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ABSTRACT

The perceived needs for inservice education of secondary marketing education teachers in Illinois and Indiana were compared. In addition, three variables were tested to determine if they had a significant influence on perceived needs: gender, educational background (bachelor's versus master's degree), and socioeconomic status of the students taught. An adapted version of the "Teacher Needs Assessment Survey" was used for data collection. The population consisted of secondary marketing education teachers in Illinois and Indiana. Usable completed survey instruments were returned by 38 Illinois teachers (47 percent) and 61 Indiana teachers (71 percent). An analysis of variance technique was used to compare perceived needs and test the effect of the variables. No significant difference was found between the self-perceived need for inservice education of teachers in Illinois and Indiana. Furthermore, there was no significant difference in the self-perceived need for inservice education between Illinois and Indiana teachers based upon gender, educational background, and socioeconomic level of students taught. In fact, data analysis indicated several areas in which Illinois and Indiana teachers seemed to have similar self-perceived needs, including marketing the program, keeping abreast of developments, motivating students to think critically, and assisting students in developing positive attitudes. (10 references) (YLB)

A Comparison of the Perceived Needs for Inservice Education of Illinois and Indiana Marketing Education Teachers

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Running Head: Illinois and Indiana Perceived Needs

Abstract

The purpose of this study was to compare the perceived needs for inservice education of marketing education teachers in Illinois and Indiana. In addition, three

variables were tested to determine if they had a significant influence on perceived needs--gender, educational background (bachelors versus masters degrees), and socioeconomic status of students taught. For this study, an adapted version of the Teacher Needs Assessment Survey was used for data collection. The population consisted of secondary marketing education teachers in Illinois and Indiana. To compare the perceived needs and to test the effect of the variables, an analysis of variance technique was used.

Introduction

Studies which focus upon the self-perceived inservice needs of teachers appear to be limited and have been confined to specific states or regions of the country. A few masters theses and doctoral dissertations contain research related to teachers' perceived needs for inservice training programs. For example, Loney (1986) conducted a needs assessment for professional development of marketing education and office education inservice teachers in North Dakota for her masters thesis at the University of North Dakota. Peterson (1986) conducted an assessment of perceived needs and inservice training preferences of full-time faculty teaching in the areas of accounting, data processing, and economics in Michigan public community colleges.

Ingersoll, Jackson, and Walden, (n.d.) published a monograph entitled Teacher Training Needs, Conditions and Materials: A Preliminary Survey of Inservice Education. This report contains the results of a survey of several school systems in the midwestern region focusing upon inservice training activities

(formally arranged activities for teachers designed to improve teaching), training materials, and conditions for providing inservice training.

The Stanford Center for Research and Development in Teaching in its report, Teacher Training Products: The State of the Field (1984), identified 574 products designed as inservice training materials. Since this report was a selective review, based on a restrictive definition of training materials, an even greater number of products is available. This may demonstrate a rush by educators to address inservice needs before they are fully aware of what teachers perceive as needs.

Much of the literature concerned with inservice training is in the form of "how to" articles. Examples of such works include: Clarke (1987) "How to Integrate Communication Skills into the Accounting Curriculum," Ramsey et al. (1987) "How to Teach Supervisor-Subordinate Relationships in a Basic Communications Class," and Golden et al. (1986) "How to Teach Legal Concerns in a Basic Business Communications Class." The literature also contains articles which describe inservice workshops which have been conducted, Clemmensen (1985) "Inservice Workshops Help Develop Computer Literacy Among Business Educators." Among other types of articles that appear in the related literature are those which offer suggestions as to how inservice programs should be conducted, Sears and Ritz (1984) "A Guide to Excellence in Inservice."

In the past, the Department of Adult, Vocational and Technical Education, Illinois State Board of Education, has published a Composite Evaluation Report for

Occupational Education in the State of Illinois on an annual basis. Teacher educators were encouraged to review the report and discover areas which could be improved and to subsequently address such areas by developing and offering inservice training programs. One of the major limitations of these annual reports was that the areas evaluated were predetermined and were programmatic concerns as opposed to concerns about improved teaching/learning opportunities. Similarly, in Indiana state-level financial support for inservice training has been used primarily to meet the mandates of state and federal vocational education legislation. Therefore, the development of inservice training programs based upon the perceived needs of teachers has been stunted.

