 25 of the universities responded. The subcommittee determined a critical standard to be one which at least two-thirds of the respondents indicated as "critical" for a quality marketing teacher education program. Statements were classified as "important" if more than half of the respondents indicated the statement as critical. Using these criterion, six statements were classified as critical, and an additional 16 were deemed important to marketing teacher education. The standard instrument resulting from the study will be a valuable tool for self-assessment, planning, and evaluation of marketing teacher education programs.

In response to the Standards and Accreditation recommendations from the 1984 Marketing and Distributive Education Curriculum Conference, the National Council for Marketing Education established a Standards and Evaluation Committee. The charge given to the Standards and Evaluation Committee was to research and recommend standards and criteria for marketing education programs. The Standards and Evaluation Committee identified their priority research tasks as the development of secondary and teacher education standards.

A panel of experts was identified by the chairman of the National Standards and Evaluation Committee to provide input and direction for the study of standards for marketing teacher education programs.

The panel of experts met in Atlanta at the DECA National Career Development Conference in 1986. The panel agreed that a recent study completed by Satterwhite in 1983 could be used as a basis for the development of standards of marketing teacher education programs.

Satterwhite utilized the Strydesky research relating to standards for distributive teacher education to develop an evaluation instrument for marketing and distributive education. The "Revised Evaluative Standards and Criteria for Marketing and Distributive Teacher Education" instrument by Satterwhite included 58 standard statements.

Marketing teacher educators are charged with developing marketing educators for all education programs which provide instruction in marketing. The educators who provide instruction for secondary, adult, post secondary, private, and community programs in marketing should be assured the same quality of preparation that they will be required to deliver. Therefore, the need to establish and publish standards for marketing teacher education programs is critical if excellence in education is to be achieved at all levels of marketing education.

The task of identifying standards which will apply to all marketing teacher education programs in the nation is difficult. Marketing teacher education programs vary in size, scope, mission, location within the university, degrees and certification offered, and political climate. Satterwhite's "Revised Evaluative Standards" acceptance by a large majority of the population of marketing teacher educators provides a frame of reference for the evaluation of teacher education programs.

The purposes of the study were two-fold in nature. One purpose of the study was to identify the standards important to marketing teacher education programs. The second purpose of the study was to identify those standards that were considered to be critical for operation of an excellent marketing teacher education program.

This study was based on the following assumptions:

1. The Revised Evaluative Standards have content and construct validity (Satterwhite, 1983).

2. Editing the Revised Evaluative Standards to reflect current terminology and categories defined by the Standards and Evaluation Committee would appropriately reflect the beliefs concerning marketing teacher education.

Method

The Standards and Evaluation Committee chairman assigned a member of the general committee to chair the development of standards for marketing teacher education. A panel of experts consisting of marketing teacher educators was utilized to identify existing resources and current research relating to the establishment of standards for marketing teacher education. Additional members of the Standards and Evaluation committee were involved in the process of reviewing and editing the Revised Evaluative Standards. The teacher educator members of the Standards and Evaluation Committee served as a task force.

Members of the panel of experts identified the names of marketing teacher educators located in the various states who were considered to have viable marketing teacher education programs. The participants included in the study were listed in the Directory of Marketing Teacher Educators--1986 published by the U.S. Department of Education.

Procedures

At the Marketing Education Conclave in the summer of 1986, the members of the task force on marketing teacher education reviewed and edited the standard statements included in the "Revised Evaluation Standards." The plan for validating the standards and a report on progress to date was made by the chair of the Teacher Education Standards study at the special interest meeting of teacher educators.

The standard statements were categorized by the ten areas to be included in examination of standards for each level of marketing education. The categories included philosophy, organization and administration, curriculum and instruction, instructional staff, financial resources, instructional support systems, program marketing, advisory committee, vocational student organization, and evaluation. The standard statements from the Revised Evaluative Criteria were reclassified to fit into the designated categories for this study.

A draft of the standards for marketing teacher education programs was mailed to 62 purposefully selected marketing teacher educators representing 50 colleges and universities. The initial draft received support as viable standards for marketing teacher education.

In the Spring of 1987, a second mailing was sent to marketing teacher educators. Minor revisions were included in the second draft of Marketing Teacher Education Standards. Teacher educators were asked to identify the "Critical" standards and provide editorial comments to be incorporated into the final draft. Marketing teacher educators from 25 of the 50 identified colleges and universities responded to the second mailing.

Descriptive procedures were used to analyze the data received. The percent of responses indicating the standard statement as critical was used to analyze the data received. Members of the subcommittee for teacher education determined the criteria for the classification of standards critical to a marketing teacher education program. Standards were classified as "Critical" if approximately two-thirds of the respondents indicated the statement as critical for a quality marketing teacher education program. Standards were classified as "Important" if approximately half of the respondents indicated the statement as critical.

Findings, Conclusions, and Recommendations

Every standard statement included in the ten categories of standards was cited at least one time as critical to a marketing education program. Six of the standard statements met the criteria identified for classification as "critical" to a marketing teacher education program. Sixteen of the standard statements met the criteria identified for classification as "important" to a quality marketing teacher education program. The seventeen standards cited by Satterwhite as important for a high quality teacher education program were included in the 22 standards that met the criteria for "critical" and "important" identified in the current study.

The standard statements which have been categorized as "critical" to a marketing teacher education program include the following:

1. Marketing teacher education offerings are provided to prepare students for positions as marketing educators in the public and private sector, for the delivery of services to secondary students and adults, and to provide a foundation for advanced study and career development.

Curriculum and Instruction:

2. The professional studies component of marketing education curriculum includes the systematic study of curriculum, teaching, and learning theory with accompanying learning experiences.

3. The marketing education curriculum is adjusted to the changing needs in marketing and marketing education.

4. The marketing preparation program provides a variety of learning experiences including full-time student teaching or a training internship under the supervision of a competent marketing educator.

5. The professional studies component of the marketing

teacher education curriculum consists of both knowledge about education and clinical knowledge derived from professional practice in schools.

6. Those persons considering enrolling in marketing teacher education are provided with advisors who are knowledgeable about careers in marketing education.

The standards identified as "importan'" to high quality marketing teacher education programs included the following:

Philosophy:

1. In-service education is provided to serve the needs of marketing education personnel.

2. The marketing teacher education program mission provides for staff participation in:

a. Conferences and institutes provided by, or for, marketing and business groups.
b. Marketing educator (coordinator) conferences and workshops.
c. Professional activities of local, state, and national education organization.
d. Marketing education student conferences.
e. University or college task forces or committees.

Organization and Administration:

3. The marketing teacher education program design meets the current and emerging needs for the development of marketing educators for the public and private sector.

Curriculum and Instruction:

4. Marketing teacher educators, as advisors, assist students in planning their individual programs of study.

5. The faculty advisors for marketing education are knowledgeable about teaching/coordinating and professional activities in marketing education at the local level.

6. Students enrolled in marketing teacher education programs display a commitment to a career in marketing education.

Instructional Staff:

7. The marketing education faculty is professionally and technically competent.

8. The institution provides conditions essential to effective performance by the marketing teacher education faculty.

9. The marketing education faculty engages in research, writing, and other scholarly activities as defined in the institution's mission statement.

Financial Resources:

10. The institution provides adequate budgetary support for research, program administration, professional development, travel, and in-service commitments.

Instructional Support Systems:

11. Classrooms and laboratories are available on or off campus to achieve the goals and objectives and to implement learning activities of the marketing education curriculum.

12. A wide variety of up-to-date marketing education resource materials are available.

Vocational Student Organizations:

13. Marketing education students are provided opportunities to participate in professional organizations.

Evaluation:

14. Evaluation activities are addressed to the stated philosophy of the marketing teacher education program.

15. Evaluation is based on identified program objectives.

16. There is evaluation of student teacher or intern training performance by the supervising marketing educator and students. (Appendix A)

Although the revised marketing teacher education standard instrument identifies 54 standards which may be applied to marketing teacher education programs, the standards identified as "critical" or "important" to a high quality marketing teacher education program <u>are sufficient</u> for evaluation of a program. The self-evaluation instrument in its present form may be useful to current marketing teacher educators in comparing their programs with the identified standards for purposes of planning, changing, and/or updating their programs. The instrument may be useful to teacher educators developing new marketing education programs by providing standards to be used for planning and developing quality teacher education programs. The instrument may also be useful to state department supervisory personnel working with the colleges and universities to provide direction for improving or providing the education of marketing teachers within their states. A self-evaluation instrument with evidences for each standard statement needs to be developed and distributed to marketing teacher education programs.

Selected References

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Appendix A

Standards for Marketing Teacher Education Level

Critical Rating (Number of Respondents 25)	Percent of Respondents Rating Statement Critical
I. PHILOSOPHY	
A. Marketing teacher education offerings at the undergraduate level are provided to prepare students for entry level positions as teacher-coordinators of marketing education and related educational activities and to provide a foundation for the student for advanced study and career development. *	84
B. Marketing teacher education offerings are provided to prepare personnel for specialized, advanced, and alternative educational positions.	24
C. In-service education is provided to serve the needs of marketing education personnel.	52
D. Upon request, the marketing teacher education program provides for consultant and resource service.	36
E. The marketing teacher education program mission provides for staff participation in: 1. Conferences and institutes provided, by or for marketing and business groups. 2. Coordinator conferences and workshops. 3. Professional activities of local, state, and national education organizations. 4. Marketing education student conferences. 5. University or college task forces or committees. *	64

*Standard identified as critical standard in Satterwhite study.

F.	The marketing teacher education faculty engages in research, writing, and other scholarly activities.		48

II. ORGANIZATION AND ADMINISTRATION

	The marketing teacher education program design meets the needs of prospective teachers of marketing education.		60

III. CURRICULUM AND INSTRUCTION

A.	Marketing teacher education provides subject matter courses and learning experiences to develop technical competencies identified in marketing education research.	*	60
B.	The professional studies component of a marketing teacher education curriculum includes the systematic study of curriculum, teaching, and learning theory with accompanying learning experiences.	*	72
C.	The marketing teacher education curriculum is adjusted to the changing needs in marketing education.	*	72
D.	The marketing teacher education program provides opportunities for students to participate in research activities.		8
E.	The marketing teacher preparation program provides a variety of learning experiences through full-time student teaching under the supervision of a competent marketing educator.	*	72

*Standard identified as critical standard in Satterwhite study.

F. The general education component is a well-planned sequence of courses and experiences offered by faculty in the liberal arts and other general studies. (NCATE 1.C-1)	48
G. The specialty studies component requires that students develop a strong academic background in marketing. (NCATE I.C-2)	68
H. The professional studies component of the marketing teacher education curriculum consists of both knowledge about education and clinical knowledge derived from professional practice in schools. (NCATE I.C-3)	44
I. The institution makes provisions for representative student participation in the decision making phases related to the design, approval, evaluation, and modification of the marketing teacher education program.	16
J. Specific admission requirements to the marketing teacher education program are identified in writing and are accessible to all students who seek admission.	40
K. Specific criteria for the evaluation of the progress of students to continue in marketing teacher education are established which reflect the personal, professional, and technical competencies necessary to teach and coordinate marketing education.	32
L. The program provides exploratory experiences for prospective marketing teacher education majors.	24

M. Those persons considering enrolling in marketing teacher education are provided with advisors who are knowledgeable about careers in marketing education.	*	72
N. Marketing teacher educators, as advisors, assist students in planning their individual programs of study.	*	60
O. The faculty advisor for marketing education is knowledgeable about teaching/coordinating marketing education at the local level.	*	60
P. Students enrolled in marketing teacher education programs display a commitment to a career in marketing education.	*	56
Q. Each student enrolled in the marketing education program is provided with an overview of career alternatives.	*	28
R. The marketing teacher education program identifies the needs of the local schools it serves.	*	40

IV. INSTRUCTIONAL STAFF

A. The marketing education faculty is professionally and technically competent.	*	56
B. The institution provides conditions essential to effective performance by the marketing teacher education faculty.		60

*Standard identified as critical standard in Satterwhite study.

C. Part-time faculty meet the requirements for appointment to the full-time faculty and/or are employed when they can make significant contributions to the marketing education education program. (NCATE IVA.6)	24

V. FINANCIAL RESOURCES

The institution provides adequate budgetary support for research, program administration, and in-service commitments.	56

VI. INSTRUCTIONAL SUPPORT SYSTEMS

A. Classrooms and laboratories are available on or off campus to achieve the goals and objectives and to implement learning activities of the marketing education curriculum. *	56
B. A wide variety of up-to-date marketing education resource materials are available.	52
C. Facilities and technical assistant for conducting research in marketing education are provided by the institution.	24
D. Learning resource center facilities have been provided to implement individualized and independent study.	24
E. Provisions are made in the marketing teacher education program for the dissemination of information about innovations to marketing personnel at the local, state, and national levels.	24

*Standard identified as critical standard in Satterwhite study.

F. Cooperation exists between teacher education and state department personnel in planning research and pilot training programs involving marketing education students and coordinators.	56
G. Recruitment of potential students from DECA involvement is provided.	20
H. Students inappropriate for careers in marketing education are counselled into other programs.	24
I. State workshops and institutes are jointly planned with the state marketing education staff with input from teacher coordinators, local supervisory personnel, and adult specialists.	32
J. The cooperation of the state department of education is solicited by teacher educators in determining the direction and emphasis of the marketing education program.	44
K. The marketing teacher educators assist in the preparation of instructional materials for marketing education programs.	36
L. Policies are published that clearly delineate responsibility of the marketing teacher education program and the interdependent responsibilities of other teacher education programs that exist in the division, department, or college in which the marketing teacher education program is located.	20

VII. PROGRAM MARKETING

A. A written marketing plan for teacher education incorporates both internal and external publics. 20

B. The written marketing plan for teacher education includes some or all of the following: 24
1. brochures, flyers, news releases, local high school and junior/community college contacts, presentations, etc.
2. active involvement of college/university admissions personnel.
3. information related to career opportunities in marketing education.
4. involvement in vocational student organization.

VIII. ADVISORY COMMITTEE

A. The marketing teacher education program has a functioning advisory committee. * 36

B. The marketing teacher education advisory committee members include marketing educators, business people, vocational administrators, and college/university persons. 24

IX. VOCATIONAL STUDENT ORGANIZATIONS

A. Marketing teacher education students are provided opportunities to participate in professional organizations. 62

B. Marketing teacher educators participate actively in vocational student organization activities at appropriate levels. 36

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*Standard identified as critical standard in Satterwhite study.

EVALUATION

A. Evaluation activities are addressed to the stated philosophy of the marketing teacher education program.	*	56
B. Evaluation is based on identified program objectives.	*	60
C. Suggestions and recommendations for improvement of the pre-service teacher education program are obtained from teacher-coordinators who supervise student teachers and from local and state supervisory personnel.		40
D. There is feedback from students regarding the appropriateness of preparation for teaching.		28
E. There is evaluation of student teacher performance by the supervising teacher-coordinator and students.	*	60
F. There is evidence of follow-up studies of graduates on a regular basis.		24
G. The teacher educator conducts periodic visits to former students who are employed as marketing education teacher-coordinators.		8
H. Self-evaluation procedures are regularly carried out in the teacher education program.		28
I. The institution has plans for the long-range development of marketing teacher education; these plans are part of a design for total institutional development.		36

*Standard identified as critical standard in Satterwhite study.

Texas Superintendents and Principals Perceptions of Vocational Student Organizations

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Running head: TEXAS PERCEPTIONS

Abstract

This research was first developed at Auburn University in Auburn, Alabama and was conducted in 1973 under a grant from the Division of Vocational-Technical and Higher Education of the Alabama State Department of Education. Due to the changing educational climate in Texas, the study was updated after having the instrument examined by individuals at both the state and national levels. Since this survey examines all vocational student organizations, these individuals were chosen from several vocational service areas.

Texas superintendents and principals involved in this study were determined through a random sample process utilizing the 1986-87 Texas School Directory published January, 1987. The questionnaire, a cover letter, and a self-addressed stamped envelope were mailed to these individuals in August, 1987 and again in October, 1987 in order to obtain a large enough return to be significant for the study. Of the 199 questionnaires which were mailed, 118 were returned with 108 of these useable. There were 62 returned by principals and 46 returned by superintendents making a total of 54% useable surveys returned.

The original questionnaire had 25 statements. Twenty-six statements were included in the updated questionnaire. These statements included three statements which were changed to a positive from a negative statement and one additional statement. The changes were suggested by the individuals who were asked to make relevant comments on the original questionnaire. Seven voctional student organizations were listed to be rated by the superintendents and principals and correspond to current VSO designations.

Texas Superintendents and Principals Perceptions of Vocational Student Organizations

Introduction

In 1973, the Occupational Research and Development Unit of the Department of Vocational and Adult Education at Auburn University in Auburn, Alabama, determined that "an informed awareness" of vocational student organizations on the parts of high school superintendents and principals would be useful in enlisting cooperation from Alabama local administrators. As a result, a research study was organized and conducted which involved 56% of the superintendents and principals in Alabama. This research study is a re-creation of that study.

Background

The work of vocational student organizations is directly related to career education both in legislation and in day-to-day activities. These organizations are based upon classroom instruction and often involved in on-the-job endeavors. Vocational student organizations often provide motivation to students, which might otherwise be lacking, to learn more about some aspect of their career fields through development of leadership and parliamentary skills and through competitive events.

Vocational student organizations are often classified with the extra-curricular organizations in Texas such as "Math Club" or "Science Club" when in reality these organizations are much more than mere clubs when advised properly. The VSOs are *integral* to the vocational programs as they extend the classroom into the real world of each student's career choice. Members of VSOs practice the leadership skills, the parliamentary skills, and learn to compete using the skills which they learn in the classroom and on-the-job instruction.

Although federal legislation indicates VSOs are integral to each vocational service area, little more is offered in support except the printed word. State legislation avoids mentioning the VSOs, thereby allowing the state education agency to refrain from mentioning these vital organizations as well as to place them in the realm of extra-curricular organizations rather than the co-curricular position which they should enjoy as a part of the total vocational program.

Due to dwindling support from the state education agency based on the attitude of the chief state school officer, local officials' attitudes may be affected. The attitude of local school administrators vastly influences the support which these officials offer to classroom teachers. In turn, the classroom teacher fails to recognize the value and potential of the VSO to the local program. In addition, paperwork "reduction" has increased the load of the classroom teacher by requiring more information from him or her which also affects the time which that individual is willing to devote to the student organization.

Many students, therefore, fail to receive the support, motivation, and encouragement which is offered through vocational student organizations when the local classroom teacher declines to offer (or allow) the VSO as a functioning part of his/her program. Many teacher educators also fail in their job of informing and impressing upon future teachers the value of these organizations to their students.

Statement of the Problem

This study was designed to obtain information concerning the perceptions of secondary school principals and superintendents in Texas with regard to the vocational student organizations.

Importance of the Problem

Speaking to the American Vocational Association (AVA) Convention in December 1976, Victor Van Hook, the immediate past president of AVA stated,

> The only justification for continuance of vocational education is through the services rendered to those students enrolled in programs of instruction and vocational student groups that are recognized as an integral part of every good program. (AV Journal, February 1977, p. 27)

In a letter dated November 15, 1972, Lawrence Davenport, Chairman of the National Advisory Council on Vocational Education, submitted the following remarks to Elliot Richardson, Secretary of Health, Education and Welfare. These are still valid comments today:

> For many years, Vocational Student Organizations have typified the cooperation between education and the private sector which is being so urgently sought today. These student organizations have supplied their members with the incentives and guidance which we recognize now as essential to bringing relevance to education, and which we accept as an integral part of the emerging career education concept.
>
> We believe that Vocational Student Organizations are a neglected resource which can make great contributions toward expanding the options available to our Nation's student body. (7th Report, Introductory letter)

Gary Swan, a former FFA National President, speaking during the 1969 National Institute on the Role of Youth Organizations in Vocational Education, stated that

> It is by no means an exaggeration to say that youth organizations have given many youth direction, guidance and a sense of purpose. (p. 122)

However, students must be members of these organizations before such advantages are clear to them. One need, then, is to increase membership while a second need consists of increasing the participation of that membership. The problem lies in determining how such increases may be facilitated.

With the reorganization of education and educational processes in Texas and across the nation, vocational student organizations have been affected as changes are made. The recognition and understanding of vocational student organizations (VSOs) which principals and superintendents have can determine the availability of VSOs as well as the success or failure of these organizations. Obviously membership in the VSOs is affected by the prevailing attitude or perception of the administrators in a district.

Limitations of the Study

1. This study was limited to a survey of high school principals and superintendents in Texas.

2. The researcher did not check to determine whether the VSOs were active in the respondents' school or district.

Basic Assumptions of the Study

This research was based on the following assumptions.

1. That the perceptions of superintendents and principals are important factors in the planning and/or evaluating process.

2. That the responses of the principals and superintendents actually indicated their perceptions toward vocational student organizations.

3. That the survey instrument used to obtain data was sufficient for the purpose.

4. That the responses of those superintendents and principals are typical of the entire population.

Method of Procedure

The following procedures were utilized to meet the purposes of this study:

1. Research was conducted to obtain related literature to acquire information and related materials for background data and possible inclusion in this study.

2. The questionnaire developed by the staff at the Occupational Research and Development Unit at Auburn University was reproduced and sent to various authorities in several vocational service areas both within Texas and nationally to update the questions.

3. The questionnaire was changed to reflect the input of the authorities.

4. The cover letter was developed with input from several faculty members at the University of Houston.

5. A random sample of superintendents were determined utilizing the 1986-87 Texas School Directory published January, 1987 and available summer, 1987.

6. All principals of high schools within the districts chosen through the random sample of superintendents were included in the study.

7. Cover letters, questionnaires, and self-addressed stamped return envelopes were mailed to the superintendents and principals previously chosen.

8. Additional data was reviewed for inclusion in the study.

9. Data received was organized, tabulated, analyzed, and described in this study.

Definition of Terms

The terms listed below were utilized throughout the study. Definitions must be clear to allow understanding. Some definitions are based on The American Heritage Dictionary of the English Language.

Perception: An understanding in the mind of something observed by the senses, viewed as the basic component in the formation of concepts.

Vocational Student Organizations: Student organizations which are recognized as related to specific vocational education service areas (programs).

Superintendents: Individuals listed in the Texas School Directory for Texas independent school districts for January, 1987.

Principals: Individuals listed in the Texas School Directory for Texas independent school district high schools for January, 1987.

Additional definitions included all vocational student organizations.

Presentation of the Data

The data presented in this section has been examined and divided into three parts which resembles the three parts developed in the original study. The first part describes the sample used in the study, the second part includes the results of the survey through narrative format and the final section presents the questionnaire with input regarding each vocational student organization. All percentages have been rounded off to the nearest whole number. The end of the questionnaire provided space for the respondents to comment on VSOs. The survey instrument is located in Appendix A. Comments which were made by superintendents and principals are located in Appendix B.

Section 1 - Study Sample

This section describes the sample used in this research study. Two major groups of individuals were surveyed: principals and superintendents in Texas. There are approximately 1000 districts in Texas. Therefore, the entire population was not utilized. The number of individuals surveyed and responses received are listed in Table 1 below. Superintendents responded at a rate of 55 percent return while principals responded at a rate of 60 percent return. There were a total of 198 surveys mailed, 108 (54%) of them responded to the survey.

TABLE 1

Number of Individuals Surveyed, Responding, and Percent of Responses Obtained

Respondents	Number Surveyed	Number Responding	Percent Response
Superintendents	83	46	55%
Principals	104	62	60%
All Respondents	198*	118*	60%*

* Includes 11 unuseable surveys which were returned with no superintendent or principal designation.

Section 2 - Questionnaire Responses

The questionnaire developed included 26 statements concerning vocational student organizations. Respondents were asked to circle the reaction which indicated their agreement or disagreement with the statement. The five choices offered as options were: Strongly Agree (SA), Agree (A), Neither Agree nor Dis agree (X), Disagree (D), and Strongly Disagree (SD). Some statements from the original questionnaire were reworded which changed the statements from negative to positive formats. These were questions # 1, 10, and 13. Statement number 26 was added upon suggestion of the individuals asked for input on the survey instrument. The entire instrument is located in Appendix A. Percentages were calculated for each statement and were rounded off to the nearest whole percent. In some cases rounding the figures off caused the total amount to be 99 percent or 101 percent. No figures were adjusted to return the total amount to 100 percent.

Statements which are considered to be the most significant from this study are listed below. Those statements with which the administrators agreed are listed first and those with which the administrators disagreed are given in the second listing.