Indeed, there appears to be little paucity of literature relating to the need of schools to address inservice training programs. In fact, the 1987 Phi Delta Kappa Gallup Poll of the Public's Attitudes Toward the Public Schools revealed that only 43 percent of the nation's secondary teachers rated an A or B for their classroom performances. Thirty-five percent of the respondents rated secondary teachers' performances C, D, or F, and 22% percent of the respondents declined to offer a rating. Results from this poll, as well as recent reports addressing the need for excellence in education, acknowledge that the problem facing schools today goes beyond attracting capable teachers to the profession--improved performances by teachers already in the profession must be achieved.

The Problem

This study was conducted to compare the self-perceived needs for inservice

education as expressed by secondary marketing education teachers in Illinois and Indiana. Furthermore, the investigators wished to determine if selected variables--gender, educational background, and socioeconomic status of students taught--would have a significant difference in the teachers' self-perceived needs for inservice education.

As a result, the following null hypotheses were tested:

Hypothesis I: There is no significant difference in the self-perceived need for inservice education between Illinois and Indiana secondary marketing education teachers.

Hypothesis II: There is no significant difference in the self-perceived need for inservice education between male secondary marketing education teachers in Illinois and in Indiana.

Hypothesis III: There is no significant difference in the self-perceived need for inservice education between female secondary marketing education teachers in Illinois and in Indiana.

Hypothesis IV: There is no significant difference between the self-perceived need for inservice education of secondary marketing education teachers in Illinois and Indiana based upon educational background--bachelors and masters degrees.

Hypothesis V: There is no significant difference between the self-perceived need for inservice education of secondary marketing education teachers working with students classified in lower socioeconomic levels in Illinois and Indiana.

Hypothesis VI: There is no significant difference between the self-

perceived need for inservice education of secondary marketing education teachers working with students classified in higher socioeconomic levels in Illinois and Indiana.

Scope of the Study

The scope of the study was confined to eight categories of competencies.

1. Assessing and evaluating student behavior
2. Planning instruction
3. Conducting and implementing instruction
4. Performing administrative duties
5. Communicating and interacting
6. Developing personal skill
7. Developing pupil self
8. Coping with contemporary concerns

Other categories of inservice needs might have been compiled; however, such categories were beyond the scope of this study.

Limitations of the Study

Some limitations occured in this study. First, the population of secondary marketing education teachers were located in the states of Illinois and Indiana. Thus, an assumption should not be made that the results were representative of all secondary marketing education teachers. While the needs assessment instrument--developed by Ingersoll (1975)--had been validated and the reliability estimate of perceived needs was .95, the investigators added one category of competencies--coping with contemporary concerns. As a result, possible imperfections of the instrument may have been present.

Definition of Terms

To facilitate common understanding of the terms utilized in the context of

this research, the following definitions may be useful.

Inservice teacher education--refers to any planned activities designed for the professional growth of the teachers.

Teacher perceived need--refers to the teacher's interpretation of an instructional activity or competency that is needed to perform more effectively.

Significance of the Study

The need for inservice education is crucial. To keep abreast with the social, technological, and educational changes and to update educational competencies of teachers, it is imperative to provide an avenue for professional growth.

Teachers have different needs, abilities, and educational and occupational backgrounds. Inservice programs should be directed to teacher's individual needs and involve the participants in planning and implementing such programs.

The findings of this study may:

(1) Provide assistance to the Illinois and Indiana Departments of Education in planning to meet their state-wide needs for inservice education.

(2) Provide assistance to school districts as they individualize their inservice programs.

(3) Provide information to teacher education institutions engaged in preservice and inservice training of teachers.

(4) Provide information to professional organizations of teachers in planning conferences and professional development activities.

(5) Provide the impetus for greater cooperation between universities, state

departments of education, and local school districts in providing for the continued professional growth of teachers.

Methodology

To obtain the necessary data, a needs assessment instrument was used. This section contains a description of the population, instrument design, and data analysis.

Population

The population of this study consisted of the 81 teachers listed in the 1989-90 Illinois DECA Directory and the 85 teachers listed in the 1989-90 Indiana Marketing Education Directory. The individuals listed in both directories were screened to include those secondary marketing education teachers in schools with an active DECA chapter, that is, with currently validated charter and dues-paying members. There were additional secondary marketing education teachers within each state; however, they were excluded because they did not meet the criterion for selection.

The population was sent a cover letter, survey instrument, and postage-paid return envelope. Three weeks later, a follow-up was sent to those who had not yet returned the instrument.

Usable completed survey instruments were returned by 38 Illinois and 61 Indiana secondary marketing education teachers. This represented a 47% response of Illinois secondary marketing education teachers and a 71% rate of return from Indiana teachers.

Instrument

The Teacher Needs Assessment Survey, developed by Dr. Gary Ingersoll, was used for data collection. Ingesoll reported estimates of internal consistency for the instrument as .95, an exceptionally high reliability estimate. The investigators added one category of competencies--coping with contemporary concerns. The items included in this category were identified by the investigators and were based upon topical areas frequently suggested by secondary marketing education teachers and teacher educators as topics that should be addressed through inservice activities. No attempt was made to establish a reliability estimate for this additional category. The items are presented in Table 1.

The instrument included 57 competencies divided into eight categories. The teachers responded to each item by marking an "x" on a five-point Likert scale to indicate the degree they believed inservice education would be beneficial. The Likert scale consisted of: 1 = definitely; 2 = probably; 3 = don't know; 4 = probably not; and 5 = definitely not.

Data Analysis

For each perceived need listed on the questionnaire, a mean score of the magnitude of the perceived need was derived. The score was calculated by averaging the numerical values assigned to the need by the respondents. The lower the mean score for item, the greater the perceived need for inservice education for that particular competency. Table 1 was constructed to show the mean scores and standard deviations of the Illinois and Indiana respondents.

Illinois and Indiana Perceived Needs

To compare the means of the Illinois and Indiana teachers for each of the 57 items on the questionnaire, the computerized statistical package SPSS was used to run t-tests on the data. The comparison of the composite means for each of the eight categories between the Illinois and Indiana teachers was statistically analyzed by also using t-tests. Multivariate analysis of variance was used to test for a significant difference between the state groups' means for all items on the questionnaire as a composite.

To test for significant differences between the state groups according to gender, educational background, and socioeconomic status of students, multivariate analysis of variance was calculated.

Findings

When the composite means for each perceived need were less than 3.00, the mean was skewed toward a definite need for inservice education As the value of the means declined, the magnitude of the perceived need for inservice education became greater. Likewise, as composite means exceeded 3.00 and continued to increase, the magnitude of the perceived need for inservice education declined. Table 1 contains the results of the Illinois and Indiana secondary marketing education teachers' responses to the 57 perceived needs contained in the instrument. Through their ratings Illinois teachers generated means above 3.00 on 19 items, thus, indicating a perceived need for inservice education for 38 of the 57 competencies. Indiana teachers generated means above 3.00 on 15 items;

consequently, they perceived a need for inservice education for 42 of the 57 competencies listed on the Teachers Needs Assessment Survey.