Agreement with Statements

1. VSOs should be considered an integral part of the high school vocational education program. (44% strongly agree, 46% agree, 6% no opinion, 4% disagree, 0 strongly disagree)

2. VSOs encourage improvement of scholarship. (29% strongly agree, 54% agree, 15% no opinion, 3% disagree, 0 strongly disagree)

3. VSOs provide a guidance function for the students. (26% strongly agree, 62% agree, 11% no opinion, 1% disagree, 0 strongly disagree)

4. VSOs foster career education and development. (28% strongly agree, 61% agree, 8% no opinion, 3% disagree, 0 strongly disagree)

5. VSOs foster leadership development. (35% strongly agree, 60% agree, 4% no opinion, 1% disagree, 0 strongly disagree)

6. Teachers and coordinators in vocational subject areas are expected to sponsor (advise VSOs. (50% strongly agree, 47% agree, 2% no opinion, 1% disagree, 0 strongly disagree)

7. VSOs encourage students to set desirable standards of behavior and work toward attaining them. (22% strongly agree, 62% agree, 13% no opinion, 3% disagree, 0 strongly disagree)

8. VSOs should be permitted to raise money through fund raising projects. (12% strongly agree, 70% agree, 11% no opinion, 5% disagree, 2% strongly disagree)

9. VSOs encourage respect for the world of work. (22% strongly agree, 69% agree, 8% no opinion, 1% disagree, 0 strongly disagree)

10. VSOs promote favorable public relations for the high schools. (24% strongly agree, 67% agree, 9% no opinion, 0 disagree, 0 strongly disagree)

11. VSOs reinforce skills necessary for an occupation of the student's choice. (23% strongly agree, 58% agree, 14% no opinion, 5% disagree, 0 strongly disagree)

12. VSOs provide opportunities for youth and adults to work together to better understand each other's point of view. (13% strongly agree, 75% agree, 10% no opinion, 3% disagree, 0 strongly disagree-percentage equals 101% due to rounding of figures)

13. VSOs encourage the competitive spirit needed in today's world of work. (18% strongly agree, 65% agree, 13% no opinion, 2% disagree, 1% strongly disagree--percentage equals 99% due to rounding of figures)

Disagreement with Statements

1. All organized activities conducted on an area, state or national level by VSOs should be conducted during normal school hours. (6% strongly agree, 10% agree, 17% no opinion, 51% disagree, 16% strongly disagree)

2. Time should be scheduled during the school day for local VSO activities. (4% strongly agree, 25% agree, 19% no opinion, 44% disagree, 9% strongly disagree--percentage equals 101% due to rounding of figures)

3. VSOs should be eliminated from high school vocational courses. (1% strongly agree, 5% agree, 6% no opinion, 44% disagree, 44% strongly disagree)

4. Advisors of VSOs are not adequately trained to work effectively with youth groups. (2% strongly agree, 10% agree, 19% no opinion, 50% disagree, 19% strongly disagree)

5. VSO membership reduces participation in other school activities. (1% strongly agree, 14% agree, 19% no opinion, 55% disagree, 12% strongly disagree--percentage equals 101% due to rounding of figures)

6. Students should be required to join both state and national associations of VSOs if they are members of local VSOs. (1% strongly agree, 11% agree, 18% no opinion, 41% disagree, 30% strongly disagree--percentage equals 101% due to rounding of figures)

Mixed Agreement Statements

The following statements were less conclusive in the replies received than the statements given above. These statements are therefore listed separately.

1. Students who participate in VSOs are looked up to by other students. (5% strongly agree, 34% agree, 45% no opinion, 15% disagree, 1% strongly disagree)

2. VSOs should have advisory committees from the local community. (21% strongly agree, 49% agree, 17% no opinion, 12% disagree, 1% strongly disagree)

3. VSOs should be financially supported by Congress. (9% strongly agree, 19% agree, 26% no opinion, 32% disagree, 13% strongly disagree)

4. Vocational students should be required to participate in VSOs as a part of regular class work. (7% strongly agree, 42% agree, 16% no opinion, 27% disagree, 8% strongly disagree)

5. VSOs have adapted to the needs of modern society. (8% strongly agree, 50% agree, 27% no opinion, 13% disagree, 2% strongly disagree)

6. VSO advisors tend to over-emphasize the value of their organizations. (8% strongly agree, 18% agree, 29% no opinion, 37% disagree, 8% strongly disagree)

7. School administrators and staff members are made aware of the goals and objectives of the VSOs. (4% strongly agree, 53% agree, 21% no opinion, 19% disagree, 4% strongly disagree)

Section 3 - Vocational Student Organizations

Comments made by the superintendents and principals varied widely on the vocational student organizations. AIASA, DECA, FFA, FHA/HERO, HOSA, OEA, and VICA were listed. The respondents were asked to rate each of those which existed in their system or school as to their perception of its effectiveness. The ratings listed were Very Effective (VE), Effective (E), No Opinion (NO), Ineffective (I), and Very Ineffective (VI). There was no attempt made by the researcher to establish which organizations existed within the school or district nor was there an attempt made to determine whether organizations existed within the school or district before including the school or district in the survey. All organizations did not exist in each district or school and therefore were not rated by all individual respondents. The results are recorded as received. One interesting point is that some of the respondents seemed to confuse the student organization with the service area program. This was indicated by the responses on the final portion of this section which was entitled "Others" where respondents were asked to list any organizations which had not been listed before but which existed in their school or district. In that space, respondents listed such "organizations" as data processing. The following tables and brief narration indicate the responses to this final section.

Responses of the 10 superintendents and 15 principals indicate little knowledge of AIASA. Sixty-eight percent of the individuals who indicated knowledge gave No Opinion as their assessment of the organization. Table 2 AIASA on the next page gives a further breakdown of this data.

Table 2
AIASA

Response Category	Superintendents No.	Superintendents %	Principals No.	Principals %	All Respondents No.	All Respondents %
	Number and Percentage of Respondents in Each Category					
VE	1	10%	1	7%	2	8%
E	3	30%	2	13%	5	20%
NO	6	60%	11	73%	17	68%
I	0	0	1	7%	1	4%
VI	0	0	0	0	0	0
Totals	10	100%	15	100%	25	100%

Twenty-three of the 46 superintendents and 45 of the 62 superintendents indicated that DECA operated in their district/school. Eighty-two percent of the respondents felt the organization was effective (see Table 3 following).

Table 3
DECA

Response Category	Superintendents No.	Superintendents %	Principals No.	Principals %	All Respondents No.	All Respondents %
	Number and Percentage of Respondents in Each Category					
VE	3	13%	17	38%	20	29%
E	16	70%	20	44%	36	53%
NO	1	4%	4	9%	5	7%
I	3	13%	4	9%	7	10%
VI	0	0	0	0	0	0
Totals	23	100%	45	100%	68	99%*

*Due to rounding of figures.

120

Of the 46 superintendents responding, 39 indicated knowledge of FFA while 49 of the 62 principals responding to the survey indicated knowledge of FFA. Ninety percent indicated they felt this organizations to be effective.

Table 4
FFA

Response Category	Superintendents No.	Superintendents %	Principals No.	Principals %	All Respondents No.	All Respondents %
	Number and Percentage of Respondents in Each Category					
VE	17	44%	28	57%	45	51%
E	19	49%	15	31%	34	39%
NO	2	5%	3	6%	5	6%
I	1	3%	2	4%	3	3%
VI	0	0	1	2%	1	1%
Totals	39	101%*	49	100%	88	100%

*Due to rounding of figures.

Forty-two of the 46 superintendents and 61 of the 62 principals who responded to this survey indicated knowledge of FHA/HERO. Eighty-seven percent of these individuals judged it to be an effective organization (see Table 5 on page 17).

Table 5
FHA/HERO

Response Category	Superintendents No.	Superintendents %	Principals No.	Principals %	All Respondents No.	All Respondents %
VE	9	21%	19	31%	28	27%
E	28	67%	34	56%	62	60%
NO	3	7%	2	3%	5	5%
I	2	5%	6	10%	8	8%
VI	0	0	0	0	0	0
Totals	42	100%	61	100%	103	100%

Number and Percentage of Respondents in Each Category

Approximately 33 percent of the superintendents and 39 percent of the principals responding to the survey indicated knowledge of HOSA with 66 percent indicating the organizations was effective (see Table 6).

Table 6
HOSA

Response Category	Superintendents No.	Superintendents %	Principals No.	Principals %	All Respondents No.	All Respondents %
VE	1	7%	5	21%	6	16%
E	10	71%	9	38%	19	50%
NO	3	21%	9	38%	12	32%
I	0	0	1	4%	1	3%
VI	0	0	0	0	0	0
Totals	14	99%*	24	101%*	38	101%*

Number and Percentage of Respondents in Each Category

*Due to rounding of figures.

One-half of the 46 superintendents and 42 of the 62 principals responding to the survey indicated knowledge of OEA with 89 percent describing the organization as effective (see Table 7).

Table 7
OEA (Now BPA)

Response Category	Superintendents No.	Superintendents %	Principals No.	Principals %	All Respondents No.	All Respondents %
	Number and Percentage of Respondents in Each Category					
VE	8	35%	17	40%	25	38%
E	13	57%	20	48%	33	51%
NO	1	4%	4	10%	5	8%
I	1	4%	1	2%	2	3%
VI	0	0	0	0	0	0
Totals	23	100%	42	100%	65	100%

VICA was known about by 22 superintendents and 40 principals. Of these, 83 percent indicated that the organization was effective. Further data may be seen in Table 8.

Table 8
VICA

Response Category	Superintendents No.	Superintendents %	Principals No.	Principals %	All Respondents No.	All Respondents %
	Number and Percentage of Respondents in Each Category					
VE	4	18%	10	25%	14	23%
E	15	68%	22	55%	37	60%
NO	1	5%	4	10%	5	8%
I	1	5%	4	10%	5	8%
VI	1	5%	0	0	1	2%
Totals	22*	101%**	40	100%	62	101%**

*One superintendent commented: Chapters range from very effective to no opinion. **Due to rounding of figures.

The data in Table 10 is of little value and is only included to show the extent of the "Others" responses on this section. The only value which may be attributed to this category is that the items listed in the footnote to the table may indicate that superintendents and principals do not see a distinction between the vocational programs and the vocational student organizations which are integral to those programs. This could be a very important factor, if the student organization is well thought of by these individuals, in promoting both the program and the student organization within a school, a district, and the attendant community. This aspect should be further investigated.

Table 10
VOCT, VOCCT, HECE, HOCT*

Response Category	Superintendents No.	%	Principals No.	%	All Respondents No.	%
VE	2	40%	3	50%	5	45%
E	3	60%	3	50%	6	55%
NO	0	0	0	0	0	0
I	0	0	0	0	0	0
VI	0	0	0	0	0	0
Totals	5	100%	6*	100%	11	100%

Number and Percentage of Respondents in Each Category

*Others listed by principals included: ICT Industrial Coop. Training, Word Processing/Data, Data Entry

Appendix A

Appendix A is available upon request.

Appendix B

Comments by Principals:

1. VSO's are not the key, teachers are. Membership in these clubs is not voluntary, so be careful in generalizing as to their effectiveness.

2. Membership in VSO's is falling due to less emphasis in vocational education in general. Fewer students are enrolling in vocational courses.

3. Thanks!

4. All organizations should be given time during the school day to meet.

Comments by Superintendents:

1. All voc. activities should be patterned after the "old" standard FFA & FHA student org.

2. Meetings should be held before or after school--may at break.

3. Fund raising should not occur during school time.

4. Advisors' training varies according to the individual.

5. VSO membership does not have to reduce participation in other school activities!

6. Fund raising should be permitted if in line w/ district policy.

7. Time for meetings should be allowed on a limited basis during school hours.

Comments, No source indicated:

These organizations bring leadership qualities to the forefront in our students. If education is to keep this country strong then we must instill as much leadership in our students as possible. Education teaches a student to be able to function in society, but any undertaking that is successful must have quality leaders. Leaders are trained to be leaders; they are not born although there are qualities of all leaders that come from home. These organizations impress the need and knowledge of good leadership qualities.

Matching Learning and Teaching Styles Makes a Difference, or Does it?

Wally S. Holmes, PhD
The University of West Florida
Pensacola, Florida

Running Head: MATCHING TEACHING STYLES

Abstract

Although instruction in the identification of learning styles is an integral part of many teacher preparation programs, a large majority of teachers seem to have missed professional development in diagnosing learning styles of students and in matching their own teaching styles to the learning preferences of their students.

Three marketing educators who had not received formal instruction in learning style theory agreed to participate in a recent study. The questions addressed in the study were: Does the student's knowledge of learning styles make a difference in the individual's perception of the educator after adjustments are made in teaching to accomodate the class learning styles? Does the educator's knowledge of the class and individual students learning styles make a difference in the use of teaching methods and techniques?

The Learning Style Inventory (LSI) developed by Brown and Cooper was used to assess learning and teaching styles. Students completed pre- and post-evaluations of the instructor for the ten week period. Where differences indicated need for modifications of instruction, the teachers adapted their instruction to accomodate the learning styles. The results of the study were unexpected. Two of teachers were rated lower at the post-evaluation after having adapted their instruction to meet the learning style preferences of the students.

Learning styles and teaching styles have been the focus of much research and discussion in the past few years. Although the literature provides much evidence that people do not all learn in the same way; however, many educators continue to teach the way they learn best with little or no consideration of the students' preferred learning styles. Although instruction in the identification of learning styles is an integral part of many teacher preparation programs, a large majority of teachers seem to have missed preparation in diagnosing learning styles of students and in matching their own teaching styles to the learning preferences of their students.

For many years educators have recognized the need for alternative methods and techniques to meet the needs of the variety of students in their heterogeneously grouped classrooms. Most educators are familiar with a variety of methods and techniques of teaching, but, in many cases, misapplication of the methods and techniques have proven unproductive. Recognizing and defining the style in which a person learns is important to the learning process. Many educators share the frustration of knowing that they are failing to meet the needs of some of the students in their classrooms. One reason could be the lack of adapting instruction to the unique learning styles of students--particularly those not being reached.

After informally surveying marketing education teachers from Georgia and Florida, the need for a tool to assist teachers in improving their ability to match their teaching style to the students' learning styles became evident. A review of the literature related to learning styles revealed many theories and instruments available to measure learning styles. The Learning

Style Inventory (LSI) developed by Brown and Cooper was selected to be used with selected teachers and future teachers in vocational education. The LSI was chosen because of ease of administration, immediacy of feedback, functions available on the diskette. In addition, the LSI had research supporting the validity and reliability of the instrument (Babich and Randol, 1976).

The LSI was developed to be used with the IBM, Apple, or TRS-80. The program was developed in the late 1970's and has been used by numerous junior high, high school, adult, and vocational programs to assist educators in gaining a clearer understanding of their personal learning/teaching styles and the styles of their students. The program can match the teacher with the class and give an overall prescription for the methods and techniques most appropriate for the class. The LSI provides individual learning styles for students, comparison of individuals with the class, and explanations of the styles measured by the inventory. In addition, the LSI can provide an analysis of the individual educator's preferred learning/teaching styles with recommended methods and techniques for teaching.

The LSI measures three domains: cognitive, social, and expressive. The cognitive domain investigates five specific sub-topics in the area of learning. The cognitive domain is concerned with the manner in which the student prefers to take in information. The sub-topics are:

Auditory Language:	the way a student hears words; processing spoken words
Visual Language:	the way a student sees words; processing written language

Auditory Numeric: the way a student hears numbers; processing spoken numerical values

Visual Numeric: the way a student sees numbers or or problems; processing written written numbers

Tactile Concrete: the way a student learns by doing or involvement; the student needs a combination of stimuli and styles.

Social style refers to student preference to work in a group or alone. The two sub-topics are:

Individual Learner: thinks and works best alone; usually a self-starter; often finds working with others distracting

Group Learner: likes to work with at least one other person when something important is to be done.

Expressive style refers to the manner in which the student prefers to communicate. The two sub-topics include:

Oral Expressive: A student who prefers to give a report or explanation orally

Written Expressive: A student who prefers to write answers or information.

The study involved three marketing educators and their students. The two questions addressed in the study were:

1. Does the student's knowledge of learning styles make a difference in the individual's perception of the educator after adjustments are made in teaching to accomodate the class learning styles?

2. Does the educator's knowledge of the class and individual students learning styles make a difference in the use of teaching methods and techniques?

Method

Three marketing educators were selected because of their willingness to participate in the study. The three educators differed in their teaching experience. Teacher A was a beginning teacher; Teacher B had approximately ten years teaching experience; and Teacher C had approximately 18 years experience. None of the teachers had taken a learning style inventory of any type prior to the LSI.

The study included 117 students from the three teachers' programs. To be included in the study the student had to complete the LSI, pre-evaluation and post-evaluation of the instructor. The LSI is identified as Appendix A; the pre- and post-evaluation form is identified as Appendix B.

Procedures

Six weeks into the fall semester the marketing education students and their instructors completed an LSI. The students also completed a teacher evaluation instrument which addressed teaching methods, course construction, professional image, student evaluation and overall perception. During the week following the assessment, an outside resource person delivered the individual learning style analyses to each student, as well as a chart comparing the teacher's style with the class learning styles. A thirty minute lecture followed with a ten minute question and answer session for each class participating in the study. The LSI and the individual prescriptions were explained. A separate briefing was given to each educator which identified methods and strategies to be incorporated into instruction in an attempt to improve the match between the teacher's style and the students' learning styles.

Ten weeks later a post-assessment of the educator was done by the students participating in the study. (This occurred two weeks before the end of the semester).

Examination of the comparison of the individual teacher with the appropriate class indicated needs for change in teaching style for two of the three educators involved in the study. Teacher A and students involved had teaching and learning styles that matched in each of the domains measured by the LSI. No differences in sub-topics were identified on the printout. Teacher B and students differed in each domain and in seven of the sub-topics measured by the LSI. The differences included the sub-topics in the cognitive domain, social group, and written expressive. Teacher C and students differed in the cognitive domain on auditory numeric and tactile concrete and in the expressive domain on oral expressive style. Discussion of the teacher's preferred teaching styles and the class prescription provided the following direction for the teaching methods and strategies to be used in the following ten weeks. Since Teacher A was already using a wide variety of teaching methods and the teaching/learning styles were compatible, no change was indicated. Teacher B had been using the lecture method almost exclusively prior to the LSI assessment. This educator planned to incorporate additional methods, opportunities for group interaction, and methods for student feedback that were recommended in the comparison of teaching and learning styles for the classes included in the study. Teacher C felt that she already used a variety of methods and strategies in teaching but committed to provide more opportunities for tactile concrete activities and to adapt the proportion of written and oral requirements more closely to the indications of the LSI.

At the end of the ten week period, students completed a post-assessment of their instructor. The items on the teacher assessment were grouped into the following areas: professional image, course organization, student evaluation, teaching methods, student motivation, and overall perception.

Results

Analysis of Variance General Linear Model of SAS was used to analyze the data. Professional Image showed significant interaction at .05 but no significant factor effects. Course construction showed significant factor effects at .039. Student evaluation had no significant interaction but showed main factor effects exist at .002. Teaching methods showed significant interactions at .06 but no main factor effects. No interaction or main factor effects were indicated by student motivation. Overall perception indicated a main factor effect exists at .06; however, there was no significant interaction.

The results of the study were unexpected. The assumption that students' perceptions of their teachers would be higher after adjustments were made to the teaching styles demonstrated in the classes did not hold for this study. The two educators who had styles that differed somewhat from the styles of their students were rated lower at the end of the study than at the beginning of the study. The educator that had matching learning/teaching styles was rated higher in five of the six areas and slightly lower in one at the time of the post-assessment.

The unexpected results may have been influenced by many factors. Prior to taking the LSI, students took learning for granted and had not received information with which to evaluate their own learning or to analyze their instructor's teaching. The new information may have caused the individual to become more critical in assessing whether his or her preferences were being met in the classroom. With the overall class in mind, the instructor may have lost sight of individual differences in learning style. The stress of the semester coming to a close may also have influenced the students ratings of the teachers.

The educators involved in the study were interviewed to determine their perceptions of the value of the LSI and any noticeable change in the classes. The educators indicated that the LSI was a valuable tool. It could be used to identify appropriate strategies for a given class or individual, to improve instructional methods, and as a tool to diagnose learning strategies for students who seemed to be missing the instruction. The educators felt that the experience had made them more aware of individual learning preferences and methods that work for the various types of students. In general, the educators felt that their instruction had improved after using the LSI information.

Future research in the area of learning styles is important to the profession. Marketing teachers and other vocational educators need professional development in the area of matching teaching and learning styles. To be acceptable to the majority of teachers, the learning styles used must be easy to use, administer, interpret, and provide information that can be used to improve instruction and student learning. Additional reasearch should be conducted to identify the difference in student learning before and after instruction on learning styles.

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APPENDIX A

LEARNING STYLES INVENTORY

EDUCATIONAL ACTIVITIES, INC.
FREEPORT, NY 11520

Name ______________________________ Class ______________________

Instructions: Read the statement carefully and circle the number which best agrees with how you feel about the statement.

Sample: I would rather do work in the afternoon than in the morning.	(4)	(3)	(2)	(1)

A number "4" response means that you prefer to work in the afternoon. A response of "1" means that you very much prefer to work in the mornings. There is no right or wrong response, only the way you feel about the statement. You may have all the time you need so please respond to every statement. Now, if there are no other questions, go on with the survey.

	Most Like Me			Least Like Me
1. Making things for my studies helps me to remember what I have learned.	(4)	(3)	(2)	(1)
2. I can write about most of the things I know better than I can tell about them.	(4)	(3)	(2)	(1)
3. When I really want to understand what I have read, I read it softly to myself.	(4)	(3)	(2)	(1)
4. I get more done when I work alone.	(4)	(3)	(2)	(1)
5. I remember what I have read better than what I have heard.	(4)	(3)	(2)	(1)
6. When I answer questions, I can say the answer better than I can write it.	(4)	(3)	(2)	(1)
7. When I do math problems in my head, I say the numbers to myself.	(4)	(3)	(2)	(1)
8. I enjoy joining in on class discussions.	(4)	(3)	(2)	(1)
9. I understand a math problem that is written down better than one that I hear.	(4)	(3)	(2)	(1)
10. I do better when I can write the answer instead of having to say it.	(4)	(3)	(2)	(1)
11. I understand spoken directions better than written ones.	(4)	(3)	(2)	(1)
12. I like to work by myself.	(4)	(3)	(2)	(1)
13. I would rather read a story than listen to it read.	(4)	(3)	(2)	(1)
14. I would rather show and explain how a thing works than write about how it works.	(4)	(3)	(2)	(1)
15. If someone tells me three numbers to add, I can usually get the right answer without writing them down.	(4)	(3)	(2)	(1)
16. I prefer to work with a group when there is work to be done.	(4)	(3)	(2)	(1)
17. A graph or chart of numbers is easier for me to understand than hearing the numbers said.	(4)	(3)	(2)	(1)
18. Writing a spelling word several times helps me remember it better.	(4)	(3)	(2)	(1)
I learn better if someone reads a book to me than if I read it silently to myself.	(4)	(3)	(2)	(1)

LEARNING STYLES INVENTORY

EDUCATIONAL ACTIVITIES, INC.
FREEPORT, NY 11520

Name ______________________________ Class ______________________

	Most Like Me			Least Like Me
20. I learn best when I study alone.	(4)	(3)	(2)	(1)
21. When I have a choice between reading and listening, I usually read.	(4)	(3)	(2)	(1)
22. I would rather tell a story than write it.	(4)	(3)	(2)	(1)
23. Saying the multiplication tables over and over helped me remember them better than writing them over and over.	(4)	(3)	(2)	(1)
24. I do my best work in a group.	(4)	(3)	(2)	(1)
25. I understand a math problem that is written down better than one I hear.	(4)	(3)	(2)	(1)
26. In a group project, I would rather make a chart or poster than gather the information to put on it.	(4)	(3)	(2)	(1)
27. Written assignments are easy for me to follow.	(4)	(3)	(2)	(1)
28. I remember more of what I learn if I learn it alone.	(4)	(3)	(2)	(1)
29. I do well in classes where most of the information has to be read.	(4)	(3)	(2)	(1)
30. I would enjoy giving an oral report to the class.	(4)	(3)	(2)	(1)
31. I learn math better from spoken explanations than written ones.	(4)	(3)	(2)	(1)
32. If I have to decide something, I ask other people for their opinions.	(4)	(3)	(2)	(1)
33. Written math problems are easier for me to do than oral ones.	(4)	(3)	(2)	(1)
34. I like to make things with my hands.	(4)	(3)	(2)	(1)
35. I don't mind doing written assignments.	(4)	(3)	(2)	(1)
36. I remember things I hear better than things I read.	(4)	(3)	(2)	(1)
37. I learn better by reading than by listening.	(4)	(3)	(2)	(1)
38. It is easy for me to tell about the things that I know.	(4)	(3)	(2)	(1)
39. It makes it easier when I say the numbers of a problem to myself as I work it out.	(4)	(3)	(2)	(1)
40. If I understand a problem, I like to help someone else understand it too.	(4)	(3)	(2)	(1)
41. Seeing a number makes more sense to me than hearing a number.	(4)	(3)	(2)	(1)
42. I understand what I have learned better when I am involved in making something for the subject.	(4)	(3)	(2)	(1)
43. The things I write on paper sound better than when I say them.	(4)	(3)	(2)	(1)
44. I find it easier to remember what I have heard than what I have read.	(4)	(3)	(2)	(1)
45. It is fun to learn with classmates, but it is hard to study with them.	(4)	(3)	(2)	(1)

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APPENDIX B

EVALUATION OF TEACHING

Instructor's Name:______________________

School:______________________

Course Title:______________________

Year:__________

Indicate as accurately as possible your opinion of the instructor's performance on the items listed below. Circle the appropriate number.