Table 1

Secondary Marketing Education Teachers Perceived Needs for Inservice Education

Perceived Need		Mean	Std. Dev.	Std. Error	t Val.	2-tail Prob.
1. Assesing and Evaluating Behavior						
a) Diagnosing basic learning difficulties	IL	2.84	1.26	.205	1.40	.164
	IN	3.19	1.10	.141		
b) Constructing and using tests for evaluating academic progress	IL	3.08	1.36	.221	-.80	.424
	IN	2.87	1.20	.154		
c) Identifying student disabilities that need referral or special remedial work	IL	2.87	1.10	.178	1.28	.203
	IN	3.16	1.13	.144		
d) Identifying student attitudes in order to better relate to problems	IL	2.63	1.22	.197	.10	.923
	IN	2.66	1.21	.155		
e) Establishing appropriate performance standards	IL	2.74	1.25	.202	-.95	.343
	IN	2.51	1.11	.141		
f) Involving students in self-evaluations	IL	2.82	1.14	.184	-1.81	.073
	IN	2.42	1.01	.131		
g) Coping with the task of assigning grade	IL	3.34	1.40	.227	.19	.850
	IN	3.39	1.26	.161		
2. Planning Instruction						
a) Deciding what teaching technique is best for a particular intended outcome	IL	2.92	1.12	.182	-3.22	.002
	IN	2.19	1.07	.140		
b) Selecting and specifying performance objectives	IL	2.82	1.14	.184	-.39	.700
c) Collaborating with other teachers or administrators in planning teaching activities	IL	2.45	1.16	.187	.07	.941
	IN	2.47	1.17	.154		
d) Creating useful remedial materials	IL	2.66	1.12	.182	-.01	.991
	IN	2.66	1.13	.149		
e) Evaluating instruction/ instructional design	IL	3.23	1.15	.246	-1.34	.185
	IN	2.82	.98	.186		

Illinois and Indiana Perceived Needs

Perceived Need		Mean	Std. Dev.	Std. Error	t Val.	2-tail Prob.
f) Developing instructional procedures or modifying procedures to suit your own strengths	IL	2.63	1.08	.175	.45	.656
	IN	2.74	1.16	.153		
g) Keeping abreast of developments in your own subject matter	IL	1.89	1.06	.172	.23	.820
	IN	1.95	1.16	.152		
h) Selecting and developing materials and activities appropriate for individualized instruction	IL	2.24	1.05	.170	-.14	.890
	IN	2.20	1.23	.160		
3. Conducting and implementing instruction						
a) Implementing individualized instruction and supervising individual activities	IL	2.11	1.18	.192	.86	.394
	IN	2.32	1.24	.161		
b) Implementing competency-based instructional approaches	IL	2.16	1.13	.183	.83	.410
	IN	2.34	1.05	.138		
c) Using questioning procedures that promote interaction discussion	IL	2.32	1.23	.200	.81	.422
	IN	2.52	1.17	.154		
d) Utilizing audio-visual equipment and other mechanical aids	IL	3.53	1.25	.202	-2.32	.023
	IN	2.95	1.17	.152		
e) Gearing instruction to the problem solving, inductive/ deductive thinking level	IL	2.16	1.08	.175	-.25	.801
	IN	2.10	1.00	.132		
f) Providing instruction geared to the attitudinal domain (i.e., work habits, ethics, honesty, and attendance)	IL	1.95	1.09	.177	.72	.475
	IN	2.12	1.20	.158		
g) General presenting of information and directions	IL	3.14	1.32	.216	.49	.625
	IN	3.26	1.12	.147		
h) Providing for motivation and reinforcement	IL	2.50	1.16	.188	-.21	.835
	IN	2.45	1.20	.158		
i) Deciding on appropriate pupil grouping procedures for instruction	IL	3.43	1.02	.167	-2.45	.016
	IN	2.88	1.11	.146		
j) Constructively using evaluation in helping student progress	IL	2.95	1.04	.168	-.80	.428
	IN	2.78	1.03	.135		
4. Peforming Administrative Duties						
a) Managing classroom affairs in order to get maximum benefit from	IL	3.75	1.16	.193	-1.49	.140
	IN	3.36	1.29	.172		

Illinois and Indiana Perceived Needs

Perceived Need		Mean	Std. Dev.	Std. Error	t Val.	2-tail Prob.
supervising aids, tutors, etc.						
b) Arranging the physical environment (i.e., deciding on seating arrangements, etc.	IL	3.70	1.27	.208	-1.07	.285
	IN	3.41	1.29	.169		
c) Comprising personal administrative practices with directives from the principal, etc.	IL	3.78	1.16	.190	-1.21	.231
	IN	3.36	1.29	.169		
d) Knowing where to refer student problems beyond what can be handled by the teacher	IL	3.73	1.02	.167	-.86	.391
	IN	3.52	1.26	.165		
e) Deciding upon which methods of class room discipline to use and when to use them	IL	3.73	1.02	.167	-.86	.391
	IN	3.52	1.26	.165		
f) Effectively meeting immediate class-room situations without appearing as an ogre to the students	IL	3.32	1.27	.209	-1.32	.191
	IN	2.97	1.31	.172		
5. Communicating and Interacting						
a) Marketing your marketing education program	IL	1.71	.73	.119	1.84	.069
	IN	2.05	1.10	.141		
b) Communicating and interacting with parents	IL	2.87	1.28	.207	-.45	.653
	IN	2.75	1.26	.162		
c) Counseling and confering with students	IL	3.05	1.36	.220	-.92	.361
	IN	2.80	1.31	.169		
d) Representing school and school programs at meetings	IL	3.32	1.30	.210	-.53	.599
	IN	3.17	1.40	.181		
e) Involving others in the school program	IL	2.87	1.30	.211	-.43	.666
	IN	2.75	1.34	.172		
f) Maintaining professional relationships with other teachers, administrators, and counselors	IL	3.58	1.41	.228	-1.17	.246
	IN	3.23	1.44	.186		
6. Developing Personal Skills						
a) Developing a personal self-evaluation method	IL	3.29	1.37	.223	-1.08	.282
	IN	3.00	1.24	.159		
b) Developing a broad acceptance of self	IL	3.58	1.27	.205	-.83	.410
	IN	3.37	1.22	.158		
c) Accepting responsibilities	IL	3.82	1.25	.203	-.64	.523
	IN	3.65	1.25	.161		

Illinois and Indiana Perceived Needs

Perceived Need		Mean	Std. Dev.	Std. Error	t Val.	2-tail Prob.
d) Developing a capacity of accepting others' feelings	IL	3.84	1.17	.192	-1.10	.273
	IN	3.57	1.18	.153		
7. Developing Pupil Self						
a) Facilitating pupil self-concept and worth	IL	2.50	1.37	.222	.19	.849
	IN	2.55	1.19	.153		
b) Facilitating pupil social interaction	IL	2.84	1.46	.237	-.22	.825
	IN	2.78	1.15	.149		
c) Facilitating development of pupil responsibility	IL	2.18	1.29	.210	1.34	.184
	IN	2.51	1.09	.141		
d) Stimulating growth of pupil attitudes and values	IL	2.21	1.28	.207	.03	.980
	IN	2.22	1.09	.141		
e) Instilling in the student the will to learn on his/her own initiative	IL	2.16	1.22	.198	-.95	.344
	IN	1.93	1.09	.140		
8. Coping with Contemporary Concerns						
a) Using MarkEd Resource Center Learning Activity Packets (LAPS) as learning resources	IL	2.18	1.16	.188	1.69	.093
	IN	2.64	1.38	.177		
b) Integrating microcomputers in the classroom for teaching data bases and spreadsheets and responding to simulations	IL	2.08	1.12	.182	.21	.835
	IN	2.13	1.26	.161		
c) Using microcomputers for generating tests from automated test banks, maintaining an electronic gradebook, and generating competency test lists, etc.	IL	2.53	1.37	.222	-1.20	.233
	IN	2.20	1.30	.167		
d) Teaching entrepreneural knowledge and skill	IL	1.92	.94	.153	1.73	.087
	IN	2.32	1.40	.179		
e) Designing the marketing education curriculum	IL	2.26	1.16	.187	1.66	.099
	IN	2.70	1.33	.172		
f) Using the National Framework and core competencies	IL	2.37	1.17	.190	.58	.560
	IN	2.52	1.26	.162		
g) Applying marketing strategies to the service industry	IL	2.37	1.17	.190	1.27	.208
	IN	2.68	1.21	.157		
h) Incorporating State Goals for Learning into the	IL	2.30	1.36	.284	1.62	.112
	IN	2.89	1.19	.229		

Illinois and Indiana Perceived Needs

Perceived Need		Mean	Std. Dev.	Std. Error	t Val.	2-tail Prob.
marketing education curriculum						
i) Developing an "academic" marketing education course	IL	2.39	1.37	.222	-.17	.866
	IN	2.35	1.22	.157		
j) Identifying teaching/learning resources including software as well as traditional sources	IL	2.13	1.07	.174	.98	.330
	IN	2.36	1.17	.150		
k) Using DECA as a co-curricular activity	IL	2.68	1.49	.242	-.04	.967
	IN	2.67	1.35	.173		

$p<.05$

Six of the ten items rated most crucial for inservice education in each state were shared. The rankings of the top ten items identified in each state requiring inservice education are presented in Table 2.