	STRONGLY AGREE 4	3	2	1	STRONGLY DISAGREE 0
1. The clarity and sound of the instructor's speech are excellent.	4	3	2	1	0
2. The contents of the assignments contribute to my understanding of the subject.	4	3	2	1	0
3. The requirements of the course (projects, papers, exam, etc.) were explained adequately.	4	3	2	1	0
4. The instructor's presentation often causes me to think in depth about this subject.	4	3	2	1	0
5. The instructor has adequate means for evaluating my learning.	4	3	2	1	0
6. The methods being used for evaluating my work (such as tests, projects, etc.) are reasonable.	4	3	2	1	0
7. Adequate opportunities are provided by the instructor for me to ask questions.	4	3	2	1	0
8. The instructor is teaching the course material or sk'lls.	4	3	2	1	0
9. The instructor seems to be well prepared.	4	3	2	1	0
10. The instructor seems to care about my learning.	4	3	2	1	0
11. The course appears to have been carefully planned.	4	3	2	1	0
12. Course objectives are being achieved.	4	3	2	1	0
13. During the term, I looked forward to attending this class.	4	3	2	1	0
14. Compared with other courses on this level given equal amount of credit, the effort put into this course, by the instructor, is as much as in other courses.	4	3	2	1	0

		STRONGLY AGREE				STRONGLY DISAGREE
15.	Course objectives have been expressed clearly.	4	3	2	1	0
16.	The instructor demonstrates a personal commitment to high standards of professional competencies.	4	3	2	1	0
17.	The instructor provides useful feedback on student progress (identifying strengths and weaknesses).	4	3	2	1	0
18.	In this course, I am learning much.	4	3	2	1	0
19.	The instructor supervises and helps in new experiences without taking over.	4	3	2	1	0
20.	The instructor relates underlying theory to practice.	4	3	2	1	0
21.	Overall, I rate this instructor a good teacher.	4	3	2	1	0
22.	Examination(s) cover material or skills emphasized in the course.	4	3	2	1	0
23.	The time allowed to complete exams is adequate.	4	3	2	1	0
24.	Examination questions are phrased clearly.	4	3	2	1	0
25.	The textbook(s) contribute to my understanding of the subject.	4	3	2	1	0
26.	This course is practical and useful to those students for whom it was specifically planned.	4	3	2	1	0
27.	The instructor behaves in a professional manner.	4	3	2	1	0

For Questions 28-31 Circle the Most Appropriate Response.

28. My perception of the teaching method used in this course is:

a. Lecture
b. Discussion
c. Demonstration
d. Combination of methods
e. Other

29. My grade point average to date is approximately:

a. 4.0 to 3.5
b. 3.4 to 3.0
c. 2.9 to 2.5
d. 2.5 to 2.0
e. below 2.0

30. The grade I presently have in this class is:

a. "A"
b. "B"
c. "C"
d. "D"
e. I have no idea

31. If I needed help outside of class, the instructor has given help to me.

a. Yes
b. No
c. Have not requested help

OPEN QUESTIONS

32. What I like best about the instructor is:

What I like least about the instructor is:

33. What I like best about the course is:

What I like least about the course is:

34. This course could be improved by:

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ABSTRACT

These proceedings contain eight presentations related to research in the areas of marketing and distributive education: "Desired Student Preparation in the Job Application Process as Perceived by the Business Community" (Thomas Allen, Jr.); "Effective Marketing Techniques for Collegiate Business Education Programs" (Ralph Wray); "Alabama Marketing Professors' Ratings of Curriculum Content Areas in Marketing Education" (Michael Littman); "Creative Conference Planning" (Stephen Lucas et al.); "A Report of Standards for Marketing Teacher Education" (Wally Holmes, Jim Seward); "Texas Superintendents' and Principals' Perceptions of Vocational Student Organizations" (Marcella McComas); and "Matching Learning and Teaching Styles Makes a Difference, or Does It?" (Wally Holmes). (YLB)

National Research Conference Report

19[illegible]

Sponsored by Auburn University
University of Pittsburgh
University of West Florida

MARKETING EDUCATION NATIONAL RESEARCH CONFERENCE

April 15-16-17, 1988

University of Pittsburgh

Pittsburgh, Pennsylvania

Marketing Education

Planning Committee Co-Chairpersons

Dr. Frank Palmieri, University of Pittsburgh
Dr. Harold H. Williams, Auburn University
Dr. Wally Holmes, University of West Florida

Proceedings Printed by
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INTRODUCTION

This conference is the outgrowth of many discussions at the annual Southern Region Marketing and Distributive Education Conference. The MDE teacher-educators attending these conferences consistently expressed a desire for a research conference that would provide a forum for presenting research findings to the peer group and to other educational audiences.

The MDE group felt that a vehicle was needed for teacher-education personnel (especially persons new to the field) to become active in MDE research, presentation and publication. It was recommended that mini-workshops be held at the conference covering topics such as: grantsmanship, selecting research topics, preparing narrative materials from raw data, etc. Various other types of research agenda can be prepared as needs arise.

Southern Region MDE teacher-educators are in agreement concerning the need for this type conference and desire that it should be an annual event. The 1989 research conference will be held at the University of West Florida, in mid-April. The sponsoring universities will be Auburn University, University of Georgia, and University of West Florida.

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REFEREE AND REVIEW EDITOR

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RESEARCH REPORTS

DESIRED STUDENT PREPARATION IN THE JOB APPLICATION PROCESS AS PERCEIVED BY THE BUSINESS COMMUNITY

Thomas R. Allen, Jr.
College of Education
Appalachian State University
Boone, North Carolina

1987

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ABSTRACT

Desired Student Preparation in the Job Application Process as Perceived by the Business Community

The major purpose of this study is to determine from the business community what competencies in the job application process are needed by students who are preparing to enter the job market for their first full-time position.

The human resource administrators felt that students need preparation for the initial written application material, including the job application letter and resume. They also felt such pre-interview areas as proper dress and grooming, knowledge of specific job for which applicant is qualified, and knowledge of the organization at which the applicant is applying is important. They were very interested in what contributions the applicant could make to the organization.

TABLE OF CONTENTS

CHAPTER I

INTRODUCTION

Since most human resource representatives note many deficiencies in the manner in which young adults approach the task of applying for a job, we asked them to help us in the preparation of students for the job application process. The recent survey that is being reported on in this study revealed what competencies in the written and oral aspects of the job application process that many human resource personnel in companies in the southeastern United States thought should be stressed in appropriate business courses.

STATEMENT OF THE PROBLEM

The major purpose of this study is to determine from the business community, what competencies in the job application process are needed by students who are preparing to enter the job market for their first full-time position.

Specifically, the objectives of this study are as follows:

1. To determine from the business community, what job application competencies are needed by entering employees.

2. To give human resource personnel an opportunity to evaluate the competencies that are presently being offered in business courses at the secondary, post-secondary and collegiate level.

3. To revise the instruction in the job application process to further stress the competencies that are most emphasized and to include competencies that are not previously covered.

SIGNIFICANCE OF THE STUDY

The results of this study will give teachers who instruct in competencies of the job application process an opportunity to become familiar with what competencies business students should obtain.

ASSUMPTIONS INVOLVED IN THE STUDY

In designing this study the investigators accepted the Allport position: that when given the opportunity to express one's self, the individual can and will respond in a valid and reliable way (Allport, 1953).

Since the data for this study will not directly affect the future of the respondents, it was assumed that they were not threatened by the questionnaire and that honest answers were elicited.

LIMITATIONS OF THE STUDY

The following limitations were applicable to this study:

1. The study is limited to one hundred responses from business personnel within the last year in the southeastern United States.

2. The specific conclusions made in this study will be limited to the sample groups, but like conclusions, may be drawn to other groups with similar characteristics.

ORGANIZATION OF THE REMAINDER OF THE STUDY

The second chapter contains a review of pertinent literature related to the job application process. The third chapter describes the population used, methods of collecting data, and the organization and analysis of data. Chapter four presents the data and chapter five gives the summary, conclusions and recommendations.

CHAPTER II

METHODS AND PROCEDURES

REVIEW OF RELATED LITERATURE

If job applicants could just stand in line with other qualified job seekers in their occupational field and wait their turn for a job, there would be no need for the present form of the job application process. However, in our free enterprise system there is competition in the labor market for both employers and employees.

According to the (Getting Jobs, A Service Publication of MPC Education Publishers) students can gain an extra measure of success insurance by preparing in advance for success at the employment interview. Even when the job is not the right one for the applicant, or when the applicant is not right for the job, the interview can be looked upon as a valuable learning experience rather than a failure. Most important is planning and preparing so that the employment process is approached with confident and anticipation instead of dread.

Challenger (1986) notes the following "eight deadly sins" of job interviews.

1. Telling someone how to run his/her business.
2. Criticizing previous employer.
3. Failure to self promote.
4. Volunteering shortcomings.

5. Inquiring about salary and fringe benefits in the first interview.
6. Asking too many questions of the employer.
7. Arriving late for the interview.
8. Dressing improperly.

As is brought out in research by Allen (1970) far too often applicants visit the premise of the prospective employer with the expectation of being interviewed by only one person. It is not at all uncommon to participate in several interviews. Often most of the interviews will be conducted by 2 or more interviewers. Also on some occasions some interviews are conducted with more than one interviewee in attendance.

CHAPTER III

METHODS AND PROCEDURES

DESCRIPTION OF THE SAMPLE

Participants in the survey were obtained from the 1986 Membership Directory of the American Society of Personnel Administrators. Four hundred questionnaires were sent to a random group of personnel administrators mostly in the southeastern United States. One hundred (100) administrators returned their questionnaires for a response rate of 25 percent.

INSTRUMENTATION

The instrument used to gather data in the survey was the Desired Student Preparation in Job Application Process as Perceived by the Business Community Questionnaire (see Appendix). Information asked for on the Questionnaire included the following areas: description of the company which the human resource director represents, initial written application material, preparation for job interview, responses during the interview, and interview follow-up.

PROCEDURE

The questionnaires were distributed by mail to human resource administrators in corporations in the southeastern United States. A cover letter explaining the purpose of the study and need for a response was enclosed along with a self-addressed, stamped envelope. The questionnaires were completed during the latter part of the Fall semester of 1986. A completion time of approximately one month was requested for the return of the questionnaires.

CHAPTER IV

FINDINGS

The results were determined by the analysis of the questionnaire. A summary of the data results of the questionnaire is shown as follows:

Human resource administrators from each of 100 companies completed and returned the questionnaire, also the following results are based on the fact 100 responses are equal to 100 percent.

DEMOGRAPHIC INFORMATION

1. Title of person completing the questionnaire:

Human Resources Manager	19
Personnel Manager	18
Director of Personnel	10
Personnel Administrator	6
Director of Employee Relations	5
Director of Human Resources	5
Human Resource Specialist	3
Personnel Administration Manager	3
Vice President	2
Assistant Manager of Human Resources	2
Vice President of Human Resources	2
Human Resources Assistant	2
Employment Manager	2
Marketing Coordinator	2
Comptroller	1
Vice President of Personnel	1
Executive Director of Employment	1
Manager of Personnel Services	1
Training and Recruiting Manager	1

2. Size of the company by number of employees

0 -- 500	32		5,001 -- 10,000	15
501 -- 1000	19		Over 10,000	18
1001 -- 2000	10			
2001 -- 3000	12			
3001 -- 5000	4			

3. Size of company by annual gross sales in $000

$ 000 -- $ 250	1		$ 5,001 -- $ 10,000	3
251 -- 500	1		10,001 -- 25,000	5
501 -- 1,000	3		25,001 -- 50,000	5
1,001 -- 2,000	1		50,001 -- 100,000	8
2,001 -- 5,000	2		Over 100,000	52

4. Type of company:

manufacturing	41
merchandising	8
service	35
financial	18
local gov't	1

5. Location of company headquarters:

Virginia	25
North Carolina	22
Georgia	18
South Carolina	16
Illinois	4
Tennessee	3
Massachusetts	2
Washington, DC	1
Texas	1
Indiana	1
Kentucky	1
Florida	1
Connecticut	1
Japan	1
Canada	1

REPORT BODY
(Based on Questionnaire Format and Response)

1. INITIAL WRITTEN APPLICATION MATERIAL ON A SCALE OF 0-5 ("0" = cannot rank; "5" = very important to include) The sample population gave an overall ranking of importance of the following:

A.	The Job Application Letter	3.8
B.	The Resume	4.4

Suggestions: Letters of application and resumes should be neat, error free and one page in length.

Letter should be short, concise and state reason for writing.

Letter and resume should be in the form of a proposal for the job.

Letter and resume represent a first impression; therefore they should be neat, complete and to the point, as to what one is applying for and why he/she is qualified.

2. PREPARATION FOR JOB INTERVIEW

A.	Proper dress and grooming	4.0
B.	Knowledge of Specific Job for Which Applicant is Qualified	3.8
C.	Specific Job Area for Which to Apply	3.5
D.	Knowledge of Organization for Which the Applicant is Applying	3.7
E.	Knowledge of What Information Applicant Must Obtain in Order to Make Decision	3.6
	1. Rules and regulations of the organization	3.2
	2. Duties of the job	4.0
	3. Location of the job	3.2
	4. Travel Expected	3.2
	5. Chance of Advancement	3.4
	6. Monetary benefits	3.4
	7. Training	3.4

Suggestions: Proper dress and grooming shows the employer what the prospect will look like to his public and customers.

Applicants should show enough interest in the interview to find out as much as possible in

advance about the company because there is no way that a perspective employee can know whether he can make a contribution to an organization if he knows nothing about its operation.
Location, travel and other details are not essential since they can change so rapidly.

3. RESPONSIBILITIES DURING THE INTERVIEW

A.	What Contributions Applicant Can Make to the Organization	3.5
B.	Applicant's Strengths	4.2
C.	Applicant's Weaknesses	3.8
D.	Clarification of Preparation	3.5
E.	Justification of Why Organization Should Hire Applicant	4.2

Suggestions: Applicant should be able to give a good explanation of why he is applying for this job at this particular time.

Applicant should know why he is qualified for the job and be able to tell the employer why he should select him rather than another applicant.

Most employers are more interested in the potential of an applicant rather than his/her immediate contribution.

Make applicants aware of how to approach weaknesses as if they were strengths, i.e., "I have a tendency to be a perfectionist because I want to perform my job to the best of my ability."

4. INTERVIEW FOLLOW-UP

A.	Job Interview Follow-up Letter	4.0
B.	Letter of Acceptance	3.2
C.	Letter of Refusal	3.1
D.	Preparation for a Return Interview	3.8

Suggestions: Follow-up or thank you letters are indeed rare, but give a positive impression.

Follow-up letters may give an applicant a slight advantage over an equal applicant who does not bother to follow-up.

If an applicant is not interested in a job offer, a letter of refusal is the polite thing to do. Employers need to know too what decision the perspective employee has made.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

SUMMARY

PURPOSE

The primary purpose of this study is to identify and analyze the competencies in the job application process that human resource administrators feel should be taught in business classes.

POPULATION AND INSTRUMENTATION

The data was collected from human resource administrators in the directory of the American Society of Personnel Administration in the United States through a questionnaire. The questionnaire was developed and administered during the fall of 1986 after being developed and field tested by the researcher. A cover letter explaining the purpose of the study and the need for a response was enclosed along with a self-addressed stamped envelope. A completion time of approximately one month was requested of the respondents for the return of the questionnaire.

DATA COLLECTION

The questionnaires were completed by the human resource administrators. When completed, the questionnaires were returned to the researcher.

CONCLUSIONS

Human resource administrators' reactions to the proposed content to be offered in preparation for the job application process reveal the following observations:

1. It was the general feeling of the human resource administrators that students need preparation for the initial written application material, including the job application letter and resume.

2. The human resource administrators felt that students need suggestions for advance preparation for the job interview. Specifically, this includes proper dress and grooming, knowledge of specific job for which applicant is qualified, and knowledge of the organization for which the applicant is applying. In addition, the applicant must be prepared to obtain all information needed in order to judge a situation, should an offer be extended.

3. During the job interview the human resource administrators were particularly interested in the applicants knowing their strengths and what contributions they could make to the organization.

4. The human resource administrators agreed that a job interview follow-up letter shows courtesy and that the interviewee is interested in the job.

RECOMMENDATIONS

Several implications are believed to be of importance in the making of recommendations of competencies to be stressed in a study of the job application process. The following most frequently given recommendations of course content offerings are based upon results of this study:

1. Students should receive instruction in how to write a short specific job applicant letter and resume; how to market themselves.

2. Students should properly prepare for attendance of the job application interview. Proper preparation includes the following: appropriate dress and grooming, what job he/she is applying for, information about the job and the organization.

3. Students should know how to respond during the interview. This response includes the following: keeping their composure and not appearing to be someone else, knowing their strengths and what contributions they can make to the organization, and justifying why the organization should hire them instead of someone else.

4. Students should be made aware of appropriate follow-up action after the interview. Steps in follow-up include: writing a follow-up letter after the interview, promptly writing either a letter of acceptance of refusal to make the perspective employer aware of their decision after the job offer is extended.

APPENDICES

Department of Management

Appalachian State University
Boone, North Carolina 28608

704/262-2163

November 15, 1986

Dear Human Resource Administrator:

WE NEED YOUR HELP!!!

We are conducting a major national research project to determine what business executives, like yourself, want from today's college graduates. This study specifically addresses the preparatory work in the job application process and abilities of college graduates in business. Surely we cannot determine this information solely from our positions as college professors; it requires the joint efforts of both business personnel and college faculty.

Consequently, we are seeking your valued opinion and ideas to help us meet YOUR NEEDS as you hire your future personnel from the vast pool of business school graduates. In the questionnaire, on the following two pages, we have identified various topics and subtopics which are typically taught in many business courses in colleges and universities throughout the country. We, therefore, would like your input on the value and importance of teaching the items shown. Also, we have provided space for YOUR VALUED COMMENTS as you see fit to respond.

For further help when analyzing our collected data we are also requesting of you certain descriptive data about your company which we hope you will provide. If you feel the data is confidential or privileged, we will understand if you cannot provide.

Would you please take a few minutes to complete the questionnaire and return to us in the enclosed envelope. If at all possible, would you please try to return the completed questionnaire by December 15, 1986. If you are unable to complete the questionnaire yourself, please ask another qualified person to do so. Thank you very much for helping us bridge the gap between business and education. PLEASE SHARE YOUR KNOWLEDGE AND EXPERTISE WITH US; IT WILL BE VERY HELPFUL TO YOU, THE STUDENTS, AND TO THOSE OF US WHO ARE TEACHING.

Sincerely,

Thomas R. Allen, Jr.

Thomas R. Allen, Jr.
Professor of Management

DESIRED STUDENT PREPARATION IN THE JOB APPLICATION PROCESS AS PERCEIVED BY THE BUSINESS COMMUNITY

DIRECTIONS: Please respond to the following demographic data as best you can regarding yourself and your organization.

1. Title of person completing this questionnaire: ______________________

2. Size of the company:

    _____ 0-500 employees
    _____ 501-1,000 employees
    _____ 1,001-2,000 employees
    _____ 2,001-3,000 employees
    _____ 3,001-5,000 employees
    _____ 5,001-10,000 employees
    _____ Over 10,000 employees

3. Size of company by annual gross sales (in thousands):

    _____ $000-$250
    _____ 251- 500
    _____ 501-1,000
    _____ 1,001-2,000
    _____ 2,001-5,000
    _____ $5,001-$10,000
    _____ 10,001-25,000
    _____ 25,001-50,000
    _____ 50,001-100,000
    _____ Over 100,000

4. Check type of company:

    _____ Manufacturing
    _____ Merchandising
    _____ Service
    _____ Financial

5. Location of company headquarters:

    State: ______________________ City: ______________________

DIRECTIONS FOR JOB APPLICATION TOPICS: As you evaluate the outline below, rank the topics by circling the appropriate number according to the degree of instructional emphasis that you feel should be given to each. The ranking classifications are as follows:

0 -- Cannot rank with data shown
1 -- Instruction not needed
2 -- Include, but with <u>limited coverage</u> of topic
3 -- Should include with general overall coverage of topic
4 -- Important to include with <u>some special instructional coverage</u> of topic
5 -- Very important to include with <u>specific instructional emphasis given</u> to topic

	RANKINGS					
	5	4	3	2	1	0
I. INITIAL WRITTEN APPLICATION MATERIAL						
A. The Job Application Letter	5	4	3	2	1	0
B. The Resume	5	4	3	2	1	0

Comments and/or Suggestions: ______________________

II. PREPARATION FOR JOB INTERVIEW

A. Proper Dress and Grooming	5	4	3	2	1	0
B. Knowledge of Specific Job for Which Applicant Is Qualified	5	4	3	2	1	0
C. Specific Job Area for Which to Apply	5	4	3	2	1	0
D. Knowledge of the Organization for Which the Applicant Is Applying	5	4	3	2	1	0
E. Knowledge of What Information Applicant Must Obtain in Order to Make a Decision	5	4	3	2	1	0
1. Rules and regulations of the organization	5	4	3	2	1	0
2. Duties of the job	5	4	3	2	1	0
3. Location of the job	5	4	3	2	1	0
4. Travel expected	5	4	3	2	1	0
5. Chance for advancement	5	4	3	2	1	0
6. Monetary benefits	5	4	3	2	1	0
7. Training	5	4	3	2	1	0

Comments and/or Suggestions: ______________________________

____

____

____

III. RESPONSES DURING THE INTERVIEW

A. What Contributions Applicant Can Make to the Organization	5	4	3	2	1	0
B. Applicant's Strengths	5	4	3	2	1	0
C. Applicant's Weaknesses	5	4	3	2	1	0
D. Clarification of Preparation	5	4	3	2	1	0
E. Justification of Why Organization Should Hire Applicant	5	4	3	2	1	0

Comments and/or Suggestions: ______________________________

____

____

____

IV. INTERVIEW FOLLOW-UP

A. Job Interview Follow-up Letter	5	4	3	2	1	0
B. Letter of Acceptance	5	4	3	2	1	0
C. Letter of Refusal	5	4	3	2	1	0
D. Preparation for a Return Interview	5	4	3	2	1	0

Comments and/or Suggestions: ______________________________

____

____

____

Effective Marketing Techniques for Collegiate Business Education Programs

Prepared by:

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National Conference for Research in Marketing Education

Pittsburgh, Pennsylvania

Effective Marketing Techniques for Collegiate
Business Education Programs

Ralph D. Wray, Ed.D.
Illinois State University (IL)

Abstract

One hundred and five department chairs or their designated respondents in NABTE member institutions responded to a questionnaire designed to solicit descriptive information about their institutions and to identify the extent to which sixteen selected marketing techniques and/or strategies were used in marketing their business teacher education programs. Furthermore, respondents were asked to ascertain their perceptions of the effectiveness of the techniques.

The major findings revealed that percentages of levels of use of the various marketing techniques varied significantly; however, there appeared to be little variance in the mean levels of perceived effectiveness of the various marketing techniques.

The investigator reached four conclusions and offered three recommendations.