Table 2

Top Ten Inservice Needs

Illinois Mean	Rank	Perceived Need	Indiana Mean	Rank
1.71	1	Marketing your marketing education program	2.05	3
1.90	2	Keeping abreast of developments in your own subject matter	1.95	2
1.92	3	Teaching entrepreneurial knowledge and skills		
1.95	4	Providing instruction geared to the attitudinal domain	2.12	5
2.08	5	Integrating computers into the classroom for teaching data bases and spreadsheets and responding to simulations	2.13	6
2.11	6	Implementing individualized instruction and supervising individual activities		

Illinois and Indiana Perceived Needs

Illinois Mean	Illinois Rank	Perceived Need	Indiana Mean	Indiana Rank
2.13	7	Identifying teaching/learning, resources including software as well as traditional sources		
2.16	8	Selecting and specifying performance objectives		
2.16	9	Gearing instruction to the problem solving, inductive/deductive thinking level	2.10	4
2.16	10	Instilling in the student the will to learn on his/her own initiative	1.93	1
		Deciding what teaching technique is best	2.19	7
		Using the microcomputers for generating tests from automated test banks, maintaining an electronic gradebook, generating competency test lists, etc.	2.20	8
		Selecting and developing materials and activities appropriate for individualized instruction	2.20	9
		Stimulating growth of pupil attitudes and values	2.22	1

Table 3 compares the self-perceived inservice needs of Illinois and Indiana secondary marketing education teachers by category.

Table 3: Self-Perceived Inservice Education Needs by Category

Category of Needs		Mean	Std. Dev.	Std. Error	t Val.	2-tail Prob.
1. Assessing and evaluating student behavior	IL	2.90	.857	.139	-.11	.916
	IN	2.88	.756	.097		
2. Planning instruction	IL	2.57	.657	.107	-.91	.365
	IN	2.43	.747	.097		
3. Conducting and implementing instruction	IL	2.62	.750	.122	-.43	.666
	IN	2.55	.777	.101		
4. Performing administrative duties	IL	3.59	1.01	.166	-1.53	.128

Illinois and Indiana Perceived Needs

Category of Needs		Mean	Std. Dev.	Std. Error	t Val.	2-tail Prob.
	IN	3.25	1.09	.141		
5. Communicating and interacting	IL	2.90	.976	.158	-.50	.616
	IN	2.79	1.06	.137		
6. Developing personal skill	IL	3.63	1.13	.183	-1.04	.300
	IN	3.40	1.02	.132		
7. Developing pupil self	IL	2.38	1.21	.197	.01	.995
	IN	2.38	.994	.127		
8. Coping with contemporary concerns	IL	2.30	.717	.116	.98	.329
	IN	2.46	.897	.115		

Testing the Hypotheses

HO I: There is no significant difference in the self-perceived need for inservice education between Illinois and Indiana secondary marketing education teachers. Although the Wilks multivariate analysis of variance test revealled no statistically significant differences in any of the eight category means, three of the 57 individual items presented in Table 1 were found to be statistically significant at the .05 level. Those three items were:

--Deciding what teaching technique is best for a particular intended outcome
--Utilizing audio-visual equipment and other mechanical aids
--Deciding on appropriate pupil grouping procedures for instruction

Therefore, HO: I may not be rejected when examining self-perceived needs by category. However, it may be rejected when reviewing the self-perceived needs on three individual items.

HO II: There is no significant difference in the self-perceived need for inservice education between male secondary marketing education teachers in Illinois and Indiana. This hypothesis is not rejected at the .05 level based upon the

Wilks multivariate analysis of variance test which produced a Significance of F value of .427.

HO III: There is no significant difference in the self-perceived need for inservice education between female secondary marketing education teachers in Illinois and Indiana. As determined by the Wilks multivariate analysis of variance test which found a Significance of F value of .686, this hypothesis is not rejected at the .05 level.

HO IV: There is no significant difference in the self-perceived need for inservice education of secondary marketing education teachers in Illinois and Indiana based upon educational background--bachelors and masters degrees. The small number of teachers with bachelors degrees, four from each state, made it impossible to statistically test their responses. The Wilks multivariate analysis of variance test when conducted on the responses of masters-degreed teachers did not indicate any significant difference at the .05 level. The Significance of F value was .328. Hypothesis IV is not rejected.

HO V: There is no significant difference between the self-perceived need for inservice education of secondary marketing education teachers working with students classified in lower socioeconomic levels in Illinois and Indiana. Using the Wilks multivariate analysis of variance test, a Significance of F value of .264 was calculated which led to not rejecting this hypothesis at the .05 level.

HO VI: There is no significant difference between the self-perceived need for inservice education of secondary marketing education teachers working with

students classified in higher socioeconomic levels in Illinois and Indiana. Again, the results of the Wilks multivariate analysis of variance test, Significance of F value of .840, did not support rejecting this hypothesis at the .05 level.

Discussion

There appeared to be no significant difference between the self-perceived need for inservice education of secondary marketing education teachers in Illinois and Indiana regarding the 57 items on the Teacher Needs Assessment Survey. Furthermore, it may be evident that there was no significant difference in the self-perceived need for inservice education between Illinois and Indiana secondary marketing education teachers based upon gender, educational background, and socioeconomic level of students taught. In fact, the analysis of the data indicated several areas in which Illinois and Indiana teachers seemed to have had similar self-perceived needs.

Interestingly, the Illinois and Indiana teachers shared six items in their respective states' top ten. This may further substaniate some similarity of their self-perceived needs for inservice education. These six items were:

1) Marketing your marketing education program
2) Keeping abreast of developments in your own subject matter
3) Providing instruction geared to the attitudinal domain
4) Integrating computers into the classroom for teaching data bases and spreadsheet and responding to simulations
5) Gearing instruction to the problem solving, inductive/deductive thinking level
6) Instilling in the student the will to learn on his\her own initiative

It is not surprising that these competencies relate to current trends in the field and topics in the professional literature. Marketing your marketing education

program has continued to be a major focus of the Marketing Education Association. The 1990 and 1991 National Marketing Education Conclaves have devoted a substantial part of the programs to assisting teachers and states develop appropriate strategies. Motivating students to think critically and assisting them to develop positive attitudes are two subjects that have been on recent marketing education professional meeting programs. Fortunately, marketing education teachers tend to stay interested in developments in the marketing field, and they have moved to integrate microcomputer technology into their classrooms.

The two categories of items in which inservice education was rated at being least needed were (1) performing administrative duties and (2) developing personal skill. Given that the Illinois and Indiana secondary marketing education teachers who participated in this study tended to be masters degree holders (only eight of 99 participants had a bachelors degree only), it may be assumed that this group was made up of experienced and mature teaches. Consequently, their experience may have prepared to handle adriotly their administrative responsibilities and their maturity may have assisted them having adequately developed their personal skills.

Recommendations

The following recommendations are offered by the investigators.

1. The marketing education leadership in Illinois and Indiana should review the data collected in this study to develop individual state plans for planning inservice education.
2. Furthermore, this leadership should consider joint development or sharing of

inservice materials for common interest areas.

3. The data collected for this study should be studied further to determine if a variety of inservice programs should be provided for those teachers who self-perceived needs differ from group means.

4. This study should be replicated in other states geographically distributed throughout the United States to determine the degree of similarity or difference of secondary marketing education teachers' self-perceived need for inservice education.

5. Additional studies related to providing inservice education and professional development for marketing educators should be undertaken to expand the profession's body of knowledge in these areas.

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