Effective Marketing Techniques for Collegiate Business Education Programs

Introduction

Programs to prepare teachers to specialize in business education, in recent years, have been in decline. This has been evidenced by a reduction in the number of business teacher education programs offered by institutions of higher education and low enrollments in some existing programs of business teacher education.

While various groups have recognized this problem, the executive summary of the 1985 National Conference on the Future of Business Education, produced by Campbell Communications through a grant from South-Western Publishing Company, revealed that conferees determined that the greatest priority was that "Business education must be marketed and promoted more effectively" (An Action Agenda for Business Education, Executive Summary, 1985, p. 3). It should be noted that the importance of this problem was not confined to the views of a special interest group of business educators; the twenty-six conferees included representatives from the Chamber of Commerce of the United States, the National School Boards Association, the Association of Independent Colleges and Schools, as well as collegiate deans and representatives from business firms.

Related Literature

There appears to be little paucity of literature relating to the need to market business education and a variety of promotional strategies are offered by various authors. Promotion, however, is only one component of marketing and very little research relating to the topic of marketing business teacher education can be found. The 1983 National

Business Education Association yearbook, Promoting Business Education, contains 23 chapters with numerous suggestions for enhancing business education programs. The approaches advocated in the yearbook vary from promoting business education through political activisms (Hanson, 1983, p. 75) to promoting business education through teacher awards and recognition (Merrier, 1983, p. 59). The need to promote and market business education has been addressed by others in articles such as: "Declining Enrollments in Business Education" (Lydeen, 1986, p. 46), "Recruit or Resign?" (Pitman, 1986, p. 23), and "Getting Enrollments: Everyone's Responsibility" (Wellins, 1985, p. 25).

Another vein of reviewed literature dealt with the application of specific marketing techniques to the admissions and recruiting process. "Promoting Business Education--Why and How" (Ristau, 1986, p. 3), "Marketing Tools for the Business Educator" (Fredrickson, 1985, p. 8), and "Market Your Department" (Bracco, 1982, p. 13) are articles which serve as examples of such literature. An action plan for local use appears in the 1985 Fall edition of Business Education World under the title: "Promote Business Success in Business Education." A 76-page manual, Marketing Your Business Program, was added to the Professional Services Series by McGraw-Hill in 1986 (Lynch, 1986, pp. 1-76). Much of this literature has application for secondary business education programs instead of collegiate programs.

A basic concept contained in marketing theory is that price, promotion, place, and product can be manipulated in concert in efforts to meet the needs of consumers. It appears that only in the past twenty years have institutions of higher education tried to borrow the profit sector's strategies with regard to some components of the marketing mix.

The unpublished thesis of Sheffield was one such attempt to apply the marketing perspective to student choices of institutions of higher education (Sheffield, 1975, 3857). The College Board Review published an article in 1973 which encouraged colleges and universities to make use of the marketing mix. In that article, Wolf, a professor of marketing at the University of Massachusetts, listed fairly specific techniques for the implementation of the marketing mix (Wolf, 1973, 2-4, 23-24).

The review of literature, from a contemporary view of marketing business education programs to a historical view of initial concerns with the applicability of marketing techniques, strategies, and concepts to college and university admissions and student recruitment, served as an important element of the background of this study. No evidence was found of a national survey in which an attempt was made to ascertain the extent to which marketing techniques were used by college and university recruiters or admissions officers. Likewise, no evidence was found of a national survey in which an attempt was made to discover the perceived effectiveness of marketing techniques as used by college and university recruiters or admissions officers. Therefore, the review of literature assisted in establishing the need for the study which is reported hereafter.

Statement of the Problem

The problem of this study was to identify the extent to which selected marketing techniques were used by business education department administrators in National Association of Business Teacher Education (NABTE) member colleges and univiersities and to ascertain their perceptions of the effectiveness of such techniques.

Scope of the Study

The scope of this study was confined to an examination of 16 selected marketing techniques or strategies and their application and perceived effectiveness in attracting candidates to preservice business education programs. Other marketing techniques or strategies may have application in business teacher education recruitment practices; however, such techniques were beyond the scope of this study.

Limitations of the Study

Several limitations existed in this study. First, only colleges and universities that were members of NABTE were surveyed. Thus, the assumption should not be made that the results were representative of all colleges and universities.

Next, the assumption was made that responding and nonresponding institutions were interested in attracting students to their business teacher education programs.

A more fundamental limitation was that while the study provided a view of the extent to which selected marketing techniques and strategies have been used and to their perceived effectiveness, it does not address the question of what should be the optimum marketing mix for marketing business teacher education programs.

Methodology

The application and perceived effectiveness of marketing techniques as applied in business teacher education programs was based on primary data collected through a survey of NABTE member institutions. This section defines the population, instrument design, and data analysis.

Population

The population surveyed was composed of department chairs or their designated respondents in the 251 NABTE member institutions as listed in the December, 1986, issue of the Business Education Forum.

The population was sent a cover letter, survey instrument, and postage-paid return envelope. The cover letter explained the purpose of the study and solicited a response from the department chair or a designated respondent.

Survey Instrument

The survey instrument was divided into two sections. The first section contained questions concerning the number and composition of students pursuing degrees in business teacher education, the academic unit in which the department or program was contained, admission requirements or standards, accreditation status (American Assembly of Collegiate Schools of Business), and the status of the business teacher education program in terms of administrative support. The second section of the survey instrument was designed to solicit information concerning the application of 16 marketing techniques or strategies toward increasing enrollments and, if used, the perceived effectiveness of the technique or strategy. This section of the instrument was adapted from an instrument developed and validated by James C. Blackburn (1979) for the purpose of surveying registars and admissions officers to determine their reactions to the application of marketing tools in the recruitment process. The data yielded, as a result of that study, became the basis for the findings reported in Blackburn's doctoral dissertation. Research specialists in the Illinois State University Computer Services Center served as a jury. The jury was chosen because of their expertise in developing instruments and for their ability to determine if the survey instrument would collect the data desired and to identify statements on the instrument which might contain inconsistencies.

The initial mailing, which was made on July 15, 1987, resulted in 105 responses, a 42 percent response rate. Seven respondents, or three percent of the total population, did not complete the entire instrument; instead, they indicated that the business teacher education programs at their institutions were being phased out.

Telephone calls to a random sample of nonrespondents found them to be away from campus on their summer vacations. Therefore, due to the timeline of this study, further attempts to contact nonrespondents were not made.

Description of Data Analysis

Responses to items contained in the first section of the questionnaire were recorded and subjected to frequency counts. The ranges were noted and means were calculated for the descriptive information.

Responses to items contained in the second section of the questionnaire were divided into two groups--those indicating that they used the marketing technique and/or strategy and those indicating that they did not. For those respondents indicating that they used the marketing technique and/or strategy, they were asked to indicate their perception of its effectiveness on a continuum with four increments and ranging from "fails to satisfy my expectations" to "greatly exceeds my expectations" in terms of effectiveness. After assigning values to the increments ranging from one to four, mean levels of perceived effectiveness for each marketing technique and/or strategy were calculated. A scattergram was constructed to show the percentages of use and the perceived effectiveness as measured by mean levels for each of the 16 marketing techniques and/or strategies.

Results

The results of this study include descriptive information taken from the first section of the instrument, as well as information concerning the extent of use and the perceived effectiveness of 16 marketing techniques and/or strategies.

Descriptive Information

Program size. Table 1 shows enrollment data for the NABTE institutions responding to the questionnaire.

Table 1

Business Teacher Education Enrollment Data for Responding NABTE Institutions

Level	Average Number of Enrollees	Range High	Range Low	Number of Institutions
Lower Division	26	90	3	98
Upper Division	28	100	2	98
Masters	32	300	1	77
Specialist	6	12	1	10
Doctorate	9	25	1	16

Composition of students. Sixty-six percent of the reporting institutions indicated that their undergraduate business teacher education program attracted a predominately female clientele, while 33 percent reported a co-educational or mixed clientele. Only one percent of the institutions reported a predominately male undergraduate clientele. At the graduate level, 54 percent of the institutions attracted a predominantly female clientele; 44 percent reported a co-educational or mixed clientele. Two percent of the institutions offering graduate programs attracted a predominantly male clientele.

Academic unit. Fifty-two of the 98 respondents reported that the business teacher education programs in their institutions were contained in Schools of Business; 33 programs were contained in Schools of Education; 4 programs were housed in Schools of Applied Science and/or Technology; and, 9 programs were contained in other units such as Schools of Arts and Sciences, Schools of Professional Studies, and Schools of Industry and Applied Program Technology.

Accreditation by AACSB. Twenty-four of the 52 programs contained in Schools of Business were in units accredited by the American Assembly of Collegiate Schools of Business (AACSB).

Admission standards. Twenty-six percent of the responding institutions reported that an open door admissions policy was followed in their schools; 67 percent of the respondents used a selective admissions policy (i.e. based upon predetermined criteria) and 7 percent of the institutions accepted students on a competitive basis.

Admission to teacher education. While requirements for admission into teacher education programs varied, approximately 45 percent of the respondents required that applicants achieve a 2.5 grade point average (GPA) on a 4-point scale based on the completion of 60-semester hours. About 15 percent of the respondents required that applicants achieve a 2.75 GPA on a 4-point scale based on the completion of 90-quarter hours. Only one institution required a higher GPA, 2.8, and no institutions admitted students into teacher education programs with a GPA of less than 2.0.

Program status. Thirty-one percent of the respondents indicated that the business teacher education program in their institutions had been challenged by administrators based on the numbers of students served. Thirty-nine percent of the respondents expected the status of the business teacher education program to be challenged in the future based on the numbers of students served.

Department names. Approximately 25 percent of the respondents indicated that the official names of their departments were Business Education and Office Management or Business Education and Administrative Services. In some cases, the names were transposed. About 15 percent of the respondents indicated that the official names of their departments were Vocational Studies, Vocational and Career Education, or Occupational Education. Other names listed for the departments included:

Business Administration
Business and Marketing Education
Business Information Systems and Communications
Computer Information Systems
Computer Science and Information Systems
Curriculum and Instruction
Education Theory, Policy, and Administration
General Business
Management and Human Resources
Management Information Resources
Management Information Systems
Office Systems and Business Education
Office Systems Management
Secondary Education
Technology and Adult Education

Marketing Techniques and/or Strategies

The 16 marketing techniques and/or strategies are presented in this section, along with data concerning their use in recruiting business teacher education majors and the degree of effectiveness assigned to each by the respondents. Figures 1 and 2 on pages 38 - 39 show a summary of the percentages of levels of use and the mean levels of perceived effectiveness for the marketing techniques and/or strategies.

Publicity. Publicity was defined to the participants as news or promotional material placed without payment to the media and designed to bring favorable attention to an institution or its offerings. Seventy-nine percent of the respondents indicated that publicity was used as a recruitment tool. The mean level of perceived effectiveness of publicity as a marketing technique was 2.54 on a 4-point scale (0 = ineffective, 4 = highly effective).

Advertising. Advertising was described to respondents as non-personal communications carried through paid media under clear sponsorship. Forty-six percent of the respondents said they had used this marketing tool and their mean level of perceived effectiveness was 2.52 on a 4-point scale.

Advertising research/pre-testing. This marketing technique was defined for respondents as the use of facsimile advertisements with small groups of students before such ads were inserted in the media. This technique was used by the smallest percentage of the respondents, eleven percent. Their mean level of perceived effectiveness of the technique was 2.63 on a 4-point scale.

Advertising research/post-testing. Respondents were told that this technique called for the investigation of the effects of advertising insertions which had appeared or had been broadcast, that is, determining who saw/heard an ad and their impressions of the message. Only fourteen percent of the respondents indicated they had used this technique and their mean level of perceived effectiveness of the technique was 2.67 on a 4-point scale.

<u>Marketing research/current demand analysis</u>. This technique was defined as calculating and analyzing the mathematical approximation of the number of prospective freshmen who are qualified for and interested in specific offerings. Thirty-seven percent of the respondents indicated they had used this technique. The mean level of perceived effectiveness was 2.65 on a 4-point scale.

<u>Marketing research/demand forecasting</u>. This marketing technique was described to the respondents as the estimation of future demand for specific types of educational offerings. The question, how many college freshmen will be interested in majoring in business teacher education in 1992, served as an example. Thirty-nine percent of the respondents indicated they had used demand forecasting and their mean level of perceived effectiveness of the technique was 2.50 on a 4-point scale.

<u>Program development</u>. Respondents were told that program development was the process of identifying new educational thrusts and converting them into institutional offerings. For example, the business teacher education program might respond to the needs of business organizations for trainers and/or on-the-job teachers. Fifty-eight percent of the respondents indicated they had used this technique with an overall mean level of perceived effectiveness at 2.67 on a 4-point scale.

<u>Pricing</u>. Pricing was defined as the mixing of cost, competition, and other opportunities. Specifically, what opportunities does the prospective major bypas. ... order to pursue studies in the business teacher education program, is the value of the degree greater than one from other business teacher education program, and is the cost of the institution's program competitive? Only fourteen of the

respondents indicated that pricing was a marketing technique used. The mean level of perceived effectiveness was rated at 2.67 on a 4-point scale.

Market segmentation. The definition of market segmentation given to the respondents was the dividing of populations of incoming freshmen into homogeneous groups to be addressed by specific recruitment strategies. The differentiation of marketing/recruiting strategies among groups of prospective students might be based on career plans, grades, test scores, or other factors. Forty-eight percent of the respondents said they used market segmentation and the mean perceived level of effectiveness was 2.60 on a 4-point scale.

Market positioning. The study of the structure of the market in order to identify a viable "niche" in which to position an institution and/or its offering was the definition provided to respondents. Respondents were given the following question as an example: Do you determine perceptions of your institution and its competitors among important populations, such as prospective students, guidance counselors, or enrollees? Fifty-eight percent of the respondents indicated they used market positioning and their mean level of perceived effectiveness of this technique was 2.69 on a 4-point scale.

Offering differentiation. Differentiation was defined for respondents as the introduction and emphasis of the features, qualities, or benefits of an institution which differentiates that institution's offerings from those of its competitors. Sixty-six percent of the respondents said they had used the technique and their mean level of perceived effectiveness was 2.76 on a 4-point scale. This rating of perceived effectiveness was the highest for any of the 16 marketing techniques.

Marketing information system. Participants were told that the marketing information system (MKIS) did not have to be computerized; it must merely be able to provide up-to-date information on a continuing basis. MKIS was described to participants as a system which stands between the recruiting environment and the institutional decision makers and provides timely, accurate, and easily retrievable information concerning the student markets. Fifty percent of the respondents indicated that they used a MKIS. Furthermore, the mean level of perceived effectiveness was 2.68 on a 4-point scale.

Market concept. The definition listed for the market concept was the orientation of all parts of the institution (i.e. professors, administrators, support staff) toward the satisfaction of students' educational and societal needs. Eighty-two percent of the respondents indicated they applied the market concept. This technique, therefore, was used by the largest number of participants. The mean level of perceived effectiveness for this technique was 2.73 on a 4-point scale.

Marketing plan. A marketing plan was defined as a written document including diagnoses, prognoses, objectives, strategies, tactics, and controls considered appropriate to an institution's marketing/recruiting for a given period of time. Forty-one percent of the respondents indicated that they or their colleagues had

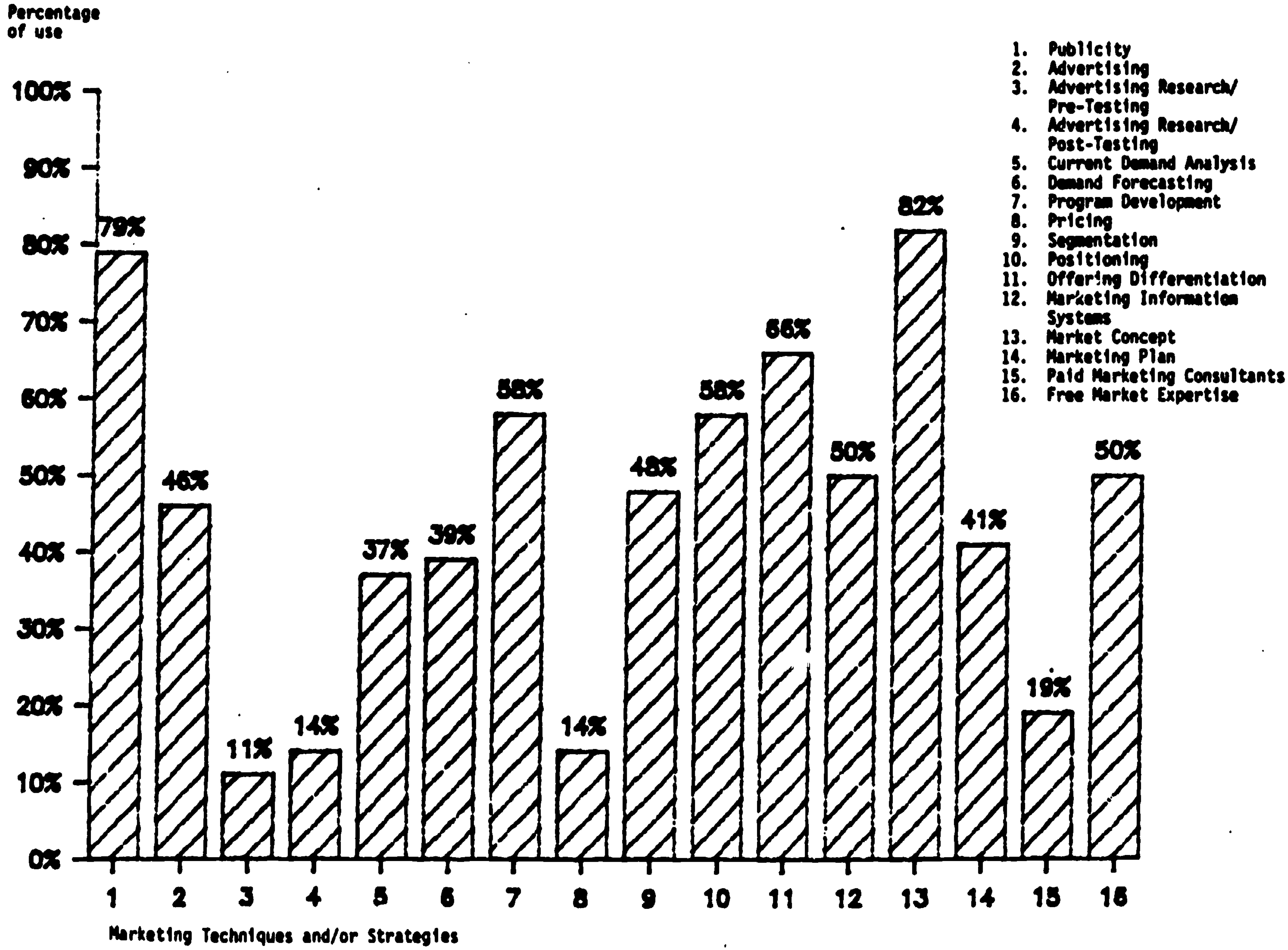

Figure 1

Percentages of Levels of Use of the Various Marketing Techniques

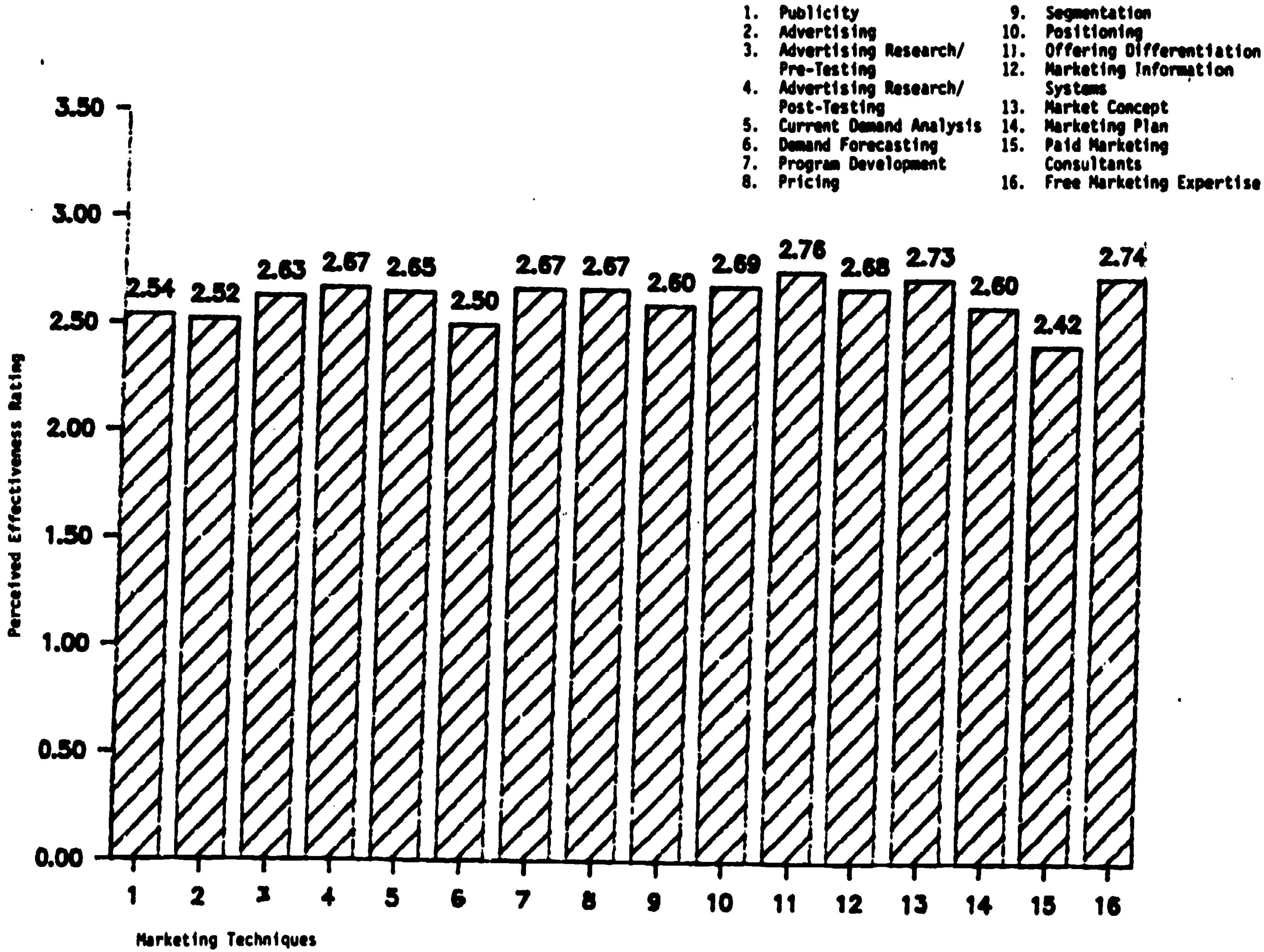

Figure 2

Mean Levels of Perceived Effectiveness of the Various Marketing Techniques developed such a document. The mean level of perceived effectiveness of the marketing plan was rated 2.60 on a 4-point scale.

Paid marketing consultants. Paid marketing consultants were described as individuals or firms which sell marketing services to institutions of higher education. When asked if their institutions ever hired such services for use in the recruitment/admissions process, nineteen percent of the respondents answered affirmatively. The mean level of perceived effectiveness for this technique was 2.42 on a 4-point scale, the lowest recorded for any of the 16 marketing techniques.

Free marketing expertise. Participants were asked if their institutions sought or received free marketing advice or services from local business faculties or business/industry. Fifty percent of the respondents responded affirmatively. The mean level of perceived effectiveness for this technique was 2.74, second only to offering differentiation.

Figure 3, on page 41, is a scattergram which depicts not only the percentage of respondents using each technique, but also the mean level of perceived effectiveness for each technique.

Conclusions and Recommendations

While an analysis of the data could lead to a number of conclusions, the following appear to be justified.

Conclusions

1. Approximately one-third of the respondents are somewhat apprehensive about the status of business teacher education programs in their institutions resulting from the numbers of students served.

Marketing Business Education Programs

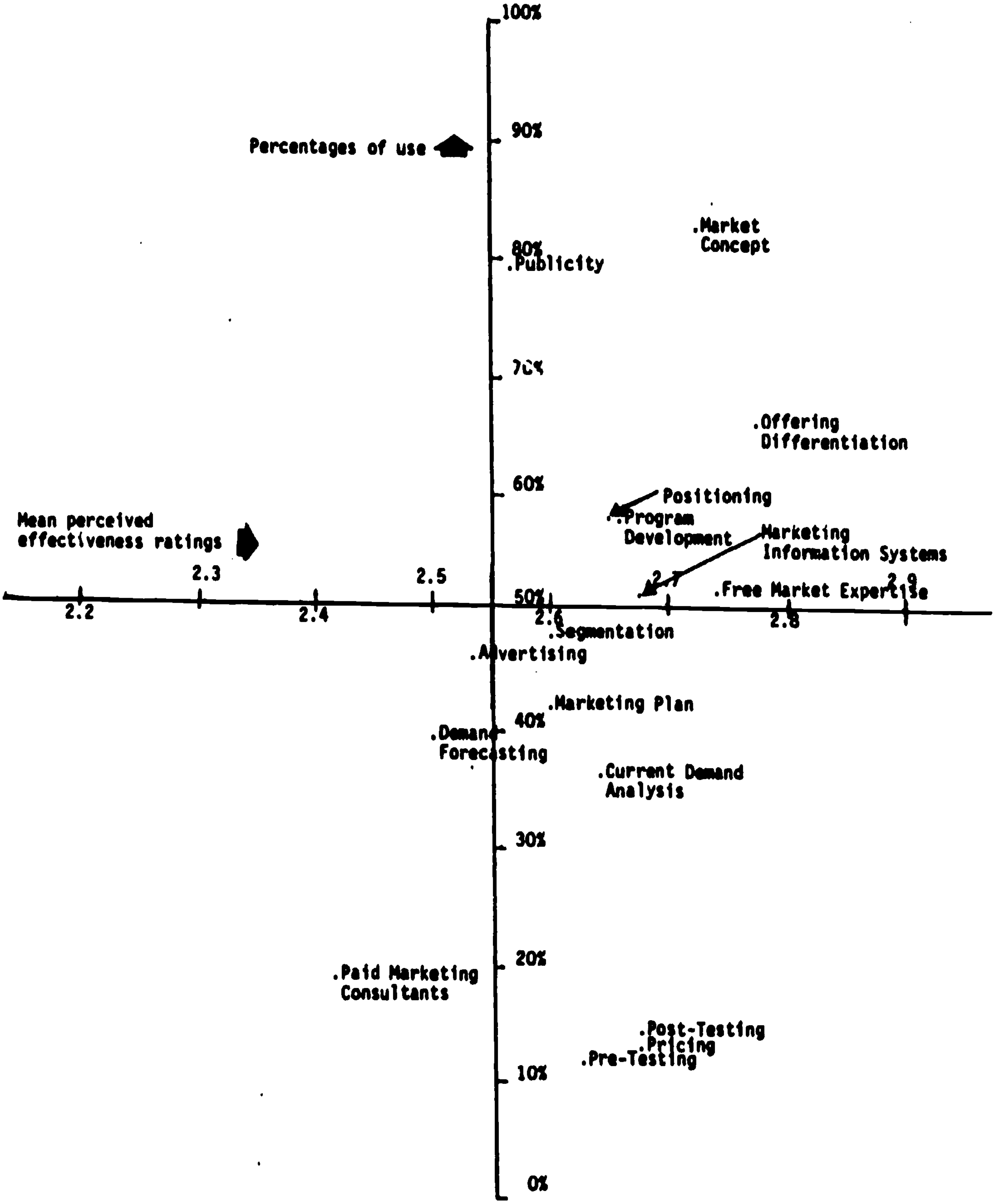

Figure 3

Percentages of Use and Mean Perceived Effectiveness Ratings of 16 Marketing Techniques

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2. The results of the study show that application of the marketing concept and the utilization of publicity are used to a greater extent in marketing business teacher education programs than other marketing techniques and/or strategies.

3. Since eleven of the sixteen marketing techniques and/or strategies were used by only fifty percent or fewer of the respondents, it appears that department chairs, advisors, recruiters, and admission officers have not accepted or applied marketing techniques used by other entities in the marketing of products and services.

4. While the percentages of levels of use of the various marketing techniques vary significantly, there appears to be little variance in the mean levels of perceived effectiveness of the various marketing techniques.

Recommendations

The following recommendations were formulated as a result of this study.

1. Business teacher educators should form a national task force to develop strategies for dealing with decreased student enrollments in business teacher education programs and challenges resulting from this phenomenon.

2. Business teacher educators, as well as other personnel involved in marketing business teacher education programs, should avail themselves of inservice programs designed to enhance their knowledge of marketing and their skills in the application of marketing techniques and/or strategies.

3. An additional study should be undertaken to evaluate the application of marketing techniques and the resulting outcomes in business teacher education programs.

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ALABAMA MARKETING PROFESSORS' RATINGS OF CURRICULUM CONTENT AREAS IN MARKETING EDUCATION

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ALABAMA MARKETING PROFESSORS' RATING OF CURRICULUM CONTENT AREAS IN MARKETING EDUCATION

ABSTRACT

The primary purpose of this study was to determine whether the National Curriculum Framework and Core Competencies were a valid indication of curriculum beliefs of Alabama's marketing professors. Another purpose was to determine if the National Curriculum Framework was a step closer to the discipline of marketing.

The major conclusions included: 1) agreement that the Foundations For Marketing were important and should be taught in Secondary Marketing Education; 2) strong agreement that Marketing Functions and Functions of Business were important; 3) almost half of class time should be allocated to instruction in Marketing and Business Foundations; 4) significant relationships were found between importance and emphasis on Marketing and Business Foundations and between importance and emphasis on Human Resource Foundations; 5) most marketing professors were minimally familiar or not familiar with high school Marketing Education; 6) Alabama marketing professors placed a strong importance and emphasis on the discipline of marketing.

INTRODUCTION

NATURE AND BACKGROUND

Marketing educators must lay claim to the discipline of marketing as the basis for their teaching responsibilities....... Marketing educators can no longer accept full responsibility for all of a student's educational, social, and cultural deficiencies. To do so deprives all participants of their right to an education that will develop competence in the discipline of marketing.
Preface, National Curriculum Framework and Core Competencies, 1987

In order to strengthen the justification and identity of marketing education in today's educational environment, the National Curriculum Committee of the National Council for Marketing Education (NCME) has developed a core curriculum suitable for all levels of marketing education. Within this Core Curriculum Framework are the necessary competencies necessary to develop prebaccalaureate students for employment in the discipline of marketing.

The development of the curriculum was guided by the mission statement agreed upon at the Vail, Colorado Conference in 1980, revalidated in 1984, and endorsed by the Marketing Education profession. From the conference it was established that the mission of marketing education was to:

> "develop competent workers in and for the major occupational areas within marketing and distribution, assist in the improvement of marketing techniques, and build understandings of the wide range of social and economic responsibilities which accomplish the right to engage in marketing businesses in a free enterprise system." (Samson, 1980, p. 27)

According to Luter (1984) Marketing Education should be based upon a unified core curriculum soundly structured in the principles and practices of marketing. This was supported by the U.S Department of Education, (OVAE, 1987) definition of Marketing Education as representing a body of instruction focused on marketing, including merchandising and management.

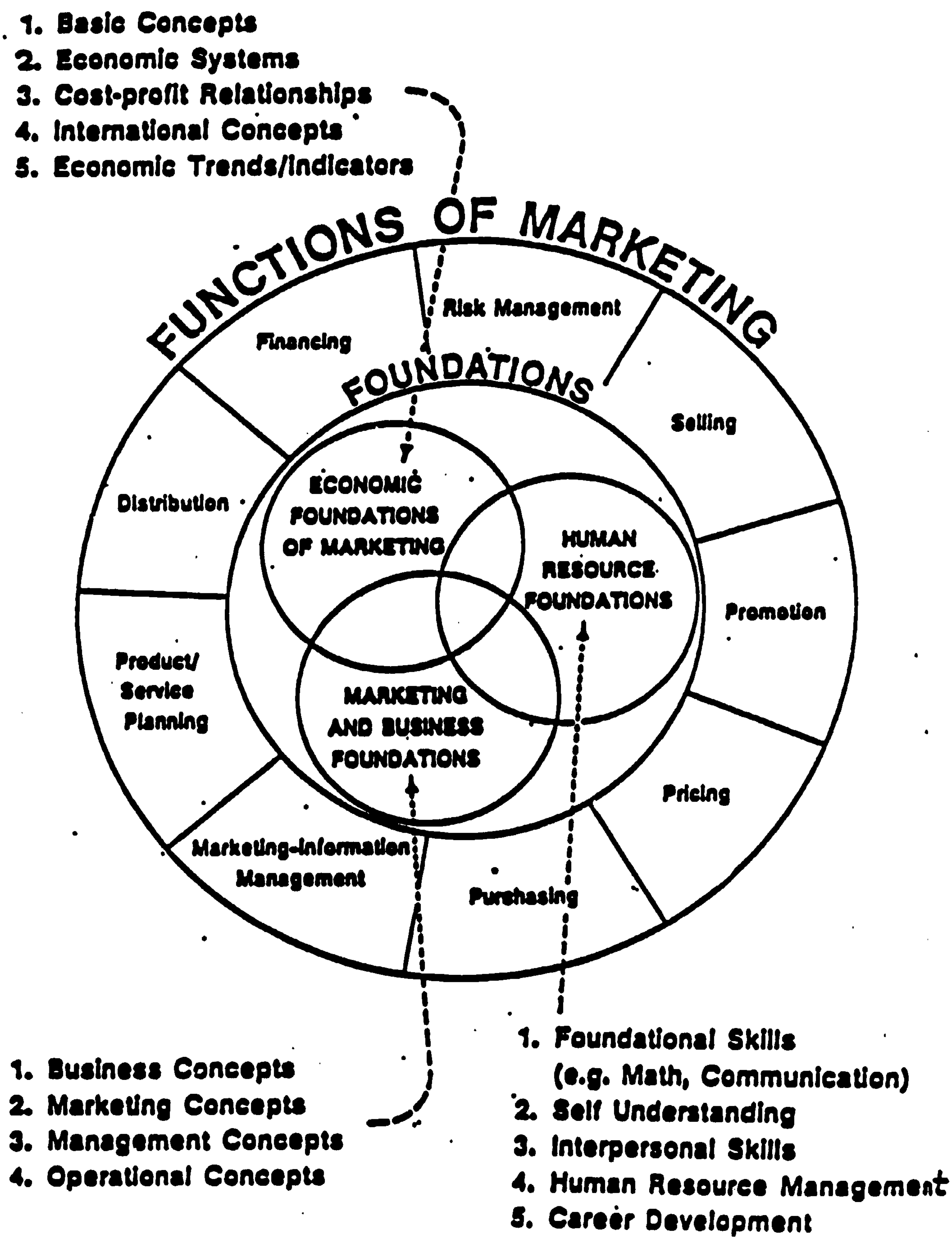
Research used in the curriculum development process included content analysis of competency lists, course outlines, and curriculum guides; scholarly papers and discussion from the 1984 National Curriculum Conference; current literature from the discipline of marketing; and a review of the existing competencies in the IDECC (MarkED) data base. Based on these research activities undertaken by the National Curriculum Committee the National Curriculum Framework was developed (Figure 1).

STATEMENT OF THE PROBLEM

Although previous research had been conducted with high school marketing educators (McComas, (1986) in Texas; Littman, (1986) in Alabama; Popo, (1986) in Ohio; and Trussell and McComas, (1987) in Georgia and Texas); and by using current literature in marketing and the marketing concepts considered basic by recognized authorities (National Curriculum Framework and Core Competencies, 1987), little research has focused on the perspective and beliefs of university marketing professors.

This study was conducted because minimal research has been focused on gaining the input of university marketing professors. This was an important group since marketing professors are at the forefront of the discipline of marketing. Their input is critical in this time of a curricular revision that hopes to tie Marketing Education Programs closer to the fundamental concepts of the discipline of marketing.

Figure 1: National Core Curriculum Competency Model



To enhance Marketing Education decision making this study was conducted to determine whether the Foundations for Marketing and Functions of Marketing included in the National Curriculum Framework were a valid indicator of the curriculum beliefs of marketing professors. This indication was based on the importance and emphasis placed on these competency areas.

PURPOSE AND OBJECTIVES OF THE STUDY

The primary purpose of this study was to describe Alabama marketing faculty members' perceptions of the important of the Foundations for Marketing competency areas, and the Functions of Marketing, their perceptions of the emphasis that should be placed on these curricular areas, and the relationship between these two responses.

The secondary purposes included gathering data on marketing professors' importance rating of the Functions of Marketing at the college level and at the high school level, the amount of class time that should be allocated to the Foundations of Marketing, and their degree of familiarity with Marketing Education as described in a 1987 Fact Sheet provided by the U.S. Department of Education, Office of Adult and Vocational Education.

More specifically, the following six objectives were formulated for this study:

1. To describe Alabama marketing professors' perception of the importance of the National Core Curriculum Framework.

2. To describe Alabama marketing professors' perception of the degree of emphasis on the National Core Curriculum Framework in a secondary marketing education program.

3. To determine the relationship between the perception of the importance of the Core Curriculum Framework with the degree of emphasis that should be placed on the Core Curriculum Framework competency areas.

4. To determine the percentage of high school class instruction time that should be spent on the Foundations For Marketing.

5. To describe the importance of the Functions of Marketing as reported by Alabama marketing professors.

6. To describe the familiarity of Alabama marketing professors with high school marketing instruction.

SIGNIFICANCE OF THE STUDY

Acceptance of this National Curriculum Framework will further enhance the identification and unification of marketing education. This unified front will support the mission and objectives stated for marketing education-to teach the discipline of marketing. It will also answer the important question- IS THE CORE CURRICULUM FRAMEWORK CLOSER TO THE KNOWLEDGE BASE OF THE DISCIPLINE OF MARKETING THAN THE CURRICULUM UTILIZED IN THE PAST?

This study will elicit base information gathered from university marketing faculty pertaining to the National Curriculum Framework. This information will be useful to marketing education curriculum planning, to the NCME, to teacher education programs, and as a baseline and catalyst for future curriculum studies of the National Curriculum Framework.

LIMITATIONS OF THE STUDY

This study was a pilot test of a future national study of marketing professors so revisions will be made in the questionnaire to enhance future data collection.

The findings and conclusions were limited to the population of this study, Alabama marketing professors who were professional members of the American Marketing Association.

METHODOLOGY

RESEARCH METHOD

This study used survey research, a type of descriptive research. Descriptive research is used to portray (describe) accurately the incidence, distribution, and characteristics of a group. It is also used to investigate relationships or associations between characteristics.

SUBJECT SELECTION

The population selected for this study included marketing faculty members at Alabama's universities who were professional members of the American Marketing Association. The population was identified through the AMA Membership Directory and confirmation calls to marketing department chairs from the following schools represented in this study:

Alabama A & M
Auburn University
Auburn University, Montgomery
University of Montevallo
Troy State University
University of Alabama, Birmingham
University of Alabama, Huntsville
University of Alabama, Tuscaloosa
University of South Alabama

QUESTIONNAIRE DESIGN

To obtain the required information to meet the objectives of this study, a researcher-designed questionnaire utilizing the National Curriculum Framework was developed.

Using a five point Likert-type scale professors were asked if the 19 selected curriculum competencies in Foundations for Marketing should be taught (importance) in secondary marketing education pr‿grams, if they should be emphasized, and the amount of time that should be allocated to marketing and business foundations, economic foundations of marketing, and human resource foundations in these programs. Professors were also asked if the nine functional areas of marketing were important to teach at the four year college or university, at two year college or technical schools, and at the high school level. Demographic information was also obtained.

MEASURES OF RELIABILITY AND VALIDITY

In previous research with this instrument, Cronbach's Alpha was used as a measure of the internal consistency of each scale. Standardized item alpha of .76 was obtained on the overall rating of importance and of .77 on the overall rating of emphasis.

Most useful with instrumentation similar to this study were face validity and content validity. Face validity and content validity existed in the judgement of the NCME, marketing educators, and from previous research results. Each component of the National Curriculum Framework represented the knowledge of the discipline of marketing necessary for a marketing professional,

DATA COLLECTION

Data were collected in February, 1988 from a mailed questionnaire to 34 marketing professors in Alabama. After two weeks and 21 responses, a second questionnaire was mailed to 13 non-respondents. Each non-respondent was also contacted by phone. At the present time four more responses have arrived for a total of 25. The others were expected and have not been included in this tally. The response rate included in these results was 74 percent.

DATA ANALYSIS

Since the data were collected from the total population, descriptive statistics were used. Summary information was reported in numerical tables, including frequency distributions and means. The data were analyzed using the computer facilities of the Business Department and the State University College at Buffalo.

Two respondents were not included in this tally. One responded in a letter that he did not believe marketing should be taught at the prebaccalaureate level. A second stated that he taught only in the area of advertising and did not feel confident in responding to the questionnaire.

QUALITATIVE DATA

In telephone conversations and through written comments some qualitative information was discovered. One respondent wrote:

> "For non-business college bound or non-college bound students, marketing may be offered realistically at a high school level as a way to educate citizens who will be better consumers-capable of discriminating between product/service offerings.........Otherwise, marketing is inappropriate for teaching at the high school level."

This opinion was confirmed by three other professors whom I contacted by phone.

Another professor wrote the following:

> "All the Functions of Marketing need to be taught at each level. Only the character of presentation should vary."

Two professors noted that Marketing-Information Management was a problem area at the high school level due to:

"misinformation in presentation at that level."

RESEARCH FINDINGS

OBJECTIVE I: IMPORTANCE OF FOUNDATIONS FOR MARKETING COMPETENCIES

To describe the mean responses of the group, intervals were established for each response scale. The established intervals were as follows:

4.50 - 5.00	Strongly Agree	- Strongly Emphasized
3.50 - 4.49	Agree	- Emphasized
2.50 - 3.49	Undecided	
1.50 - 2.49	Disagree	- Minimally Emphasized
1.00 - 1.49	Strongly Disagree	- Not Emphasized'

According to Table 1, Alabama marketing professors strongly agreed that two competency areas from Marketing and Business Foundations, Marketing Functions and Concepts (4.74) and Functions of Business (4.65) were important to teach in secondary marketing education. These concepts are closely allied with the discipline of marketing.

They agreed that fifteen other competencies were important to teach in secondary marketing classes. They were undecided about two areas, Human Resource Management (3.39) and Specialized Applications of Business (3.00), as being important to teach in secondary marketing classes. These two areas were thus considered as less important and more removed from the discipline of marketing.

Table 1: Rank Order of Importance of Foundations For Marketing Curriculum Competencies

Competency	$\bar{X}$ Mean	SA	A	N	D	SD
		frequency				
STRONGLY AGREE						
Marketing Functions and Concepts	4.74	17	6	0	0	0
Functions of Business	4.65	16	6	1	0	0
AGREE						
Foundation Communication Skills	4.39	13	8	0	2	0
Basic Economic Concepts	4.35	10	11	2	0	0
Interpersonal Skills	4.35	12	8	2	1	0
Functions of Management	4.30	9	13	0	1	0
Cost-Profit Relationships	4.26	9	12	1	1	0
Economic Systems	4.17	7	12	3	1	0
Foundation Mathematical Skills	4.13	11	7	2	3	0
International Concepts	4.09	8	12	1	1	1
Economic Trends/Indicators	4.09	8	11	2	2	0
Budgeting Considerations	4.09	5	15	3	0	0
Channel Concepts	4.00	9	8	3	3	0
Career Development	4.00	7	11	3	2	0
Ownership Structures	3.87	5	13	2	3	0
Self-Understanding	3.80	7	9	4	3	0
Business Operations	3.65	3	12	5	3	0
UNDECIDED						
Human Resource Management	3.39	4	7	7	4	1
Specialized Applications of Business	3.00	3	7	5	3	5

Table 2 illustrates the importance placed on each of the three foundation areas. The professors agreed that all areas of the Foundations for Marketing were important to teach in marketing education programs. Economic Foundations of Marketing (4.19) was ranked as more important to teach in marketing education programs than Marketing and Business Foundations (4.04) and Human Resource Foundations (4.01).

Table 2: Importance Rating of Foundations For Marketing Competency Areas.

Competency Area	Mean	S.D.
Economic Foundations of Marketing	4.192	.11
Marketing and Business Foundations	4.037	.56
Human Resource Foundations	4.009	.37

OBJECTIVE II: EMPHASIS ON FOUNDATIONS FOR MARKETING COMPETENCIES

According to Table 3, the area of Marketing Functions and Concepts should be strongly emphasized in secondary marketing education. This reflects on marketing professors' belief that the discipline of marketing is the key element in Marketing Education. Thirteen competencies should be emphasized in secondary marketing education. There were five competencies that professors were undecided if schools should emphasize. These included Economic Trends/Indicators (3.30), Ownership Structures (3.26), Human Resource Management (3.04), Business Operations (3.00), and Specialized Applications of Business (2.83).

Table 3: Rank Order of Emphasis of Foundations For Marketing Curriculum Competencies

	$\bar{X}$	frequency				
Competency	Mean	SA	A	N	D	SD
STRONGLY EMPHASIZED						
Marketing Functions and Concepts	4.65	17	5	0	1	0
EMPHASIZED						
Functions of Business	4.44	12	10	0	1	0
Foundation Communication Skills	4.30	14	6	0	2	1
Interpersonal Skills	4.09	9	10	1	3	0
Basic Economic Concepts	4.04	7	12	2	2	0
Foundation Mathematical Skills	3.83	12	3	2	4	2
Channel Concepts	3.83	9	7	2	4	[illegible]
Budgeting Considerations	3.83	6	11	2	4	0
Functions of Management	3.83	5	13	2	2	1
Economic Systems	3.78	5	12	2	4	0
International Concepts	3.78	3	16	1	2	1
Cost-Profit Relationships	3.65	5	12	1	3	2
Career Development	3.52	6	8	3	4	2
Self-Understanding	3.52	6	7	4	5	1
UNDECIDED						
Economic Trends/Indicators	3.30	4	9	2	6	2
Ownership Structures	3.26	2	10	4	6	1
Human Resource Management	3.04	2	8	4	7	2
Business Operations	3.00	1	11	1	7	3
Specialized Applications of Business	2.83	2	7	5	3	6

65

Table 4 illustrates the emphasis that should be placed on each foundation area. The professors agreed that all areas should be emphasized. Human Resource Foundations (3.716) was ranked as the more important area to emphasize while Economic Foundations of Marketing (3.710) and Marketing and Business Foundations (3.708) were ranked very close behind.

Table 4: Emphasis Rating of Foundations For Marketing Competency Areas.

Competency Area	Mean	S.D.
Human Resource Foundations	3.716	.45
Economic Foundations of Marketing	3.710	.11
Marketing and Business Foundations	3.708	.65

OBJECTIVE III: RELATIONSHIP BETWEEN IMPORTANCE AND EMPHASIS ON FOUNDATIONS FOR MARKETING

This section describes the relationship between the importance placed on competencies by marketing professors and the emphasis that should be placed on these competencies.

According to Table 5, there was significant correlations ($p<.01$) between the importance and emphasis placed on Marketing and Business Foundations and Human Resource Foundations. No significant difference was found for Economic Foundations of Marketing.

Table 5: Relationship Between Importance and Emphasis on Foundations For Marketing

Competency Area	Importance	Emphasis	r	P
Marketing and Business Foundations	4.037	3.708	.95*	.000
Economic Foundations of Marketing	4.192	3.710	.21	.217
Human Resource Foundations	4.009	3.716	.97*	.002

* $p < .01$

OBJECTIVE IIII:CLASS TIME ALLOCATION FOR FOUNDATIONS FOR MARKETING

Table 6 illustrates that marketing professors feel that almost half of all class time should be allocated to Marketing and Business Foundations while approximately a quarter of all class time should be allocated to Economic Foundations of Marketing and Human Resource Foundations.

Table 6: Class Time Allocation to Foundations For Marketing

Competency Area	Mean	S.D.	Maximum	Minimum
Marketing and Business Foundations	45.38	15.88	70	10
Economic Foundations of Marketing	28.71	9.94	50	10
Human Resource Foundations	25.67	16.50	60	5

OBJECTIVE V: IMPORTANCE OF FUNCTIONS OF MARKETING

According to Table 7, marketing professors strongly agreed that eight Functions of Marketing were important to teach at a 4 Year College or University. Selling (4.82) was considered the most important function to teach. The marketing mix variables, the 4 P's, Pricing (4.70), Distribution or Placement (4.61), Product Service/Planning (4.61) and Promotion (4.61) were the next highest ranked functional areas to teach at the college level.

Table 7: Rank Order of Importance of Functions of Marketing at 4 Year College or University

	$\bar{X}$	frequency					
Function	Mean	SA	A	N	D	SD	NR
STRONGLY AGREE							
Selling	4.82	18	4	0	0	0	1
Pricing	4.70	16	7	0	0	0	0
Distribution	4.61	17	5	0	0	1	0
Product/Service Planning	4.61	17	4	1	1	0	C
Promotion	4.61	15	7	1	0	0	0
Marketing Information Management	4.52	14	0	8	1	0	0
Risk Management	4.50	12	9	1	0	0	1
Financing	4.50	14	7	0	0	1	1
AGREE							
Purchasing	4.47	13	5	3	0	0	2

The data presented in Table 8 shows that marketing professors agree that four areas should be taught in high school Marketing Education. Promotion (3.91) and Selling (3.91) were ranked as the most important to teach. They also agreed that Product/Service Planning (3.58) and Purchasing (3.53) were important to teach at the high school level. At five functional areas professors were undecided if these marketing concepts should be taught.

Table 8: Rank Order of Importance of Functions of Marketing at The High School Level

Function	$\bar{X}$ Mean	frequency SA	A	N	D	SD	NR
<u>AGREE</u>							
Promotion	3.91	9	6	2	3	1	2
Selling	3.91	8	7	3	2	1	2
Product/Service Planning	3.58	8	4	3	4	2	2
Purchasing	3.53	2	11	5	2	1	2
<u>UNDECIDED</u>							
Pricing	3.38	4	7	4	5	1	2
Distribution	3.24	3	8	3	5	2	2
Financing	3.14	1	9	5	6	1	1
Marketing Information Management	2.95	2	7	2	8	2	2
Risk Management	2.71	0	5	8	5	3	2

<u>OBJECTIVE VI: FAMILIARITY WITH MARKETING EDUCATION</u>

According to Table 9, most (82 percent) of Alabama marketing professors were minimally familiar or not familiar with high school marketing education. Of the 4 respondents very familiar or familiar with high school marketing instruction one respondent taught at a university with a Marketing Education Teacher Education Program and one taught at a university that until recently, 1986, had a Marketing Education Teacher Education Program. One respondent also noted his son was in a high school Marketing Education program.

TABLF 9: FAMILIARITY WITH MARKETING EDUCATION

	VF	F	U	MF	N
Familiarity With High School Marketing Instruction	2 9%	2 9%	0 0%	7 30%	12 52%

CONCLUSIONS

The following conclusions were based upon the interpretation of findings resulting from the six objectives formulated for this study:

OBJECTIVE I
IMPORTANCE OF FOUNDATIONS FOR MARKETING COMPETENCIES

1. Alabama marketing professors agreed that the three Foundations For Marketing, Economic Foundations of Marketing, Marketing and Business Foundations, and Human Resource Foundations were important and should be taught in secondary Marketing Education.

2. Alabama marketing professors strongly agreed that Marketing Functions and Concepts and Functions of Business were important and should be taught in secondary Marketing Education. This supported the fact that marketing professors were more concerned about the discipline of marketing and the knowledge necessary to be successful in marketing rather than other competencies.

3. Alabama marketing professors rated Specialized Applications of Business as the lowest ranked area of importance. This can mean that they preferred high school students to get a general background in marketing and not specialized education and training.

OBJECTIVE II
EMPHASIS ON FOUNDATIONS FOR MARKETING COMPETENCIES

4. Alabama marketing professors agreed that the three Foundations For Marketing, Human Resource Foundations, Economic Foundations of Marketing, and Marketing and Business Foundations, were important and should be emphasized in secondary Marketing Education.

5. Alabama marketing professors strongly agreed that Marketing Functions and Concepts was important and should be taught in secondary Marketing Education. This again supported the fact that marketing professors were more concerned about high school class emphasis on the discipline of marketing.

6. Alabama marketing professors rated Specialized Applications of Business as the lowest ranked area to emphasize. This can mean that they preferred high school students to get a broad-based, general background in marketing.

OBJECTIVE III
RELATIONSHIP BETWEEN IMPORTANCE AND EMPHASIS ON FOUNDATIONS FOR MARKETING

7. Significance was found on the association between importance and emphasis placed on the Marketing and Business Foundations and on the association between importance and emphasis placed on Human Resource Foundations. This meant that those competencies stated as important were important to emphasize.

8. There was no significant difference between importance and emphasis placed on the Economic Foundations of Marketing by Alabama marketing professors.

OBJECTIVE IIII
CLASS TIME ALLOCATION FOR FOUNDATIONS FOR MARKETING

9. Alabama marketing professors stated that almost half of high school Marketing Education class time should be allocated to instruction of Marketing and Business Foundations. This was supported by the fact that professors tend to be more subject matter, discipline oriented.

10. A little more than a quarter of the remaining time should be spent on instruction in the Economic Foundations of Marketing. A quarter of the remaining time should be allocated to instruction in Human Resource Foundations. This could mean that marketing professors felt that Human Resource Foundation competencies had a smaller place in marketing instruction. It could also mean that their own training in this area was not as strong as training in their discipline. This difference can come from the importance of subject matter (Marketing and Business Foundations) in college rather than Human Relations Foundations.

OBJECTIVE V
IMPORTANCE OF FUNCTIONS OF MARKETING (FOUR YEAR LEVEL)

11. Alabama marketing professors strongly agreed that eight Functions of Marketing should be taught in a college or university. Selling was rated as the most important function to teach. This pointed to the importance of selling in the marketing discipline.

12. The marketing mix variables, Pricing, Placement, Promotion, and Product/Service Planning, were rated as of strong importance for the college marketing student. This supported a foundation of the discipline perspective.

IMPORTANCE OF FUNCTIONS OF MARKETING (HIGH SCHOOL LEVEL)

13. Alabama marketing professors agreed that four Functions of Marketing should be taught in a high school Marketing Education. Selling and Promotion were rated as the most important functions to teach. This pointed to the place of selling and marketing communication as important areas for high school curriculum to stress. Product/Service Planning and Purchasing were also important areas to stress.

14. Five Functions of Marketing were rated as undecided to teach in secondary Marketing Education. This, I believes, come from one or more of the following viewpoints: these subject areas not being important to a high school marketing background, a bias that high school marketing courses are not necessary, or not necessary for the college-bound student, the subject matter is more relevant to a college marketing background, or the functions are not important or included in the Functions of Marketing.

OBJECTIVE VI
FAMILIARITY WITH MARKETING EDUCATION

15. Most (82%) marketing professors in Alabama are minimally familiar or not familiar with high school marketing instruction according to the overview of Marketing Education, presented in a 1987 Fact Sheet provided by the U.S. Department of Education, Office of Vocationaland Adult Education.

16. Professors most familiar with secondary Marketing Education are those who were employed at universities with Marketing Education Teacher Education Programs and those with a child involved in the high school Marketing Education program.

SUMMARY CONCLUSIONS

17. Alabama marketing professors rated the National Core Curriculum Framework component Foundations For Marketing as important to teach in secondary Marketing Education.

18. Alabama marketing professors rated 14 of 19 components of Foundations For Marketing as important to emphasize in secondary Marketing Education.

19. Alabama marketing professors rank the Functions Of Marketing as more important to teach in colleges and universities than to teach in high school.

20. Alabama marketing professors place a stong importance and emphasis on the discipline of marketing.

RECOMMENDATIONS

Based on the conclusions germain to this study eleven recommendations were developed. These recommendations are targeted to specific impacted audiences.

National Council For Marketing Education (NCME)

1. Based on marketing professors' perception of the importance and emphasis placed on the Foundations For Marketing slight modifications may need to be made to clarify the selected competency areas.

2. Revision should be made in the Functions Of Marketing area to better tie the Core Curriculum Framework to the discipline of marketing as stated by marketing professors.

3. Enhanced linkages should be made with marketing professors to further their knowledge of prebaccalaureate Marketing Education. These linkages can also provide further guidance in Marketing Education program development.

Marketing Educators

4. Marketing Education instructors should increase their emphasis on Marketing and Business Foundations while reducing the time spent on Human Resource Foundations.

5. Marketing Education instructors at the prebaccalaureate level should strive to develop a broad-based general knowledge of the discipline of marketing in their students. This should include strong emphasis on selling and the marketing mix variables.

6. Marketing Education instructors should attempt to more effectively infuse Human Resource Foundations competencies into their instruction in Marketing and Business Foundations.

7. Marketing professors place a strong importance and emphasis on the discipline of marketing. Marketing Education instructors should also stress the discipline of marketing.

Other Curriculum Researchers

8. Other researchers should view background influences (i.e., education, occupational experience, personal attributes) that impact on the importance placed on the National Curriculum Framework.

9. Other researchers should measure the importance of the National Curriculum Framework with marketing practioners, industry planners, and other academic faculties of marketing.

To Further This Research

10. Other researchers should use the same instrument to gather perceptions of the importance and emphasis placed on the National Curriculum Framework by other groups. (i.e., states, populations).

11. A list of other competencies that may be important to Marketing education instruction should be developed. This might include computer literacy and entrepreneurship.

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Creative Conference Planning

by

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ABSTRACT

CREATIVE CONFERENCE PLANNING

BY

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The use of computers by marketing faculty at the secondary level is frequently mentioned as an indicator of marketing instruction adapting to the information age. However, the general population of marketing educators has not embraced the opportunity to incorporate computer simulations into the instructional program or the management aspects of the total marketing program.

This paper is a report of a marketing computer conference--the procedures and results. The aspects of the conference are regarded by the conference directors as those dimensions which were critical to the resounding success of the conference.

CREATIVE CONFERENCE PLANNING

The use of computers by marketing faculty at the secondary level is frequently mentioned as an indicator of marketing instruction adapting to the information age. However, the general population of marketing educators has not embraced the opportunity to incorporate computer simulations into the instructional program or the management aspects of the total marketing program. There presently is a plethora of computer software that is appropriate for use in both the instructional program and in administering the marketing program.

In meetings with marketing teachers and their supervisors it was determined that those teachers who had incorporated the use of computers in both the instructional and management aspects were very enthusiatic about the results. On the other hand, those who were not using the computer significantly expressed reluctance to "re-tool," and devote extra time to acquire a minimal competence level in computers. The population of teachers would be distributed along a continuum of computer competence ranging from those who could not locate the on/off switch for the computer to those who were writing programs for use in their classrooms or to manage their programs.

It is with this background of information, that the conference directors decided to plan a computer conference to address the several levels of computer interest exhibited by the marketing educators of one state. The major thrust of the conference was to offer introductory computer literacy skills as well as advancing the computer competence of those who had prior experience in the use of computers.

Ingredients for Creative Conference Planning

This conference reported in this paper was deemed extremely successful by its participants. At the same time, a sister institution was unable to get the minimal number of participants to attend a conference whose topic was both equally timely and critical. The aspects of the conference as reported in the paper are regarded by the conference directors as those dimensions which were critical to the resounding success of the conference .

Funding. Any conference needs money. Most conference ideas, regardless of quality of the thought given to the conference rationale, never materialize because of lack of funding. Also, conferences that do materialize but are not successful, often fail because too much is desired, funded too late, with too little money.

Funding can come from several sources such as: state department of public instruction, a univeristy office of continuing education (CEUs), university graduate/undergraduate credit, and local school systems. The conference directors used a combination of the above.

The first source of funding was a contract with the state's Marketing Education Program Service. This contract provided for the instructional facility and instructional personnel. The second source of funding was the local school systems. Local schools paid for the participants' expenses (travel, food, and lodging). For the conference reported, only one participant did not receive funding from the local schools.

A third source of funding was obtained by offering graduate credit. Money from this source allowed incidental expenses to be covered such as coffee, donuts, supplies and a graduation sendoff for all participants. And, of course, the last resort for funding was the one participant who still desired to participate even though the individual's school system refused funding.

Location.

When conferences in the summer are planned and teachers are asked to give up scarce vacation time (and sometimes part-time employment), and at best the teacher can only expect to receive expenses, the location becomes an exceedingly important ingredient in the success of the conference. For too many years, marketing educators have scheduled conferences in the least expensive places or the least desirable places for teachers to attend. Contrariwise, the stereotype administrators' meetings were held at resorts and assured amenities that almost guaranteed good attendance. The conference directors decided that what a successful conference for teachers needed was an inexpensive but exciting place for both the teachers and their families (friends).

With this concept, New Topsail Beach was selected. This beach is located on a barrier island, thirty miles north of Wilmington, North Carolina.

Topsail is a small, uncrowded, "family" beach with approximately 200-plus voting residents. The challenge of this choice was to locate a facility that would accommodate the instructional phase of computer workshop. An unlikely but highly desirable facility was found in the town's Rescue Squad Building. The building facilities offered a complete kitchen (for example, service for more than 100 people, automatic diswasher, coffee urn); restooms; and a large meeting room of approximately 700 square feet with large rectangular tables, ample chairs and electrical outlets (and, of course, it was air conditioned).

Each participant was provided with a variety of potential lodging accommodations ranging from one of several motels to elaborate cottages for the utmost in privacy. Because of the cottage availability, many participants elected to spend more than the state reimbursement rate so they could get a cottage for their family. Others elected to share expenses and rent one cottage to get away from the motel syndrome. This permitted the participants to select those accommodations that best suited their lifestyle needs.

Computer Equipment and Software.

In the initial stages of organizing the conference, it seemed as if obtaining equipment and supplies would be an insurmountable task.
In order for the conference to be educationally sound, computers identical to those which teachers would use in their school setting would have to be available to teachers at the workshop. In other words, the premise of the

workshop was to provide an instructional environment that would allow the teacher to make progress on computer usage on the computer they would have access to in their school.

First, the participants were surveyed by mail to ascertain the type of computer(s) available to them. As one would expect, the results produced several different computers with Apple IIe and Apple IIc being mentioned most and IBM pc and TRS 80 being the only others mentioned. Some teachers mentioned they had no access to computers but, of course, wanted to become literate as to computers so they could make a sensible request for their future purchase.

The conference directors attempted to make arrangements for an educational facility to loan (or rent) the necessary computers but the results were futile. The step that was then taken was probably the logical one at the outset-- require the participants to bring the computer they would be using. This requirement might seem burdensome, however, many school systems encourage teachers to sign-out computers for the summer so that they will become more familiar with their operations, get a head start on planning for the approaching school year and, as an aside, to keep the computers from being stolen from the school while the school is somewhat unoccupied through the summer.

Once the hardware problem was resolved, the conference directors found an equally bewildering task of obtaining software to be used in the conference. After a brief evaluation of the somewhat inadequate budget it was intuitively obvious that the option to buy the software was not feasible. The conference planners' strategy was two-fold: (1) Contact a Gregg-McGraw Hill representative (local contact was Mr. Tony Hodge) to ascertain the availability of software on a loan basis. This source proved to be excellent in solving the problem and provided multiple copies of selected software programs compatible with the IBM pc, Apple IIe, Apple IIc and TRS 80; (2) the second source was to ask each participant to bring software to which they had access. Both sources yielded thirty-four different software packages.

The Learning Facilitator Concept.

It is virtually impossible to have used all the packages and to know all the operations of all the computers. Therefore, the conference planners relied upon the expertise of the participants and their own ingenuity. The participants brought with them a broad range of computers skills. The range of skills was from one participant who had never turned on a computer to several participants who had been using computer applications in the instruction and management of the marketing education program.

The "fit" for this group was excellent in that the reasons for participating were from the very basic need to experience a first "hands-on" activity to the more advanced teachers who simply needed time and some assistance from peers and conference directors to work on new programs and plan to integrate them in their program of instruction.

When problems occurred for a given participant, the conference directors first tried to determine if any of the participants had experienced the problem and had solved it. If the solution was not readily available the conference directors would review the operation manuals or have participants with an interest in that software package review the manual with the participant who had identified a problem. In this manner, all identified problems were resolved.

Flex-time Concept.

A major problem faced by any conference planner is to accommodate the needs and desires of the participants. The accommodation to needs and desires is particularly true when the conference is being held in a resort area and many of the participants have their families with them. At the same time, the conference directors and funding agency had a concern for the integrity of the conference because it was being held in a resort area. With this in mind, the conference directors planned to use flex-time. Rather than dictate to people what their time would be on a daily basis, the conference directors stated that the conference facilities would be available from 6am until 5pm. Participants had to participate a minimum of six hours per day and a minimum of 30 hours for the week. Since people have different preferences as to the time of day for doing work at a conference, the range of hours provided them multiple options.
The first day was a fixed schedule to accommodate arrival, orientation and setting up the conference. At the end of each day, the participant was to indicate on a sign-up sheet what hours he/she expected to participate the next day. In this manner, the conference directors could allocate their time to ensure that the facilities were open and a consultant was

available at all times. Conversely, the participants were required to sign-in and out on a daily basis. This unobtrusive means was devised to document the integrity of the individual participant and to resolve any misunderstanding about time on task.

Promotion of the conference.

The first tactic to be used was to use word-of-mouth to promote the conference . The conference directors and marketing education state staff as well as teachers were talking aobut the possbility of a computer conference prior to its being funded. A more formal procedure was followed be announcing the conference in the newsletter of the state marketing education staff. These two promotional efforts produced enough participants to justify the conference for the first year despite the fact that the formal contract was awarded late in the school year and many teachers had already made their summer plans.

In anticipation of a future conference, a video tape was made throughout the computer conference with plans for a viewing of the tape at the annual state summer conference for marketing educators. (See results section for more on this topic.)

Evaluation by Participants.

As part of the contract, it was stipulated that an anonymous conference evaluation should be administered using a standard evaluation instrument developed by the state department of public instruction. The results of the evaluation indicated that the vast majority of the participants rated the conference in the highest category for all dimensions of the evaluation. Another major indicator of success for the conference was the majority of participants stating that they wanted to attend the conference if it was offered the following year to further enhance their skills. In addition to the state-required evaluation, the conference directors required a written evaluation (created through the use of a computer, of course) in which the participants critiqued the conference and made suggestions for future conferences. The written evaluations also indicated that the participants felt they had participated in a very positive and productive workshop.

Participant Recognition.

On the last night prior to the end of the conference, the conference directors held a graduation picnic at one of the local cottages. Banners were made with the Print Shop package and were stapled to the deck of the cottage. Families and friends were invited; thirty-five people participated.

A second form of recognition was in the form of letters sent to the participants' principals, local directors of vocational education, and superintendents (and any other significant member of the school system suggested by the participant). Teachers indicated that recognition was not automatic at the local level and they appreciated this effort.

Observations on Conference Planning by the conference Directors

1. It was determined that participants could indeed benefit by continuing their participation in future computer conferences. It was not possible for anyone to learn all there is to know. With new software coming on the market, teachers are continually in need of exposure to new programs.

2. In the evaluation of the conference, teachers indicated that a very real strength of the conference was in the plan flexibility of the conference. They appreciated being able to select that which was most appropriate for them and that which was at their level of understanding.

3. The teachers indicated that there is seldom a time for them to have thirty hours to work on computers and their applications. So often in their work setting they are interrupted or simply do not have the luxury of time to devote to focusing on computer software and their applications.

4. The video tape of the conference was shown at the summer conference for marketing educators; at that point people could sign up for next year's conference. There is now a waiting list.

5. In reviewing the time on tasks sheets, it was observed that many of the participants spent more than the required 30 hours in the conference setting.

A Report on

Standards for Marketing Teacher Education

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Running Head: TEACHER EDUCATION STANDARDS

Abstract

Following the 1984 Marketing and Distributive Education National Curriculum Conference, a National Standards Committee was established. The major task of the committee was to develop and validate standards for marketing education programs at the various levels. A special task force of teacher educators was appointed by the Chairman of the National Standards and Evaluation Committee to provide input and direction for the study of standards for marketing teacher education. The purposes of the study were to identify the standards important to marketing teacher education and to identify those that were considered to be critical for operation of an excellent marketing teacher education program. The Satterwhite Study of teacher education standards was used as the basis for the development of standards of marketing teacher education programs. Teacher educators listed in the Directory of Marketing Teacher Educators 1986 were selected from 50 colleges and universities to be surveyed. Teacher educators from 25 of the universities responded. The subcommittee determined a critical standard to be one which at least two-thirds of the respondents indicated as "critical" for a quality marketing teacher education program. Statements were classified as "important" if more than half of the respondents indicated the statement as critical. Using these criterion, six statements were classified as critical, and an additional 16 were deemed important to marketing teacher education. The standard instrument resulting from the study will be a valuable tool for self-assessment, planning, and evaluation of marketing teacher education programs.

In response to the Standards and Accreditation recommendations from the 1984 Marketing and Distributive Education Curriculum Conference, the National Council for Marketing Education established a Standards and Evaluation Committee. The charge given to the Standards and Evaluation Committee was to research and recommend standards and criteria for marketing education programs. The Standards and Evaluation Committee identified their priority research tasks as the development of secondary and teacher education standards.

A panel of experts was identified by the chairman of the National Standards and Evaluation Committee to provide input and direction for the study of standards for marketing teacher education programs.

The panel of experts met in Atlanta at the DECA National Career Development Conference in 1986. The panel agreed that a recent study completed by Satterwhite in 1983 could be used as a basis for the development of standards of marketing teacher education programs.

Satterwhite utilized the Strydesky research relating to standards for distributive teacher education to develop an evaluation instrument for marketing and distributive education. The "Revised Evaluative Standards and Criteria for Marketing and Distributive Teacher Education" instrument by Satterwhite included 58 standard statements.

Marketing teacher educators are charged with developing marketing educators for all education programs which provide instruction in marketing. The educators who provide instruction for secondary, adult, post secondary, private, and community programs in marketing should be assured the same quality of preparation that they will be required to deliver. Therefore, the need to establish and publish standards for marketing teacher education programs is critical if excellence in education is to be achieved at all levels of marketing education.

The task of identifying standards which will apply to all marketing teacher education programs in the nation is difficult. Marketing teacher education programs vary in size, scope, mission, location within the university, degrees and certification offered, and political climate. Satterwhite's "Revised Evaluative Standards" acceptance by a large majority of the population of marketing teacher educators provides a frame of reference for the evaluation of teacher education programs.

The purposes of the study were two-fold in nature. One purpose of the study was to identify the standards important to marketing teacher education programs. The second purpose of the study was to identify those standards that were considered to be critical for operation of an excellent marketing teacher education program.

This study was based on the following assumptions:

1. The Revised Evaluative Standards have content and construct validity (Satterwhite, 1983).

2. Editing the Revised Evaluative Standards to reflect current terminology and categories defined by the Standards and Evaluation Committee would appropriately reflect the beliefs concerning marketing teacher education.

Method

The Standards and Evaluation Committee chairman assigned a member of the general committee to chair the development of standards for marketing teacher education. A panel of experts consisting of marketing teacher educators was utilized to identify existing resources and current research relating to the establishment of standards for marketing teacher education. Additional members of the Standards and Evaluation committee were involved in the process of reviewing and editing the Revised Evaluative Standards. The teacher educator members of the Standards and Evaluation Committee served as a task force.

Members of the panel of experts identified the names of marketing teacher educators located in the various states who were considered to have viable marketing teacher education programs. The participants included in the study were listed in the Directory of Marketing Teacher Educators--1986 published by the U.S. Department of Education.

Procedures

At the Marketing Education Conclave in the summer of 1986, the members of the task force on marketing teacher education reviewed and edited the standard statements included in the "Revised Evaluation Standards." The plan for validating the standards and a report on progress to date was made by the chair of the Teacher Education Standards study at the special interest meeting of teacher educators.

The standard statements were categorized by the ten areas to be included in examination of standards for each level of marketing education. The categories included philosophy, organization and administration, curriculum and instruction, instructional staff, financial resources, instructional support systems, program marketing, advisory committee, vocational student organization, and evaluation. The standard statements from the Revised Evaluative Criteria were reclassified to fit into the designated categories for this study.

A draft of the standards for marketing teacher education programs was mailed to 62 purposefully selected marketing teacher educators representing 50 colleges and universities. The initial draft received support as viable standards for marketing teacher education.

In the Spring of 1987, a second mailing was sent to marketing teacher educators. Minor revisions were included in the second draft of Marketing Teacher Education Standards. Teacher educators were asked to identify the "Critical" standards and provide editorial comments to be incorporated into the final draft. Marketing teacher educators from 25 of the 50 identified colleges and universities responded to the second mailing.

Descriptive procedures were used to analyze the data received. The percent of responses indicating the standard statement as critical was used to analyze the data received. Members of the subcommittee for teacher education determined the criteria for the classification of standards critical to a marketing teacher education program. Standards were classified as "Critical" if approximately two-thirds of the respondents indicated the statement as critical for a quality marketing teacher education program. Standards were classified as "Important" if approximately half of the respondents indicated the statement as critical.

Findings, Conclusions, and Recommendations

Every standard statement included in the ten categories of standards was cited at least one time as critical to a marketing education program. Six of the standard statements met the criteria identified for classification as "critical" to a marketing teacher education program. Sixteen of the standard statements met the criteria identified for classification as "important" to a quality marketing teacher education program. The seventeen standards cited by Satterwhite as important for a high quality teacher education program were included in the 22 standards that met the criteria for "critical" and "important" identified in the current study.

The standard statements which have been categorized as "critical" to a marketing teacher education program include the following:

1. Marketing teacher education offerings are provided to prepare students for positions as marketing educators in the public and private sector, for the delivery of services to secondary students and adults, and to provide a foundation for advanced study and career development.

Curriculum and Instruction:

2. The professional studies component of marketing education curriculum includes the systematic study of curriculum, teaching, and learning theory with accompanying learning experiences.

3. The marketing education curriculum is adjusted to the changing needs in marketing and marketing education.

4. The marketing preparation program provides a variety of learning experiences including full-time student teaching or a training internship under the supervision of a competent marketing educator.

5. The professional studies component of the marketing

teacher education curriculum consists of both knowledge about education and clinical knowledge derived from professional practice in schools.

6. Those persons considering enrolling in marketing teacher education are provided with advisors who are knowledgeable about careers in marketing education.

The standards identified as "important" to high quality marketing teacher education programs included the following:

Philosophy:

1. In-service education is provided to serve the needs of marketing education personnel.

2. The marketing teacher education program mission provides for staff participation in:

a. Conferences and institutes provided by, or for, marketing and business groups.
b. Marketing educator (coordinator) conferences and workshops.
c. Professional activities of local, state, and national education organization.
d. Marketing education student conferences.
e. University or college task forces or committees.

Organization and Administration:

3. The marketing teacher education program design meets the current and emerging needs for the development of marketing educators for the public and private sector.

Curriculum and Instruction:

4. Marketing teacher educators, as advisors, assist students in planning their individual programs of study.

5. The faculty advisors for marketing education are knowledgeable about teaching/coordinating and professional activities in marketing education at the local level.

6. Students enrolled in marketing teacher education programs display a commitment to a career in marketing education.

Instructional Staff:

7. The marketing education faculty is professionally and technically competent.

8. The institution provides conditions essential to effective performance by the marketing teacher education faculty.

9. The marketing education faculty engages in research, writing, and other scholarly activities as defined in the institution's mission statement.

Financial Resources:

10. The institution provides adequate budgetary support for research, program administration, professional development, travel, and in-service commitments.

Instructional Support Systems:

11. Classrooms and laboratories are available on or off campus to achieve the goals and objectives and to implement learning activities of the marketing education curriculum.

12. A wide variety of up-to-date marketing education resource materials are available.

Vocational Student Organizations:

13. Marketing education students are provided opportunities to participate in professional organizations.

Evaluation:

14. Evaluation activities are addressed to the stated philosophy of the marketing teacher education program.

15. Evaluation is based on identified program objectives.

16. There is evaluation of student teacher or intern training performance by the supervising marketing educator and students. (Appendix A)

Although the revised marketing teacher education standard instrument identifies 54 standards which may be applied to marketing teacher education programs, the standards identified as "critical" or "important" to a high quality marketing teacher education program are sufficient for evaluation of a program. The self-evaluation instrument in its present form may be useful to current marketing teacher educators in comparing their programs with the identified standards for purposes of planning, changing, and/or updating their programs. The instrument may be useful to teacher educators developing new marketing education programs by providing standards to be used for planning and developing quality teacher education programs. The instrument may also be useful to state department supervisory personnel working with the colleges and universities to provide direction for improving or providing the education of marketing teachers within their states. A self-evaluation instrument with evidences for each standard statement needs to be developed and distributed to marketing teacher education programs.

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Appendix A

Standards for Marketing Teacher Education Level

(Number of Respondents 25)

	Critical Rating	Percent of Respondents Rating Statement Critical
I. PHILOSOPHY		
A. Marketing teacher education offerings at the undergraduate level are provided to prepare students for entry level positions as teacher-coordinators of marketing education and related educational activities and to provide a foundation for the student for advanced study and career development.	*	84
B. Marketing teacher education offerings are provided to prepare personnel for specialized, advanced, and alternative educational positions.		24
C. In-service education is provided to serve the needs of marketing education personnel.		52
D. Upon request, the marketing teacher education program provides for consultant and resource service.		36
E. The marketing teacher education program mission provides for staff participation in: 1. Conferences and institutes provided, by or for marketing and business groups. 2. Coordinator conferences and workshops. 3. Professional activities of local, state, and national education organizations. 4. Marketing education student conferences. 5. University or college task forces or committees.	*	64

*Standard identified as critical standard in Satterwhite study.

F.	The marketing teacher education faculty engages in research, writing, and other scholarly activities.		48

II. ORGANIZATION AND ADMINISTRATION

	The marketing teacher education program design meets the needs of prospective teachers of marketing education.		60

III. CURRICULUM AND INSTRUCTION

A.	Marketing teacher education provides subject matter courses and learning experiences to develop technical competencies identified in marketing education research.	*	60
B.	The professional studies component of a marketing teacher education curriculum includes the systematic study of curriculum, teaching, and learning theory with accompanying learning experiences.	*	72
C.	The marketing teacher education curriculum is adjusted to the changing needs in marketing education.	*	72
D.	The marketing teacher education program provides opportunities for students to participate in research activities.		8
E.	The marketing teacher preparation program provides a variety of learning experiences through full-time student teaching under the supervision of a competent marketing educator.	*	72

*Standard identified as critical standard in Satterwhite study.

F. The general education component is a well-planned sequence of courses and experiences offered by faculty in the liberal arts and other general studies. (NCATE 1.C-1)	48
G. The specialty studies component requires that students develop a strong academic background in marketing. (NCATE I.C-?)	68
H. The professional studies component of the marketing teacher education curriculum consists of both knowledge about education and clinical knowledge derived from professional practice in schools. (NCATE I.C-3)	44
I. The institution makes provisions for representative student participation in the decision making phases related to the design, approval, evaluation, and modification of the marketing teacher education program.	16
J. Specific admission requirements to the marketing teacher education program are identified in writing and are accessible to all students who seek admission.	40
K. Specific criteria for the evaluation of the progress of students to continue in marketing teacher education are established which reflect the personal, professional, and technical competencies necessary to teach and coordinate marketing education.	32
L. The program provides exploratory experiences for prospective marketing teacher education majors.	24

M. Those persons considering enrolling in marketing teacher education are provided with advisors who are knowledgeable about careers in marketing education.	*	72
N. Marketing teacher educators, as advisors, assist students in planning their individual programs of study.	*	60
O. The faculty advisor for marketing education is knowledgeable about teaching/coordinating marketing education at the local level.	*	60
P. Students enrolled in marketing teacher education programs display a commitment to a career in marketing education.	*	56
Q. Each student enrolled in the marketing education program is provided with an overview of career alternatives.	*	28
R. The marketing teacher education program identifies the needs of the local schools it serves.	*	40
IV. INSTRUCTIONAL STAFF		
A. The marketing education faculty is professionally and technically competent.	*	56
B. The institution provides conditions essential to effective performance by the marketing teacher education faculty.		60

*Standard identified as critical standard in Satterwhite study.

C. Part-time faculty meet the requirements for appointment to the full-time faculty and/or are employed when they can make significant contributions to the marketing education education program. (NCATE IVA.6)	24

V. FINANCIAL RESOURCES

The institution provides adequate budgetary support for research, program administration, and in-service commitments.	56

VI. INSTRUCTIONAL SUPPORT SYSTEMS

A. Classrooms and laboratories are available on or off campus to achieve the goals and objectives and to implement learning activities of the marketing education curriculum. *	56
B. A wide variety of up-to-date marketing education resource materials are available.	52
C. Facilities and technical assistant for conducting research in marketing education are provided by the institution.	24
D. Learning resource center facilities have been provided to implement individualized and independent study.	24
E. Provisions are made in the marketing teacher education program for the dissemination of information about innovations to marketing personnel at the local, state, and national levels.	24

*Standard identified as critical standard in Satterwhite study.

F. Cooperation exists between teacher education and state department personnel in planning research and pilot training programs involving marketing education students and coordinators.	56
G. Recruitment of potential students from DECA involvement is provided.	20
H. Students inappropriate for careers in marketing education are counselled into other programs.	24
I. State workshops and institutes are jointly planned with the state marketing education staff with input from teacher coordinators, local supervisory personnel, and adult specialists.	32
J. The cooperation of the state department of education is solicited by teacher educators in determining the direction and emphasis of the marketing education program.	44
K. The marketing teacher educators assist in the preparation of instructional materials for marketing education programs.	36
L. Policies are published that clearly delineate responsibility of the marketing teacher education program and the interdependent responsibilities of other teacher education programs that exist in the division, department, or college in which the marketing teacher education program is located.	20

VII. PROGRAM MARKETING

A. A written marketing plan for teacher education incorporates both internal and external publics.	20
B. The written marketing plan for teacher education includes some or all of the following: 1. brochures, flyers, news releases, local high school and junior/community college contacts, presentations, etc. 2. active involvement of college/university admissions personnel. 3. information related to career opportunities in marketing education. 4. involvement in vocational student organization.	24

VIII. ADVISORY COMMITTEE

A. The marketing teacher education program has a functioning advisory committee.	*	36
B. The marketing teacher education advisory committee members include marketing educators, business people, vocational administrators, and college/university persons.		24

IX. VOCATIONAL STUDENT ORGANIZATIONS

A. Marketing teacher education students are provided opportunities to participate in professional organizations.	52
B. Marketing teacher educators participate actively in vocational student organization activities at appropriate levels.	36

*Standard identified as critical standard in Satterwhite study.

EVALUATION

A. Evaluation activities are addressed to the stated philosophy of the marketing teacher education program.	*	56
B. Evaluation is based on identified program objectives.	*	60
C. Suggestions and recommendations for improvement of the pre-service teacher education program are obtained from teacher-coordinators who supervise student teachers and from local and state supervisory personnel.		40
D. There is feedback from students regarding the appropriateness of preparation for teaching.		28
E. There is evaluation of student teacher performance by the supervising teacher-coordinator and students.	*	60
F. There is evidence of follow-up studies of graduates on a regular basis.		24
G. The teacher educator conducts periodic visits to former students who are employed as marketing education teacher-coordinators.		8
H. Self-evaluation procedures are regularly carried out in the teacher education program.		28
I. The institution has plans for the long-range development of marketing teacher education; these plans are part of a design for total institutional development.		36

*Standard identified as critical standard in Satterwhite study.

Texas Superintendents and Principals Perceptions of Vocational Student Organizations

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Running head: TEXAS PERCEPTIONS

Abstract

This research was first developed at Auburn University in Auburn, Alabama and was conducted in 1973 under a grant from the Division of Vocational-Technical and Higher Education of the Alabama State Department of Education. Due to the changing educational climate in Texas, the study was updated after having the instrument examined by individuals at both the state and national levels. Since this survey examines all vocational student organizations, these individuals were chosen from several vocational service areas.

Texas superintendents and principals involved in this study were determined through a random sample process utilizing the 1986-87 Texas School Directory published January, 1987. The questionnaire, a cover letter, and a self-addressed stamped envelope were mailed to these individuals in August, 1987 and again in October, 1987 in order to obtain a large enough return to be significant for the study. Of the 199 questionnaires which were mailed, 118 were returned with 108 of these useable. There were 62 returned by principals and 46 returned by superintendents making a total of 54% useable surveys returned.

The original questionnaire had 25 statements. Twenty-six statements were included in the updated questionnaire. These statements included three statements which were changed to a positive from a negative statement and one additional statement. The changes were suggested by the individuals who were asked to make relevant comments on the original questionnaire. Seven voctional student organizations were listed to be rated by the superintendents and principals and correspond to current VSO designations.

Texas Superintendents and Principals Perceptions of Vocational Student Organizations

Introduction

In 1973, the Occupational Research and Development Unit of the Department of Vocational and Adult Education at Auburn University in Auburn, Alabama, determined that "an informed awareness" of vocational student organizations on the parts of high school superintendents and principals would be useful in enlisting cooperation from Alabama local administrators. As a result, a research study was organized and conducted which involved 56% of the superintendents and principals in Alabama. This research study is a re-creation of that study.

Background

The work of vocational student organizations is directly related to career education both in legislation and in day-to-day activities. These organizations are based upon classroom instruction and often involved in on-the-job endeavors. Vocational student organizations often provide motivation to students, which might otherwise be lacking, to learn more about some aspect of their career fields through development of leadership and parliamentary skills and through competitive events.

Vocational student organizations are often classified with the extra-curricular organizations in Texas such as "Math Club" or "Science Club" when in reality these organizations are much more than mere clubs when advised properly. The VSOs are *integral* to the vocational programs as they extend the classroom into the real world of each student's career choice. Members of VSOs practice the leadership skills, the parliamentary skills, and learn to compete using the skills which they learn in the classroom and on-the-job instruction.

Although federal legislation indicates VSOs are integral to each vocational service area, little more is offered in support except the printed word. State legislation avoids mentioning the VSOs, thereby allowing the state education agency to refrain from mentioning these vital organizations as well as to place them in the realm of extra-curricular organizations rather than the co-curricular position which they should enjoy as a part of the total vocational program.

Due to dwindling support from the state education agency based on the attitude of the chief state school officer, local officials' attitudes may be affected. The attitude of local school administrators vastly influences the support which these officials offer to classroom teachers. In turn, the classroom teacher fails to recognize the value and potential of the VSO to the local program. In addition, paperwork "reduction" has increased the load of the classroom teacher by requiring more information from him or her which also affects the time which that individual is willing to devote to the student organization.

Many students, therefore, fail to receive the support, motivation, and encouragement which is offered through vocational student organizations when the local classroom teacher declines to offer (or allow) the VSO as a functioning part of his/her program. Many teacher educators also fail in their job of informing and impressing upon future teachers the value of these organizations to their students.

Statement of the Problem

This study was designed to obtain information concerning the perceptions of secondary school principals and superintendents in Texas with regard to the vocational student organizations.

Importance of the Problem

Speaking to the American Vocational Association (AVA) Convention in December 1976, Victor Van Hook, the immediate past president of AVA stated,

> The only justification for continuance of vocational education is through the services rendered to those students enrolled in programs of instruction and vocational student groups that are recognized as an integral part of every good program. (AV Journal, February 1977, p. 27)

In a letter dated November 15, 1972, Lawrence Davenport, Chairman of the National Advisory Council on Vocational Education, submitted the following remarks to Elliot Richardson, Secretary of Health, Education and Welfare. These are still valid comments today:

> For many years, Vocational Student Organizations have typified the cooperation between education and the private sector which is being so urgently sought today. These student organizations have supplied their members with the incentives and guidance which we recognize now as essential to bringing relevance to education, and which we accept as an integral part of the emerging career education concept.
>
> We believe that Vocational Student Organizations are a neglected resource which can make great contributions toward expanding the options available to our Nation's student body. (7th Report, Introductory letter)

Gary Swan, a former FFA National President, speaking during the 1969 National Institute on the Role of Youth Organizations in Vocational Education, stated that

> It is by no means an exaggeration to say that youth organizations have given many youth direction, guidance and a sense of purpose. (p. 122)

However, students must be members of these organizations before such advantages are clear to them. One need, then, is to increase membership while a second need consists of increasing the participation of that membership. The problem lies in determining how such increases may be facilitated.

With the reorganization of education and educational processes in Texas and across the nation, vocational student organizations have been affected as changes are made. The recognition and understanding of vocational student organizations (VSOs) which principals and superintendents have can determine the availability of VSOs as well as the success or failure of these organizations. Obviously membership in the VSOs is affected by the prevailing attitude or perception of the administrators in a district.

Limitations of the Study

1. This study was limited to a survey of high school principals and superintendents in Texas.

2. The researcher did not check to determine whether the VSOs were active in the respondents' school or district.

Basic Assumptions of the Study

This research was based on the following assumptions.

1. That the perceptions of superintendents and principals are important factors in the planning and/or evaluating process.

2. That the responses of the principals and superintendents actually indicated their perceptions toward vocational student organizations.

3. That the survey instrument used to obtain data was sufficient for the purpose.

4. That the responses of those superintendents and principals are typical of the entire population.

Method of Procedure

The following procedures were utilized to meet the purposes of this study:

1. Research was conducted to obtain related literature to acquire information and related materials for background data and possible inclusion in this study.

2. The questionnaire developed by the staff at the Occupational Research and Development Unit at Auburn University was reproduced and sent to various authorities in several vocational service areas both within Texas and nationally to update the questions.

3. The questionnaire was changed to reflect the input of the authorities.

4. The cover letter was developed with input from several faculty members at the University of Houston.

5. A random sample of superintendents were determined utilizing the 1986-87 Texas School Directory published January, 1987 and available summer, 1987.

6. All principals of high schools within the districts chosen through the random sample of superintendents were included in the study.

7. Cover letters, questionnaires, and self-addressed stamped return envelopes were mailed to the superintendents and principals previously chosen.

8. Additional data was reviewed for inclusion in the study.

9. Data received was organized, tabulated, analyzed, and described in this study.

Definition of Terms

The terms listed below were utilized throughout the study. Definitions must be clear to allow understanding. Some definitions are based on The American Heritage Dictionary of the English Language.

Perception: An understanding in the mind of something observed by the senses, viewed as the basic component in the formation of concepts.

Vocational Student Organizations: Student organizations which are recognized as related to specific vocational education service areas (programs).

Superintendents: Individuals listed in the Texas School Directory for Texas independent school districts for January, 1987.

Principals: Individuals listed in the Texas School Directory for Texas independent school district high schools for January, 1987.

Additional definitions included all vocational student organizations.

Presentation of the Data

The data presented in this section has been examined and divided into three parts which resembles the three parts developed in the original study. The first part describes the sample used in the study, the second part includes the results of the survey through narrative format and the final section presents the questionnaire with input regarding each vocational student organization. All percentages have been rounded off to the nearest whole number. The end of the questionnaire provided space for the respondents to comment on VSOs. The survey instrument is located in Appendix A. Comments which were made by superintendents and principals are located in Appendix B.

Section 1 - Study Sample

This section describes the sample used in this research study. Two major groups of individuals were surveyed: principals and superintendents in Texas. There are approximately 1000 districts in Texas. Therefore, the entire population was not utilized. The number of individuals surveyed and responses received are listed in Table 1 below. Superintendents responded at a rate of 55 percent return while principals responded at a rate of 60 percent return. There were a total of 198 surveys mailed, 108 (54%) of them responded to the survey.

TABLE 1

Number of Individuals Surveyed, Responding, and Percent of Responses Obtained

Respondents	Number Surveyed	Number Responding	Percent Response
Superintendents	83	46	55%
Principals	104	62	60%
All Respondents	198*	118*	60%*

* Includes 11 unuseable surveys which were returned with no superintendent or principal designation.

Section 2 - Questionnaire Responses

The questionnaire developed included 26 statements concerning vocational student organizations. Respondents were asked to circle the reaction which indicated their agreement or disagreement with the statement. The five choices offered as options were: Strongly Agree (SA), Agree (A), Neither Agree nor Dis agree (X), Disagree (D), and Strongly Disagree (SD). Some statements from the original questionnaire were reworded which changed the statements from negative to positive formats. These were questions # 1, 10, and 13. Statement number 26 was added upon suggestion of the individuals asked for input on the survey instrument. The entire instrument is located in Appendix A. Percentages were calculated for each statement and were rounded off to the nearest whole percent. In some cases rounding the figures off caused the total amount to be 99 percent or 101 percent. No figures were adjusted to return the total amount to 100 percent.

Statements which are considered to be the most significant from this study are listed below. Those statements with which the administrators agreed are listed first and those with which the administrators disagreed are given in the second listing.

Agreement with Statements

1. VSOs should be considered an integral part of the high school vocational education program. (44% strongly agree, 46% agree, 6% no opinion, 4% disagree, 0 strongly disagree)

2. VSOs encourage improvement of scholarship. (29% strongly agree, 54% agree, 15% no opinion, 3% disagree, 0 strongly disagree)

3. VSOs provide a guidance function for the students. (26% strongly agree, 62% agree, 11% no opinion, 1% disagree, 0 strongly disagree)

4. VSOs foster career education and development. (28% strongly agree, 61% agree, 8% no opinion, 3% disagree, 0 strongly disagree)

5. VSOs foster leadership development. (35% strongly agree, 60% agree, 4% no opinion, 1% disagree, 0 strongly disagree)

6. Teach. rs and coordinators in voc.tional subject areas are expected to sponsor (advise VSOs. (50% strongly agree, 47% agree, 2% no opinion, 1% disagree, 0 strongly disagree)

7. VSOs encourage students to set desirable standards of behavior and work toward attaining them. (22% strongly agree, 62% agree, 13% no opinion, 3% disagree, 0 strongly disagree)

8. VSOs should be permitted to .aise money through fund raising projects. (12% strongly agree, 70% agree, 11% no opinion, 5% disagree, 2% strongly disagree)

9. VSOs encourage respect for the world of work. (22% strongly agree, 69% agree, 8% no opinion, 1% disagree, 0 strongly disagree)

10. VSOs promote favorable public relations for the high schools. (24% strongly agree, 67% agree, 9% no opinion, 0 disagree, 0 strongly disagree)

11. VSOs reinforce skills necessary for an occupation of the student's choice. (23% strongly agree, 58% agree, 14% no opinion, 5% disagree, 0 strongly disagree)

12. VSOs provide opportunities for youth and adults to work together to better understand each other's point of view. (13% strongly agree, 75% agree, 10% no opinion, 3% disagree, 0 strongly disagree-percentage equals 101% due to rounding of figures)

13. VSOs encourage the competitive spirit needed in today's world of work. (18% strongly agree, 65% agree, 13% no opinion, 2% disagree, 1% strongly disagree--percentage equals 99% due to rounding of figures)

Disagreement with Statements

1. All organized activities conducted on an area, state or national level by VSOs should be conducted during normal school hours. (6% strongly agree, 10% agree, 17% no opinion, 51% disagree, 16% strongly disagree)

2. Time should be scheduled during the school day for local VSO activities. (4% strongly agree, 25% agree, 19% no opinion, 44% disagree, 9% strongly disagree--percentage equals 101% due to rounding of figures)

3. VSOs should be eliminated from high school vocational courses. (1% strongly agree, 5% agree, 6% no opinion, 44% disagree, 44% strongly disagree)

4. Advisors of VSOs are not adequately trained to work effectively with youth groups. (2% strongly agree, 10% agree, 19% no opinion, 50% disagree, 19% strongly disagree)

5. VSO membership reduces participation in other school activities. (1% strongly agree, 14% agree, 19% no opinion, 55% disagree, 12% strongly disagree--percentage equals 101% due to rounding of figures)

6. Students should be required to join both state and national associations of VSOs if they are members of local VSOs. (1% strongly agree, 11% agree, 18% no opinion, 41% disagree, 30% strongly disagree--percentage equals 101% due to rounding of figures)

Mixed Agreement Statements

The following statements were less conclusive in the replies received than the statements given above. These statements are therefore listed separately.

1. Students who participate in VSOs are looked up to by other students. (5% strongly agree, 34% agree, 45% no opinion, 15% disagree, 1% strongly disagree)

2. VSOs should have advisory committees from the local community. (21% strongly agree, 49% agree, 17% no opinion, 12% disagree, 1% strongly disagree)

3. VSOs should be financially supported by Congress. (9% strongly agree, 19% agree, 26% no opinion, 32% disagree, 13% strongly disagree)

4. Vocational students should be required to participate in VSOs as a part of regular class work. (7% strongly agree, 42% agree, 16% no opinion, 27% disagree, 8% strongly disagree)

5. VSOs have adapted to the needs of modern society. (8% strongly agree, 50% agree, 27% no opinion, 13% disagree, 2% strongly disagree)

6. VSO advisors tend to over-emphasize the value of their organizations. (8% strongly agree, 18% agree, 29% no opinion, 37% disagree, 8% strongly disagree)

7. School administrators and staff members are made aware of the goals and objectives of the VSOs. (4% strongly agree, 53% agree, 21% no opinion, 19% disagree, 4% strongly disagree)

Section 3 - Vocational Student Organizations

Comments made by the superintendents and principals varied widely on the vocational student organizations. AIASA, DECA, FFA, FHA/HERO, HOSA, OEA, and VICA were listed. The respondents were asked to rate each of those which existed in their system or school as to their perception of its effectiveness. The ratings listed were Very Effective (VE), Effective (E), No Opinion (NO), Ineffective (I), and Very Ineffective (VI). There was no attempt made by the researcher to establish which organizations existed within the school or district nor was there an attempt made to determine whether organizations existed within the school or district before including the school or district in the survey. All organizations did not exist in each district or school and therefore were not rated by all individual respondents. The results are recorded as received. One interesting point is that some of the respondents seemed to confuse the student organization with the service area program. This was indicated by the responses on the final portion of this section which was entitled "Others" where respondents were asked to list any organizations which had not been listed before but which existed in their school or district. In that space, respondents listed such "organizations" as data processing. The following tables and brief narration indicate the responses to this final section.

Responses of the 10 superintendents and 15 principals indicate little knowledge of AIASA. Sixty-eight percent of the individuals who indicated knowledge gave No Opinion as their assessment of the organization. Table 2 AIASA on the next page gives a further breakdown of this data.

Table 2
AIASA

Response Category	Superintendents No.	Superintendents %	Principals No.	Principals %	All Respondents No.	All Respondents %
	Number and Percentage of Respondents in Each Category					
VE	1	10%	1	7%	2	8%
E	3	30%	2	13%	5	20%
NO	6	60%	11	73%	17	68%
I	0	0	1	7%	1	4%
VI	0	0	0	0	0	0
Totals	10	100%	15	100%	25	100%

Twenty-three of the 46 superintendents and 45 of the 62 superintendents indicated that DECA operated in their district/school. Eighty-two percent of the respondents felt the organization was effective (see Table 3 following).

Table 3
DECA

Response Category	Superintendents No.	Superintendents %	Principals No.	Principals %	All Respondents No.	All Respondents %
	Number and Percentage of Respondents in Each Category					
VE	3	13%	17	38%	20	29%
E	16	70%	20	44%	36	53%
NO	1	4%	4	9%	5	7%
I	3	13%	4	9%	7	10%
VI	0	0	0	0	0	0
Totals	23	100%	45	100%	68	99%*

*Due to rounding of figures.

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Of the 46 superintendents responding, 39 indicated knowledge of FFA while 49 of the 62 principals responding to the survey indicated knowledge of FFA. Ninety percent indicated they felt this organizations to be effective.

Table 4
FFA

Response Category	Number and Percentage of Respondents in Each Category					
	Superintendents		Principals		All Respondents	
	No.	%	No.	%	No.	%
VE	17	44%	28	57%	45	51%
E	19	49%	15	31%	34	39%
NO	2	5%	3	6%	5	6%
I	1	3%	2	4%	3	3%
VI	0	0	1	2%	1	1%
Totals	39	101%*	49	100%	88	100%

*Due to rounding of figures.

Forty-two of the 46 superintendents and 61 of the 62 principals who responded to this survey indicated knowledge of FHA/HERO. Eighty-seven percent of these individuals judged it to be an effective organization (see Table 5 on page 17).

Table 5
FHA/HERO

Response Category	Number and Percentage of Respondents in Each Category					
	Superintendents		Principals		All Respondents	
	No.	%	No.	%	No.	%
VE	9	21%	19	31%	28	27%
E	28	67%	34	56%	62	60%
NO	3	7%	2	3%	5	5%
I	2	5%	6	10%	8	8%
VI	0	0	0	0	0	0
Totals	42	100%	61	100%	103	100%

Approximately 33 percent of the superintendents and 39 percent of the principals responding to the survey indicated knowledge of HOSA with 66 percent indicating the organizations was effective (see Table 6).

Table 6
HOSA

Response Category	Number and Percentage of Respondents in Each Category					
	Superintendents		Principals		All Respondents	
	No.	%	No.	%	No.	%
VE	1	7%	5	21%	6	16%
E	10	71%	9	38%	19	50%
NO	3	21%	9	38%	12	32%
I	0	0	1	4%	1	3%
VI	0	0	0	0	0	0
Totals	14	99%*	24	101%*	38	101%*

*Due to rounding of figures.

One-half of the 46 superintendents and 42 of the 62 principals responding to the survey indicated knowledge of OEA with 89 percent describing the organization as effective (see Table 7).

Table 7
OEA (Now BPA)

Response Category	Superintendents No.	Superintendents %	Principals No.	Principals %	All Respondents No.	All Respondents %
	Number and Percentage of Respondents in Each Category					
VE	8	35%	17	40%	25	38%
E	13	57%	20	48%	33	51%
NO	1	4%	4	10%	5	8%
I	1	4%	1	2%	2	3%
VI	0	0	0	0	0	0
Totals	23	100%	42	100%	65	100%

VICA was known about by 22 superintendents and 40 principals. Of these, 83 percent indicated that the organization was effective. Further data may be seen in Table 8.

Table 8
VICA

Response Category	Superintendents No.	Superintendents %	Principals No.	Principals %	All Respondents No.	All Respondents %
	Number and Percentage of Respondents in Each Category					
VE	4	18%	10	25%	14	23%
E	15	68%	22	55%	37	60%
NO	1	5%	4	10%	5	8%
I	1	5%	4	10%	5	8%
VI	1	5%	0	0	1	2%
Totals	22*	101%**	40	100%	62	101%**

*One superintendent commented: Chapters range from very effective to no opinion. **Due to rounding of figures.

The data in Table 10 is of little value and is only included to show the extent of the "Others" responses on this section. The only value which may be attributed to this category is that the items listed in the footnote to the table may indicate that superintendents and principals do not see a distinction between the vocational programs and the vocational student organizations which are integral to those programs. This could be a very important factor, if the student organization is well thought of by these individuals, in promoting both the program and the student organization within a school, a district, and the attendant community. This aspect should be further investigated.

Table 10
VOCT, VOCCT, HECE, HOCT*

Response Category	Superintendents No.	%	Principals No.	%	All Respondents No.	%
VE	2	40%	3	50%	5	45%
E	3	60%	3	50%	6	55%
NO	0	0	0	0	0	0
I	0	0	0	0	0	0
VI	0	0	0	0	0	0
Totals	5	100%	6*	100%	11	100%

Number and Percentage of Respondents in Each Category

*Others listed by principals included: ICT Industrial Coop. Training, Word Processing/Data, Data Entry

Appendix A

Appendix A is available upon request.

Appendix B

Comments by Principals:

1. VSO's are not the key, teachers are. Membership in these clubs is not voluntary, so be careful in generalizing as to their effectiveness.

2. Membership in VSO's is falling due to less emphasis in vocational education in general. Fewer students are enrolling in vocational courses.

3. Thanks!

4. All organizations should be given time during the school day to meet.

Comments by Superintendents:

1. All voc. activities should be patterned after the "old" standard FFA & FHA student org.

2. Meetings should be held before or after school--may at break.

3. Fund raising should not occur during school time.

4. Advisors' training varies according to the individual.

5. VSO membership does not have to reduce participation in other school activities!

6. Fund raising should be permitted if in line w/ district policy.

7. Time for meetings should be allowed on a limited basis during school hours.

Comments, No source indicated:

These organizations bring leadership qualities to the forefront in our students. If education is to keep this country strong then we must instill as much leadership in our students as possible. Education teaches a student to be able to function in society, but any undertaking that is successful must have quality leaders. Leaders are trained to be leaders; they are not born although there are qualities of all leaders that come from home. These organizations impress the need and knowledge of good leadership qualities.

Matching Learning and Teaching Styles Makes a Difference, or Does it?

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Running Head: MATCHING TEACHING STYLES

Abstract

Although instruction in the identification of learning styles is an integral part of many teacher preparation programs, a large majority of teachers seem to have missed professional development in diagnosing learning styles of students and in matching their own teaching styles to the learning preferences of their students.

Three marketing educators who had not received formal instruction in learning style theory agreed to participate in a recent study. The questions addressed in the study were: Does the student's knowledge of learning styles make a difference in the individual's perception of the educator after adjustments are made in teaching to accomodate the class learning styles? Does the educator's knowledge of the class and individual students learning styles make a difference in the use of teaching methods and techniques?

The Learning Style Inventory (LSI) developed by Brown and Cooper was used to assess learning and teaching styles. Students completed pre- and post-evaluations of the instructor for the ten week period. Where differences indicated need for modifications of instruction, the teachers adapted their instruction to accomodate the learning styles. The results of the study were unexpected. Two of teachers were rated lower at the post-evaluation after having adapted their instruction to meet the learning style preferences of the students.

Learning styles and teaching styles have been the focus of much research and discussion in the past few years. Although the literature provides much evidence that people do not all learn in the same way; however, many educators continue to teach the way they learn best with little or no consideration of the students' preferred learning styles. Although instruction in the identification of learning styles is an integral part of many teacher preparation programs, a large majority of teachers seem to have missed preparation in diagnosing learning styles of students and in matching their own teaching styles to the learning preferences of their students.

For many years educators have recognized the need for alternative methods and techniques to meet the needs of the variety of students in their heterogeneously grouped classrooms. Most educators are familiar with a variety of methods and techniques of teaching, but, in many cases, misapplication of the methods and techniques have proven unproductive. Recognizing and defining the style in which a person learns is important to the learning process. Many educators share the frustration of knowing that they are failing to meet the needs of some of the students in their classrooms. One reason could be the lack of adapting instruction to the unique learning styles of students--particularly those not being reached.

After informally surveying marketing education teachers from Georgia and Florida, the need for a tool to assist teachers in improving their ability to match their teaching style to the students' learning styles became evident. A review of the literature related to learning styles revealed many theories and instruments available to measure learning styles. The Learning

Style Inventory (LSI) developed by Brown and Cooper was selected to be used with selected teachers and future teachers in vocational education. The LSI was chosen because of ease of administration, immediacy of feedback, functions available on the diskette. In addition, the LSI had research supporting the validity and reliability of the instrument (Babich and Randol, 1976).

The LSI was developed to be used with the IBM, Apple, or TRS-80. The program was developed in the late 1970's and has been used by numerous junior high, high school, adult, and vocational programs to assist educators in gaining a clearer understanding of their personal learning/teaching styles and the styles of their students. The program can match the teacher with the class and give an overall prescription for the methods and techniques most appropriate for the class. The LSI provides individual learning styles for students, comparison of individuals with the class, and explanations of the styles measured by the inventory. In addition, the LSI can provide an analysis of the individual educator's preferred learning/teaching styles with recommended methods and techniques for teaching.

The LSI measures three domains: cognitive, social, and expressive. The cognitive domain investigates five specific sub-topics in the area of learning. The cognitive domain is concerned with the manner in which the student prefers to take in information. The sub-topics are:

Auditory Language:	the way a student hears words; processing spoken words
Visual Language:	the way a student sees words; processing written language

Auditory Numeric: the way a student hears numbers; processing spoken numerical values

Visual Numeric: the way a student sees numbers or or problems; processing written written numbers

Tactile Concrete: the way a student learns by doing or involvement; the student needs a combination of stimuli and styles.

Social style refers to student preference to work in a group or alone. The two sub-topics are:

Individual Learner: thinks and works best alone; usually a self-starter; often finds working with others distracting

Group Learner: likes to work with at least one other person when something important is to be done.

Expressive style refers to the manner in which the student prefers to communicate. The two sub-topics include:

Oral Expressive: A student who prefers to give a report or explanation orally

Written Expressive: A student who prefers to write answers or information.

The study involved three marketing educators and their students. The two questions addressed in the study were:

1. Does the student's knowledge of learning styles make a difference in the individual's perception of the educator after adjustments are made in teaching to accomodate the class learning styles?

2. Does the educator's knowledge of the class and individual students learning styles make a difference in the use of teaching methods and techniques?

Method

Three marketing educators were selected because of their willingness to participate in the study. The three educators differed in their teaching experience. Teacher A was a beginning teacher; Teacher B had approximately ten years teaching experience; and Teacher C had approximately 18 years experience. None of the teachers had taken a learning style inventory of any type prior to the LSI.

The study included 117 students from the three teachers' programs. To be included in the study the student had to complete the LSI, pre-evaluation and post-evaluation of the instructor. The LSI is identified as Appendix A; the pre- and post-evaluation form is identified as Appendix B.

Procedures

Six weeks into the fall semester the marketing education students and their instructors completed an LSI. The students also completed a teacher evaluation instrument which addressed teaching methods, course construction, professional image, student evaluation and overall perception. During the week following the assessment, an outside resource person delivered the individual learning style analyses to each student, as well as a chart comparing the teacher's style with the class learning styles. A thirty minute lecture followed with a ten minute question and answer session for each class participating in the study. The LSI and the individual prescriptions were explained. A separate briefinq was given to each educator which identified methods and strategies to be incorporated into instruction in an attempt to improve the match between the teacher's style and the students' learning styles.

Ten weeks later a post-assessment of the educator was done by the students participating in the study. (This occurred two weeks before the end of the semester).

Examination of the comparison of the individual teacher with the appropriate class indicated needs for change in teaching style for two of the three educators involved in the study. Teacher A and students involved had teaching and learning styles that matched in each of the domains measured by the LSI. No differences in sub-topics were identified on the printout. Teacher B and students differed in each domain and in seven of the sub-topics measured by the LSI. The differences included the sub-topics in the cognitive domain, social group, and written expressive. Teacher C and students differed in the cognitive domain on auditory numeric and tactile concrete and in the expressive domain on oral expressive style. Discussion of the teacher's preferred teaching styles and the class prescription provided the following direction for the teaching methods and strategies to be used in the following ten weeks. Since Teacher A was already using a wide variety of teaching methods and the teaching/learning styles were compatible, no change was indicated. Teacher B had been using the lecture method almost exclusively prior to the LSI assessment. This educator planned to incorporate additional methods, opportunities for group interaction, and methods for student feedback that were recommended in the comparison of teaching and learning styles for the classes included in the study. Teacher C felt that she already used a variety of methods and strategies in teaching but committed to provide more opportunities for tactile concrete activities and to adapt the proportion of written and oral requirements more closely to the indications of the LSI.

At the end of the ten week period, students completed a post-assessment of their instructor. The items on the teacher assessment were grouped into the following areas: professional image, course organization, student evaluation, teaching methods, student motivation, and overall perception.

Results

Analysis of Variance General Linear Model of SAS was used to analyze the data. Professional Image showed significant interaction at .05 but no significant factor effects. Course construction showed significant factor effects at .039. Student evaluation had no significant interaction but showed main factor effects exist at .002. Teaching methods showed significant interactions at .06 but no main factor effects. No interaction or main factor effects were indicated by student motivation. Overall perception indicated a main factor effect exists at .06; however, there was no significant interaction.

The results of the study were unexpected. The assumption that students' perceptions of their teachers would be higher after adjustments were made to the teaching styles demonstrated in the classes did not hold for this study. The two educators who had styles that differed somewhat from the styles of their students were rated lower at the end of the study than at the beginning of the study. The educator that had matching learning/teaching styles was rated higher in five of the six areas and slightly lower in one at the time of the post-assessment.

The unexpected results may have been influenced by many factors. Prior to taking the LSI, students took learning for granted and had not received information with which to evaluate their own learning or to analyze their instructor's teaching. The new information may have caused the individual to become more critical in assessing whether his or her preferences were being met in the classroom. With the overall class in mind, the instructor may have lost sight of individual differences in learning style. The stress of the semester coming to a close may also have influenced the students ratings of the teachers.

The educators involved in the study were interviewed to determine their perceptions of the value of the LSI and any noticeable change in the classes. The educators indicated that the LSI was a valuable tool. It could be used to identify appropriate strategies for a given class or individual, to improve instructional methods, and as a tool to diagnose learning strategies for students who seemed to be missing the instruction. The educators felt that the experience had made them more aware of individual learning preferences and methods that work for the various types of students. In general, the educators felt that their instruction had improved after using the LSI information.

Future research in the area of learning styles is important to the profession. Marketing teachers and other vocational educators need professional development in the area of matching teaching and learning styles. To be acceptable to the majority of teachers, the learning styles used must be easy to use, administer, interpret, and provide information that can be used to improve instruction and student learning. Additional reasearch should be conducted to identify the difference in student learning before and after instruction on learning styles.

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APPENDIX A

LEARNING STYLES INVENTORY

EDUCATIONAL ACTIVITIES, INC.
FREEPORT, NY 11520

Name ______________________________ Class ______________________

Instructions: Read the statement carefully and circle the number which best agrees with how you feel about the statement.

Sample: I would rather do work in the afternoon than in the morning.	(4)	(3)	(2)	(1)

A number "4" response means that you prefer to work in the afternoon. A response of "1" means that you very much prefer to work in the mornings. There is no right or wrong response, only the way you feel about the statement. You may have all the time you need so please respond to every statement. Now, if there are no other questions, go on with the survey.

	Most Like Me			Least Like Me
1. Making things for my studies helps me to remember what I have learned.	(4)	(3)	(2)	(1)
2. I can write about most of the things I know better than I can tell about them.	(4)	(3)	(2)	(1)
3. When I really want to understand what I have read, I read it softly to myself.	(4)	(3)	(2)	(1)
4. I get more done when I work alone.	(4)	(3)	(2)	(1)
5. I remember what I have read better than what I have heard.	(4)	(3)	(2)	(1)
6. When I answer questions, I can say the answer better than I can write it.	(4)	(3)	(2)	(1)
7. When I do math problems in my head, I say the numbers to myself.	(4)	(3)	(2)	(1)
8. I enjoy joining in on class discussions.	(4)	(3)	(2)	(1)
9. I understand a math problem that is written down better than one that I hear.	(4)	(3)	(2)	(1)
10. I do better when I can write the answer instead of having to say it.	(4)	(3)	(2)	(1)
11. I understand spoken directions better than written ones.	(4)	(3)	(2)	(1)
12. I like to work by myself.	(4)	(3)	(2)	(1)
13. I would rather read a story than listen to it read.	(4)	(3)	(2)	(1)
14. I would rather show and explain how a thing works than write about how it works.	(4)	(3)	(2)	(1)
15. If someone tells me three numbers to add, I can usually get the right answer without writing them down.	(4)	(3)	(2)	(1)
16. I prefer to work with a group when there is work to be done.	(4)	(3)	(2)	(1)
17. A graph or chart of numbers is easier for me to understand than hearing the numbers said.	(4)	(3)	(2)	(1)
18. Writing a spelling word several times helps me remember it better.	(4)	(3)	(2)	(1)
I learn better if someone reads a book to me than if I read it silently to myself.	(4)	(3)	(2)	(1)

LEARNING STYLES INVENTORY

EDUCATIONAL ACTIVITIES, INC.
FREEPORT, NY 11520

Name ______________________ Class ______________________

	Most Like Me			Least Like Me
20. I learn best when I study alone.	(4)	(3)	(2)	(1)
21. When I have a choice between reading and listening, I usually read.	(4)	(3)	(2)	(1)
22. I would rather tell a story than write it.	(4)	(3)	(2)	(1)
23. Saying the multiplication tables over and over helped me remember them better than writing them over and over.	(4)	(3)	(2)	(1)
24. I do my best work in a group.	(4)	(3)	(2)	(1)
25. I understand a math problem that is written down better than one I hear.	(4)	(3)	(2)	(1)
26. In a group project, I would rather make a chart or poster than gather the information to put on it.	(4)	(3)	(2)	(1)
27. Written assignments are easy for me to follow.	(4)	(3)	(2)	(1)
28. I remember more of what I learn if I learn it alone.	(4)	(3)	(2)	(1)
29. I do well in classes where most of the information has to be read.	(4)	(3)	(2)	(1)
30. I would enjoy giving an oral report to the class.	(4)	(3)	(2)	(1)
31. I learn math better from spoken explanations than written ones.	(4)	(3)	(2)	(1)
32. If I have to decide something, I ask other people for their opinions.	(4)	(3)	(2)	(1)
33. Written math problems are easier for me to do than oral ones.	(4)	(3)	(2)	(1)
34. I like to make things with my hands.	(4)	(3)	(2)	(1)
35. I don't mind doing written assignments.	(4)	(3)	(2)	(1)
36. I remember things I hear better than things I read.	(4)	(3)	(2)	(1)
37. I learn better by reading than by listening.	(4)	(3)	(2)	(1)
38. It is easy for me to tell about the things that I know.	(4)	(3)	(2)	(1)
39. It makes it easier when I say the numbers of a problem to myself as I work it out.	(4)	(3)	(2)	(1)
40. If I understand a problem, I like to help someone else understand it too.	(4)	(3)	(2)	(1)
41. Seeing a number makes more sense to me than hearing a number.	(4)	(3)	(2)	(1)
42. I understand what I have learned better when I am involved in making something for the subject.	(4)	(3)	(2)	(1)
43. The things I write on paper sound better than when I say them.	(4)	(3)	(2)	(1)
44. I find it easier to remember what I have heard than what I have read.	(4)	(3)	(2)	(1)
45. It is fun to learn with classmates, but it is hard to study with them.	(4)	(3)	(2)	(1)

APPENDIX B

EVALUATION OF TEACHING

Instructor's Name: ____________________

School: ____________________

Course Title: ____________________

Year: __________

Indicate as accurately as possible your opinion of the instructor's performance on the items listed below. Circle the appropriate number.

		STRONGLY AGREE 4	3	2	1	STRONGLY DISAGREE 0
1.	The clarity and sound of the instructor's speech are excellent.	4	3	2	1	0
2.	The contents of the assignments contribute to my understanding of the subject.	4	3	2	1	0
3.	The requirements of the course (projects, papers, exam, etc.) were explained adequately.	4	3	2	1	0
4.	The instructor's presentation often causes me to think in depth about this subject.	4	3	2	1	0
5.	The instructor has adequate means for evaluating my learning.	4	3	2	1	0
6.	The methods being used for evaluating my work (such as tests, projects, etc.) are reasonable.	4	3	2	1	0
7.	Adequate opportunities are provided by the instructor for me to ask questions.	4	3	2	1	0
8.	The instructor is teaching the course material or sk'lls.	4	3	2	1	0
9.	The instructor seems to be well prepared.	4	3	2	1	0
10.	The instructor seems to care about my learning.	4	3	2	1	0
11.	The course appears to have been carefully planned.	4	3	2	1	0
12.	Course objectives are being achieved.	4	3	2	1	0
13.	During the term, I looked forward to attending this class.	4	3	2	1	0
14.	Compared with other courses on this level given equal amount of credit, the effort put into this course, by the instructor, is as much as in other courses.	4	3	2	1	0

		STRONGLY AGREE				STRONGLY DISAGREE
15.	Course objectives have been expressed clearly.	4	3	2	1	0
16.	The instructor demonstrates a personal commitment to high standards of professional competencies.	4	3	2	1	0
17.	The instructor provides useful feedback on student progress (identifying strengths and weaknesses).	4	3	2	1	0
18.	In this course, I am learning much.	4	3	2	1	0
19.	The instructor supervises and helps in new experiences without taking over.	4	3	2	1	0
20.	The instructor relates underlying theory to practice.	4	3	2	1	0
21.	Overall, I rate this instructor a good teacher.	4	3	2	1	0
22.	Examination(s) cover material or skills emphasized in the course.	4	3	2	1	0
23.	The time allowed to complete exams is adequate.	4	3	2	1	0
24.	Examination questions are phrased clearly.	4	3	2	1	0
25.	The textbook(s) contribute to my understanding of the subject.	4	3	2	1	0
26.	This course is practical and useful to those students for whom it was specifically planned.	4	3	2	1	0
27.	The instructor behaves in a professional manner.	4	3	2	1	0

For Questions 28-31 Circle the Most Appropriate Response.

28. My perception of the teaching method used in this course is:

   a. Lecture
   b. Discussion
   c. Demonstration
   d. Combination of methods
   e. Other

29. My grade point average to date is approximately:

   a. 4.0 to 3.5
   b. 3.4 to 3.0
   c. 2.9 to 2.5
   d. 2.5 to 2.0
   e. below 2.0

30. The grade I presently have in this class is:

   a. "A"
   b. "B"
   c. "C"
   d. "D"
   e. I have no idea

31. If I needed help outside of class, the instructor has given help to me.

   a. Yes
   b. No
   c. Have not requested help

OPEN QUESTIONS

32. What I like best about the instructor is:

   What I like least about the instructor is:

33. What I like best about the course is:

   What I like least about the course is:

34. This course could be improved by: