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ABSTRACT
                This conference provided a forum for presenting
research findings to educators and other audiences interested in
marketing education. The following papers were presented: "Turnover
of Marketing Education Teacher-Coordinators in Secondary Programs"
(Allen); "An Empirical Investigation of Marketing Education
Completers" (Palmieri, Roayaei); "The Kentucky Bed and Breakfast
Customer" (Worms, Worms, Smith); "Perceived Benefits of DECA
(Distributive Education Clubs of America) Membership: State and
Chapter Officers vs. Chapter Members" (Searle); "The Role of
Marketing Education in Basic Skill Development" (Littman); "A Study
of Conative Gender Differences on the Educational Style Preference
Inventory among Secondary Marketing Education Students" (Fritz);
"Problems of First Year Marketing Education Teachers in Colorado and
Texas" (Moorman, O'Neil, Ditzenberger); "Comparison of DECA Advisors
and State DECA Advisors Priorities Regarding Preparation for DECA
Activities" (Norwood); "A Study of the Symposium Methodology in a
Marketing Education Teacher Preparation Course" (Olson); "Changes in
Accounting Principles: Implications for Marketing Education" (Cooper,
Lucas); and "Vocational Teacher Preparation At Risk in Florida--An
Issue of Concern" (Holmes). Some papers contain references. (MN)

Marketing Education

National Research Conference Report 1992

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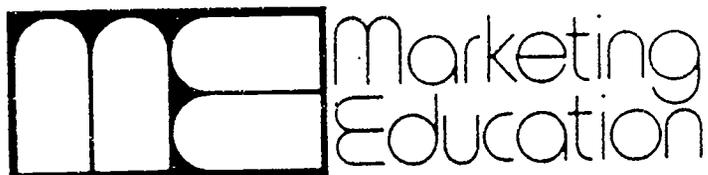## University of West Florida
Auburn University
University of Houston

Marketing Education

National Research Conference

April 3 - 4 - 5, 1992

The University of West Florida

Appalachicola, Florida

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Dr. Wally S. Holmes, The University of West Florida
Dr. Harold Williams, Auburn University
Dr. Marcella McComas Norwood, University of Houston

Editor

Dr. Harold Williams
Auburn University
Auburn, Alabama

Research Paper Referees

Dr. Mary Anderton Williams
The University of West Florida
Technical and Vocational Studies
Pensacola, Florida
(former marketing teacher educator)

Dr. Warren Leffard
The University of West Florida
Technical and Vocational Studies
Chairperson
Pensacola, Florida

Ms. Loretta Cordell
Florida Department of Education
Division of Vocational, Adult, and Community Education
Occupational Program Director for Marketing
Tallahassee, Florida

Dr. Mary Thompson
Florida Department of Education
Bureau of Career Development and School Improvement
Research, Grants, and Projects
Tallahassee, Florida
(former vocational teacher educator)

Publisher

The University of Houston
Directed by
Dr. Marcella M. Norwood
Houston, Texas

Conference Organizer

Dr. Wally Holmes
The University of West Florida
Pensacola, Florida

INTRODUCTION

The National Research Conference for Marketing Education is the outgrowth of many discussions by marketing teacher educators attending annual professional meetings. The marketing teacher educators consistently expressed a need for a research conference that would provide a forum for presenting research findings to the educators and other audiences interested in marketing education. The marketing teacher educators also expressed a concern for nurturing those new professionals entering the field of teacher education. While the initial organization and planning for this annual event is attributed to a few seasoned marketing teacher educators from the south, the annual conference has become the highlight of the year for the professional development and rejuvination of teacher educators from states throughout the nation.

This conference has provided many teacher educators with opportunities to present research, publish, and learn new techniques and methods of research. Marketing teacher educators are in agreement concerning the need for this type of conference and the need to keep it as a single purpose meeting and an annual event. The 1993 research conference will be held in Houston April 2-4. The sponsoring universities will be the University of Houston, and two other Universities to be announced.

Editor

Dr. Harold H. Williams
Auburn University
Auburn, Alabama

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Houston, Texas

Conference Organizer

Dr. Wally Holmes
The University of West Florida
Pensacola, Florida

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TURNOVER OF MARKETING EDUCATION
TEACHER-COORDINATORS IN SECONDARY PROGRAMS

by

Thomas R. Allen, Jr., Ed. D.
Professor

Department of Curriculum and Instruction
Reich College of Education
Appalachian State University
Boone, North Carolina
1991

ABSTRACT

Turnover of Marketing Teacher
Coordinators in Secondary Programs

The major purposes of this study are to determine how long

teacher-coordinators of marketing programs remain on the job, whey

they leave the job, and to obtain recommendations from

teacher-coordinators on how to make the job more attractive.

When the data was collected, it was revealed that the average

length of service was 6 years.

Although there were many reasons listed for leaving the teaching

profession in Marketing Education, the two most frequently listed

reasons given were the need for a change in occupation and the fact

that the program was cut back or eliminated.

The two most frequent suggestions for improving the status of the

position were a more competitive pay scale and increased respect for

vocational education programs.

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CHAPTER I

INTRODUCTION

As described in the original study, the turnover rate of secondary programs has long been considered too high by those responsible for administering the programs. Due primarily to pre-preparation and publicity achieved in the job, ME Teacher-coordinators are afforded many opportunities to change jobs and even fields.

Many states have varying shortages of marketing education teacher-coordinators who are certified to teach in secondary schools. It becomes more crucial to retain teacher-coordinators in marketing education programs as the number of students who enroll in pre-service ME programs decreases.

STATEMENT OF THE PROBLEM

The purpose of this study is to continue with a follow-up on the original study completed in 1984. The original study was conducted to determine how long teacher-coordinators remain on the job, reasons why they leave and recommendations for making the job more attractive. The follow-up will determine any changes in the original data. The survey and original letters have been written to reflect changes in the Marketing program in the past six years.

Specifically, the objectives of the study are as follows:

1. to determine how long teacher-coordinators of marketing programs remain on the job.

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2. to determine why teacher-coordinators of Marketing Education programs leave the job.

3. to seek recommendations from teacher-coordinators on making the job more attractive in order to better retain teacher-coordinators.

SIGNIFICANCE OF THE STUDY

The results of the follow-up study will give local administrators, local and state supervisors and teacher educators an opportunity to receive relative feedback from teacher-coordinators who have left the field. The former teacher-coordinators revealed why they left the field and provided recommendations that they have for making the job more attractive.

ASSUMPTIONS INVOLVED IN THIS STUDY

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

Since the data for this study will in no way affect the future of the subject, 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 two-hundred former teacher-
   coordinators who have left the program within the past three
   years in the 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.

DEFINITION OF TERMS

The following is a list of terms and definitions that were used
in this study:

Marketing Education: A program of instruction in the field of
distribution and marketing as is designed to prepare individuals to
enter, to progress, or to improve competencies in marketing
occupations. Emphasis is on the development of attitudes, skills,
and understanding related to marketing, merchandising, and
management.

Teacher-coordinator: A member of the school staff who teaches
the related and technical subject matter involved in work experiences
programs and coordinates classroom instruction with on-the-job
training.

ORGANIZATION OF THE REMAINDER OF THE STUDY

The second chapter contains a review of the most pertinent
literature on variables of measurements and program description. The
third chapter describes the population used, methods of collecting

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data and the organization and analysis of data. Chapter four

presents the data, chapter five gives the summary, conclusions and

implications for further study.

CHAPTER II

Review of Literature

A review of related literature concerning turnover of teacher-coordinators of secondary marketing education programs was undertaken.

An earlier survey by Allen (1984) revealed that the average length of service of a marketing education teacher-coordinator in secondary programs in the united states was 5.8 years. This was up from 3.8 years revealed in an earlier study by Jones (1969).

In a survey on perceptions of marketing education programs by Allen (1982) many teacher-coordinators in secondary marketing education programs in North Carolina related that they were often granted little authority to administer their programs.

A recent review of literature did not reveal any recent studies of rational of turnover of teaching personnel in the marketing education field.

CHAPTER III

METHODS AND PROCEDURES

DESCRIPTION OF THE SAMPLE

One hundred-sixty (160) former Marketing Education Teacher Coordinators in the United States were asked to participate in the survey. Eighty (80) teacher-coordinators returned their questionnaires for a response rate of approximately 50 percent.

INSTRUMENTATION

The instrument used to gather data in the survey was a Teacher-Coordinator Questionnaire. Information asked for on the questionnaire included the following areas; perceptions of the job, outside/employment opportunities, reasons for changes, recommendations for improving the job of the teacher coordinator. The teacher-coordinators were also asked for their recommendations for teacher-education program changes.

PROCEDURE

The questionnaire was distributed by mail to teacher-coordinators who had left the field in twenty states. A cover letter explaining the purpose of the study and the need for a response was enclosed with a self-addressed, stamped envelope.

The questionnaire was completed during the fall semester during the 1991-92 academic year. A completion time of approximately three weeks was allowed for the return of the questionnaire.

CHAPTER IV

FINDINGS

The findings are revealed by the analysis of the teacher-coordinator questionnaire.

DATA RESULTS
TEACHER COORDINATOR QUESTIONNAIRE

1. Former teacher-coordinators from each of 80 programs completed a questionnaire.

2. "Other" indicates unanswered in this question block.

3. The following results are based on that the 80 responses are equal to 100%.

---

1. Reason(s) for becoming a marketing education teacher coordinator.

wanted to teach	Like combination of teaching and business
30	45
36%	55%

Received major in ME	Best job offer	Other
20	14	0
25%	13%	0%

2. Number of years spent in ME?

One	Two	Three	Four	Five	Six	Seven
5	5	14	8	10	8	8
6%	6%	18%	10%	8%	10%	5%

Eight	Nine	Ten	Eleven	Twelve	Over Twelve
8	4	3	3	4	4
10%	5%	4%	4%	5%	5%

3. Were you fully certified in your state to teach Marketing Education?

Yes	No
75	5
94%	6%

4. How many months of the year were you employed as an ME teacher-coordinator?

9 months	10 months	11 months	12 months
10	60	6	4

5. Did you major in ME in college?

Yes	No
50	30
62.5	37.5

6. Did you work full-time in business and industry before becoming an ME teacher coordinator?

Yes	No
45	35
56.5%	43.5%

7. Which was your last year as an ME teacher-coordinator?

1990	1989	1988	1987
40	25	10	5
50%	35%	8%	7%

8. What did you like most about the position of an ME teacher-coordinator?

Combinations of teaching and freedom to direct my interaction with business community   50
        62.5%

Freedom to direct my own activities on a daily basis   20
     25%

Serving as an advisor of an active DECA chapter   5
     6%

Other: "Teaching three periods of Marketing"
      "Making good business contacts"

9. What did you like least about the position of an ME teacher-coordinator?

Feeling that program would be cancelled   10
     12%

The need for continuous public relations activities and the need to answer to a variety of interior and exterior publics   8
     10%

Lack of support of and interest in the program by the local
school administration and the guidance personnel   40
                                                                    50%

Pressure to advise an active local DECA chapter   5
                                                                     6%

Other: "Too many reports to fill out"
         "Public criticism"

10. Were you employed in a second job while an ME
    teacher-coordinator?

                    Yes   No
                    50   30
                    62.5%   37.5%

11. Was the job in the school or was it in the private sector?

    School System   15
                                     30%

    Jobs: Coach   5
          Recreation Director   3
          Janitor   2
          Office Worker   5

    Private Sector   35
                                     70%

    Jobs: Retail Sales Clerk   12
          Store Owner   10
          Real Estate Sales   3
          Tax Preparer   3
          Insurance Sales   7

12. The income from the second job was approximately what percent of
    the salary of the MDE teacher?

          40%

13. Are you employed with the same firm in which you were previously
    part-time?

                    Yes   No
                    20   60
                    25%   75%

14. If your answer to the previous question is yes, do you own this
    organization?

                    Yes   No
                     5   15
                    25%   75%

Types of Business:

Retail Clothing	2
Real Estate	1
Insurance	1
Tax Service	1

15. If you are not employed full-time in business, do you hold another position in education?

Yes	No
12	3
80%	20%

Jobs:	
Public School Administration	5
Post Secondary Education	1
Higher Education	2
Local Supervision	1
State Supervision	1
Coaching	1
Guidance	1

16. Major reason(s) for leaving the ME program:

Program discontinued	18
Wanted a change of job assignment	18
Higher Pay	14
Better location	10
Needed 12 months	10
Wanted to work in other job full-time	8

17. Recommendations for improving the position of ME teacher-coordinator?

Higher pay	70%
More coordinator time	60%
More administrative authority to run program	40%
Twelve months contract	50%
More emphasis on Vocational Education	40%
Periodic business internships	35%
More support from guidance personnel	35%
Higher operating budget	35%
Adequate secretarial help	30%
Full-time use of telephone	26%
Fewer school duties	20%
More help from state supervision	20%

18. Recommendations for teacher-education program charges:

Sufficient training of management of youth organizations	35%
Computer usage	35%
Computer programming	22%
Unit lesson organization	40%
More on-the-job training in the field of distribution	30%
At least a full quarter or semester of student teaching	30%
The job application process	20%
More emphasis on the "three R's" in the professional education course work [16]	20%

CHAPTER V

SUMMARY, DISCUSSION AND IMPLICATIONS

SUMMARY

Purpose

The primary purpose of this study was to identify and analyze the reasons teacher-coordinators leave the field and recommendations that they have for improving the status of the position.

Population and instrumentation

The data was collected from teacher-coordinators who had left the position in eighty programs in twenty states within the past four years. A questionnaire was developed and administered during the fall of 1991. The names and addresses of the teacher-coordinators who had left the position were obtained from the state supervisors of Marketing Education. The questionnaire was 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 two weeks was allowed for the return of the questionnaire.

Data Collection

The questionnaires were completed by the former teacher-coordinators who had left the Marketing Education Program. Once the questionnaires were completed, they were returned to the researcher.

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Findings

Included among the major findings and the following observations:

1. The average length of service was 6 years, although thirty percent (30%) had remained in the position for one to three years.

2. When the respondents were asked why they became teacher-coordinators, fifty-five percent (55%) said they liked the combination of teaching and working with the business community.

3. Ninety-four percent indicated that they were certified to teach ME in their state and the average contract period was ten months.

4. Only sixty-two percent of the teacher-coordinators majored in ME in college.

5. Twenty-two percent (22%) of the teacher coordinators who left the field did so because their ME programs were discontinued.

6. Fifty-six percent of the teacher-coordinators had worked full-time in business before going to college or becoming an ME teacher-coordinator. Nearly half of the remaining number had worked in a part-time job.

7. After learning the job of an ME teacher-coordinator, fifty-five percent (55%) of the participants indicated that they enjoyed the combination of teaching and interaction with the business community.

8. Of the teacher-coordinators who responded to the questionnaire, sixty-two percent (62%) indicated that they were employed in a second job, and seventy percent (70%) of those were employed in the private sector.

9. The average income from the second job represented approximately one-third of the teaching salary of $11,000 per year.

10. Fifteen percent of the teacher-coordinators who left the classroom remained in the field of education.

DISCUSSION

General teacher-coordinator reactions to the teacher turnover rate seemed to reveal the following observations:

1. Although there were many reasons listed for leaving the teaching position of Marketing Education Teacher Coordinator, the two most frequently listed reason was the need for a change in occupation, and the program was discontinued.

2. The third most frequently listed reason for change was the need for higher pay.

3. About twenty-five percent of the teacher-coordinators felt they were ready for what they perceived to be a promotion.

4. The last major reason for turnover was the need or desire to move to another geographic location.

IMPLICATIONS

Several implications are believed to be important in the making of recommendations for improvement of the position of a Marketing Education Teacher-Coordinator and changes in teacher-education programs.

Listed below are the most frequently mentioned suggestions for improving the status of the ME teacher-coordinator:

1. The pay of the teacher-coordinator needs to be higher in order to compete with those in business and industry.

2. More emphasis should be placed on the importance of Vocational Education Programs.

3. Most teacher-coordinators would like to be employed under a twelve months contract in order to have full-time employment and more time to complete the duties of the job.

4. Many teacher-coordinators felt that they could also have done a better job if they had had the following:

   (a) More coordination time.

   (b) More administrative authority.

   (c) More support from guidance personnel.

   (d) A larger operating budget in order to buy more supplies and equipment.

5. Many teacher-coordinators expressed a need for more help from the state and/or local ME supervision. This was especially true for new teacher-coordinators. They felt that this support would have helped them to orient their local administrations on the role and many functions of the ME program.

Listed below are the most frequently included suggestions for improving the ME teacher-education programs:

1. The most frequent point mentioned was more unit lesson organization.

2. Many teacher-coordinators indicated a need for more training in computer usage and some felt that computer programming should be included.

3. Many teacher-coordinators felt a need for sufficient training in the management of youth organizations. Most indicated that their teacher-education program had had little or no specific training and orientation in this area in which they were expected to perform well.

4. Even though many had worked in business before going into teaching, nearly one-third of the teacher-coordinators felt that they had needed more work experience. About half of these teacher-coordinators indicated that they needed more experience in business and industry.

5. About one-third of the teacher-coordinators indicated that they felt they needed more student teaching experience. About one-half of the teacher-coordinators indicated that they had had less than one-quarter of student teaching.

An Empirical Investigation of Marketing Education Completers

D. Frank Palmieri
Department of Business and Marketing Education
School of Business and Economics
Fayetteville State University
Fayetteville, NC 28301
(919) 486-1987

A. Jean Roayaei
Department of Economics and Finance
School of Business and Economics
Fayetteville State University
Fayetteville, NC 28301
(919) 486-1592

Running Head: Marketing Education Completers

An Empirical Investigation of Marketing Education Completers

Abstract

The purpose of the study was to provide a comparative
analysis of follow-up reports of Marketing Education Completers
provided by the North Carolina Department of Public Instruction,
Vocational Education Information Systems. The problem of the
study was to determine the areas of significant differences among
the question responses in the follow-up data reported by the 3,277
1984-85 completers compared to the 2,703 1989-90 completers and
also to the 2,306 1990-91 completers.

Ten null hypotheses were tested to determine significant
statistical differences in the data. The data analysis about the
completers indicated that enrollment in community/technical
colleges show a declining trend, they show a greater need for math
skills and a greater need for general knowledge about a wide range
of jobs and less about specific skills for the job. Completers
are more focused on their careers and are showing greater
satisfaction with their vocational experiences but less
satisfaction with general education experiences. Completers
reported declining satisfaction with vocational education
usefulness in preparation for further education. Wages for male
and female students continues to show a wide disparity. An
awareness of statistically significant following data for
curriculum development will be increasingly important as educators
work toward integrating general and vocational curricula.

An Empirical Investigation of Marketing Education Completers

Introduction

Educators for Marketing Education programs at the high school level must see curriculum development as a continuing process so long as there is a difference between the current curriculum, actual job requirements and college admission requirements. The primary objective of further curriculum development must be to narrow these difference. Some Marketing Education curriculum developers appear to be unaware of the differences. The preparation for marketing jobs must result in the kind of jobs for which their students were prepared and also continue their education in colleges. The examination of North Carolina state wide follow-up reports of Marketing Education high school completers of the 1984-85 compared to the 1989-90 and 1990-91 school years, as they apply to curriculum development, will be the focus of this study.

The data analyzed in this study as reported by the completers are related to 1) main educational status, 2) what students wished they had learned in high school, 3) reason for enrolling in the program, 4) satisfaction with their vocational experience, 5) satisfaction with education experiences other than vocational, 6) usefulness in preparation for work, 7) usefulness in preparation for education, 8) persons who most influenced involvement in work, 9) persons who most influenced involvement in education, and 10) average hourly wages, male and female.

Purpose of the Study

The purpose of the study is to provide a comparative analysis of follow-up reports provided by the North Carolina Department of Public Instruction, Vocational Education Information Systems. These follow-up study reports of the 1984-85 Marketing Education high school completers were compared statistically to responses of the 1989-90 and the 1990-91 completers on the same questions. This study concentrates on an analysis of data reported by completers which show statistical significance when compared and should assist educators in their continuing efforts toward curriculum development.

The Problem

The problem of the study is to determine the areas of significant differences among the question responses in the follow-up data reported by the 3,277 1984-85 completers compared to the 2,703 1989-90 and the 2,306 1990-91 completers. Therefore, ten null hypotheses were tested to determine if significant statistical differences existed. They were:

1. Main Education Status: A. Total Responses, B. Not in school, C. Enrolled in a community/technical college, and D. Four Year College.

2. What students wish they had learned about in High School: A. Math skills, B. Reading/Vocabulary, C. General knowledge about a wide range of jobs, D. Problem Solving Skills, E. Specific job skills, and F. Leadership Skills.

3. Reason for Enrollment in a vocational program: A. Related to career, and B. Parent/Friend.

4. Satisfaction with vocational experience: Above Average Rating.

5. Satisfaction with education experiences other than vocational: Above Average Rating.

6. Vocational Education usefulness in preparation for Work: A. Above Average Rating, and B. Does Not Apply.

7. Vocational Education usefulness in preparation for Education: A. Above Average Rating, and B. Does Not Apply.

8.   Persons who most influenced involvement in work: A.
     Vocational Education Teacher, B. Friend or Relative,
     and C. Does Not Apply.

9.   Persons who most influences involvement in education:
     A. Vocational Education Teacher, B. Friend or
     Relative, and C. Does Not Apply.

10. Completers average hourly wage, male and female.

Procedures of the Study

The method of data analysis involves the use of computer
software appropriate for categories of data and for comparison of
the three populations. The software utilized is "Explore
Statistics". The subroutines of this program specifically used to
interpret 1984-85, 1989-90 and 1990-91 data sets are sample
proportions and two samples. The analysis of data presents
descriptive statistics including the mean 1984-85 and 1989-90
responses and also 1984-85 and 1990-91 responses. Other
descriptive statistics of interest are the range of responses, the
variance and the standard deviation of responses. Certain
statistical inferences are drawn in the conclusion section to
underline the significant statistical differences of the three
mentioned data sets.

Analysis of Data

The data of the study and the analysis of the data is
reported by hypothesis as listed in the Problem section of this
paper. Hypothesis 1 through 10 is presented in numerical order.

Hypothesis 1: Main Education Status of Completers. The
data in hypothesis 1-A, Total Responses shows an increase in
responses by completers from 62% in 1984-85 to 71% in 1989-90,
significant at the $\alpha = .05$ level and 84% from 1984-85 to 1990-91,
significant at the $\alpha = .01$ level. Students are returning follow-
up study questionnaires at a significantly increasing rate.

The data in hypothesis 1-B, Not in School reported by
completers shows significant difference at the $\alpha = .01$ level
between 49% in 1984-85 to 54% in 1989-90, however no significant

difference is shown in the 51% reported in 1990-91 as compared to the 1984-85 data.

Hypothesis 1-C, Community/Technical College data shows a statistically significant difference at the α = .01 level in a declining trend. Completers reported that a smaller number are enrolling in community colleges.

Hypothesis 1-D, Four Year Colleges data shows that students are attending four year colleges at an increasing rate significant at the α = .05 level.

For Hypothesis 1, data listed in Figure 1, the null hypothesis was rejected for 1-A, Total Responses; 1-C, Community/Technical College; and 1-D, Four Year College. The null hypothesis was not rejected for 1-B, Not in School as shown in Figure 1.

FIGURE 1

COMPLETERS MAIN EDUCATION STATUS
HYPOTHESIS 1-A, 1-B, 1-C AND 1-D

	Total Comp.	1-A Total Resp.	1-B Not in School	1-C Comm/Tech College	1-D Four Yr. College
1990-91	2306 971 29.6%	1948 (84%) α=.01	993 (51%) α=.01	604 (31%) α=.05	253 (13%)
1989-90	2703 574 17.8%	1916 (71%) α=.05	1035 (54%) α=.01	575 (30%) α=.01	229 (12%) α=.05
1984-85	3277	2047 (62%)	1003 (49%)	757 (37%)	205 (10%)

Hypothesis 2: What Students Wished They Had Learned About in High School. The 1990-91 completers data of hypothesis 2-A show that math skills are as important as they were in 1989-90 and 1984-85. There was no significant statistical difference with 30% of the graduates reporting that they wish that they had learned more about math skills. Similarly, in hypothesis 2-B completers reported that reading/vocabulary skills were equally important in

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the three time periods. There is no significant statistical difference with 21% of the students reporting that they wish they would have learned more reading/vocabulary skills. The data of Hypothesis 2-E indicates that a significant statistical difference exists regarding job knowledge in the three time periods. An increasing ratio of completers are reporting the importance of job knowledge which they wish had been acquired in high school. The null hypothesis in 2-C is rejected with significance at the α = .01 level in both 1989-90 and 1990-91 school year's completers. The data of Hypothesis 2-D, Problem Solving Skills, indicate a significant statistical difference existing at the α = .05 level for the 1990-91 completers and the null hypothesis is rejected. The data indicates an increasing trend toward the need for problem solving skills in the curriculum. The data of hypothesis 2-E, Job Skills reports a negative significant difference at the α = .05 level and the null hypothesis is rejected for the 1990-91 and the 1989-90 completers as compared to the 1984-85 completers. The job skills category shows a declining trend. The data of hypothesis 2-F indicates a continuing need to include leadership skills in the Marketing Education curriculum. However, the null hypothesis cannot be rejected since there is no significant statistical difference when comparing the three time periods as shown in Figure 2.

FIGURE 2

WHAT STUDENTS WISH THEY HAD LEARNED ABOUT IN HIGH SCHOOL
HYPOTHESIS 2-A, 2-B, 2-C, 2-D, 2-E, AND 2-F

	Total Comp.	Total Resp.	2-A Math Skills	2-B Reading Vocabulary	2-C Job Knowledge	2-D Problem Solving Skills	2-E Job Skills	2-F Leadership Skills
1990-91	2306	1505 (65%)	452 (30%)	316 (21%)	346 (23%) $a=.01$	331 (22%) $a=.05$	151 (10%) $a=.05$	316 (21%)
1989-90	2703	1529 (57%)	489 (32%)	306 (20%)	400 (26%) $a=.01$	306 (20%)	153 (10%) $a=.05$	321 (21%)
1984-85	1603	878 (55%)	255 (29%)	193 (22%)	149 (17%)	158 (18%)	123 (14%)	202 (23%)

Hypothesis 3:   Reason for Enrolling in Vocational Program.
The data of hypothesis 3-A, Related to Career, shows an increasing
trend where the null hypothesis can be rejected at the α = .10
level for the 1990-91 completers and at the α = .05 level for the
1989-90 completers. In hypothesis 3-B, Parent/Friend, the data
show a declining trend where the null hypothesis can also be
rejected with a significant statistical difference existing at the
α = .01 level when comparing the 1984-85 completers to the 1989-90
and 1990-91 completers. High school students are enrolling in
Marketing Education programs because the program is related to
their career objective not because parents or friends recommended
the program as they did in 1984-85 as shown in figure 3.

FIGURE 3

REASON FOR ENROLLMENT IN VOCATIONAL PROGRAM
HYPOTHESIS 3-A AND 3-B

	Total Completers	Total Responses	3-A Related to Career	3-B Parent Friend
1990-91	2306	1682 (73%)	1093 (65%) $\alpha=.10$	286 (17%) $\alpha=.01$
1989-90	2703	1754 (65%)	1158 (66%) $\alpha=.05$	316 (18%) $\alpha=.01$
1984-85	3277	1968 (60%)	1220 (62%)	630 (32%)

Hypothesis 4: <u>Satisfaction (Above Average Rating) of Vocational Experience</u>. The data of hypothesis 4 shows that the completers of the 1989-90 and 1990-91 indicate an increasing trend for satisfaction of their high school Marketing Education experience over the 1984-85 completers. The null hypothesis is rejected with a significant statistical difference existing at the $\alpha = .01$ level. Marketing Education completers are greatly satisfied with their high school experience and the trend is toward greater satisfaction than in the past as shown in figure 4.

FIGURE 4

SATISFACTION (ABOVE AVERAGE RATING) OF VOCATIONAL EXPERIENCE
HYPOTHESIS 4

	Total Completers	Total Responses	Above Average Rating
1990-91	2306	1711 (74%)	1625 (95%) $\alpha=.01$
1989-90	2703	1754 (65%)	1662 (94%) $\alpha=.01$
1984-85	3277	1966 (60%)	1573 (80%)

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Hypothesis 5: <u>Satisfaction (Above Average Rating) of</u>
<u>Educational Experience</u>. The data of hypothesis 5 shows a trend
toward declining satisfaction with their educational experience
other than Vocational. The null hypothesis is rejected with a
significant statistical difference existing at the α = .01 level.
Completers in 1990-91 and 1989-90 reported less satisfied about
their general education experience compared to the 1984-85
completers as shown in figure 5.

FIGURE 5

SATISFACTION (ABOVE AVERAGE RATING) WITH
EDUCATIONAL EXPERIENCE
HYPOTHESIS 5

	Total Completers	Total Responses	Above Average Rating
1990-91	2306	1698 (74%)	1409 (83%) α=.01
1989-90	2703	1751 (65%)	1401 (80%) α=.01
1984-85	3277	1988 (61%)	1829 (92%)

Hypothesis 6: <u>Vocational Education (Above Average Rating)</u>
<u>Usefulness in Preparation for Work</u>. The data in hypothesis 6-A
shows an increasing trend toward usefulness of their high school
program as a preparation for work. The null hypothesis is
rejected with a significant statistical difference existing at the
α = .05 level for the 1990-91 respondents. Completers are very
satisfied that the Marketing Education program is preparing them
for work. However, hypothesis 6-B, Does Not Apply, data show an
increasing trend toward completers saying that the preparation had
nothing to do with the job they got. The null hypothesis is
rejected with a significant statistical difference existing at the
α = .01 level. Students are highly satisfied with their

preparation for work in the high school Marketing Education

program; however, an increasing number of completers are reporting

that the preparation does not apply to them as shown in figure 6.

FIGURE 6

VOCATIONAL EDUCATION (ABOVE AVERAGE RATING) USEFULNESS
IN PREPARATION FOR WORK
HYPOTHESIS 6-A AND 6-B

	Total Completers	Total Responses	6-A Above Average Rating	6-B Does Not Apply
1990-91	2306	1208 (52%)	1051 (87%) $\alpha=.05$	193 (16%) $\alpha=.01$
1989-90	2703	1279 (47%)	1087 (85%)	179 (14%)
1984-85	3277	1659 (51%)	1377 (83%)	199 (12%)

Hypothesis 7: Vocational Education (Above Average Rating)

Usefulness in Preparation for Education. The data in hypothesis

7-A shows that the above average rating remains high for

usefulness in preparation for further education. No significant

statistical difference exists in the data comparing the three time

periods, therefore, the null hypothesis is accepted. However, the

data of hypothesis 7-B, Does Not Apply, indicate an increasing

trend between 1989-90 and 1990-91. Data for 1984-85 on the

category of Does Not Apply, was not collected at that time. Other

completers are saying that the program's usefulness in preparation

for further education did not apply to them. The null hypothesis

is rejected with a significant statistical difference existing at

the $\alpha = .05$ level. Completers of Marketing Education programs are

reporting no change in their high above average rating of

usefulness of preparation for education; however, the Does Not

Apply data shows a significant increasing trend as shown in figure

7.

FIGURE 7

VOCATIONAL EDUCATION (ABOVE AVERAGE RATING) USEFULNESS
IN PREPARATION FOR EDUCATION
HYPOTHESIS 7-A AND 7-B

	Total Completers	Total Responses	7-A Above Ave.age Rating	7-B Does Not Apply
1990-91	2306	957	794 (83%)	191 (20%) α=.05
1989-90	2703	1017	824 (81%)	163 (16%)
1984-85	3277	1400	1148 (82%)	Not Reported

Hypothesis 8: Persons Who Most Influenced Involvement in
Work. The data of hypothesis 8-A shows a declining trend for
Vocational Education Teacher in 1989-90 and 1990-91 when compared
to 1984-85 data. The declining trend shows a negative significant
statistical difference at the α = .01 level and the null
hypothesis is rejected. Currently, Marketing Education teachers
are apparently not influencing involvement in work as they did in
1984-85. Hypothesis 8-B, Friend/Relative data show no significant
difference in 1990-91 when compared to 1984-85; however,
significance at the α = .05 level is shown when 1989-90 is
compared to 1984-85. Overall, the data for Friend/Relative
influencing involvement in work shows little change in the three
time periods and the null hypothesis is accepted. Hypothesis 8-C,
Does Not Apply, data show an increasing trend with a significant
statistical difference at the α = .01 level and the null
hypothesis is rejected. Completers are reporting at an increasing
trend that persons who most influenced them in work does not apply
to them. In hypothesis 8, Persons Who Most Influenced Involvement
in Work, the data shows a decreasing trend for Marketing Education
Teacher, no difference in Friend/Relative and an increasing trend
in the Does Not Apply area as shown in Figure 8.

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FIGURE 8

PERSONS WHO MOST INFLUENCED INVOLVEMENT IN WORK
HYPOTHESIS 8-A, 8-B AND 8-C

	Total Comp.	Total Resp.	8-A Voc Ed Teacher	8-B Friend Relative	8-C Does Not Apply
1990-91	2306	1392	459 (33%) α=.01	571 (41%)	306 (22%) α=.01
1989-90	2703	1428	428 (30%) α=.01	643 (45%) α=.05	300 (21%) α=.01
1984-95	3277	1805	722 (40%)	722 (40%)	271 (15%)

Hypothesis 9: Persons Who Most Influenced Involvement in Education. The data of hypothesis 9-A shows a declining trend of completers of the 1990-91 school year as compared to the completers of the 1984-85 school year in the area of Vocational Education Teacher. The declining trend has a negative significant statistical difference at the α = .01 level and the null hypothesis is rejected. Currently, Marketing Education Teachers apparently are not influencing involvement in education as they did in 1984-85. Hypothesis 9-B, Friend/Relative data show no significant difference in 1990-91 and 1989-90 compared to 1984-85 completers. The null hypothesis of no difference is therefore accepted. Hypothesis 9-C, Does Not Apply, data shows an increasing trend with a significant statistical difference at the α = .05 level in 1989-90 and at the α = .01 level in 1990-91 when compared to the 1984-85 completers. The null hypothesis is therefore rejected. Completers are reporting at an increasing trend that persons who most influenced them in education does not apply to them. In hypothesis 9, Persons Who Most Influenced Involvement in Education, in the three time periods, the data shows a decreasing trend for Marketing Education Teachers, no difference in Friend/Relative, and an increasing trend in the does

not apply area as shown in figure 9.

FIGURE 9

PERSONS WHO MOST INFLUENCED INVOLVEMENT IN EDUCATION
HYPOTHESIS 9-A, 9-B AND 9-C

	Total Comp.	9-A Total Resp.	9-B Voc Ed Teacher	9-C Friend Relative	Does Not Apply
1990-91	2306	1100	297 (27%) $\alpha=.01$	341 (31%)	319 (29%) $\alpha=.01$
1989-90	2703	1089	359 (33%)	348 (32%)	294 (27%) $\alpha=.05$
1984-85	3277	1374	467 (34%)	398 (29%)	302 (22%)

Hypothesis 10: Completers Average Hourly Wage, Male and
Female. The data of hypothesis 10, Average Hourly Wage, show a
declining trend in the mean wage of male and female in 1990-91 at
the α = .05 and 1989-90 at the α = .10 level as compared to the
1984-85 completers. The declining trend shows a negative
significant statistical difference and the null hypothesis is
rejected. This data indicates that male marketing education
completers continue to earn higher wages than their female
counterparts in the three time periods compared. The data also
indicates that although salaries have risen over the years for
both male and female completers, male completers continue to earn
higher wages than their female counterparts as shown in figure 10.

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FIGURE 10

COMPLETERS AVERAGE HOURLY WAGE, MALE AND FEMALE
HYPOTHESIS 10

	Total Completers	Total Responses	Mean Wage Male		Female
1990-91	2306	788	294		494
			5.41	.88	4.78
				α=.05	
1989-90	2703	857	251		519
			5.31	.90	4.76
				α=.10	
1984-85	3277	1059	420		636
			4.41	.92	4.06
			=.90		=.70

Conclusions and Recommendations

The areas of statistical differences among the question responses of the North Carolina Marketing Education follow-up data were identified statistically. Ten null hypotheses were tested to determine significant statistical differences in the data sets. Concerning the data of the 1990-91 and the 1989-90 completers compared to 1984-85 school year completers, the following conclusions and recommendations are suggested:

1. Completers main education status, not in school shows no significant differences between the three groups, however completers enrolled in community/technical colleges show a significant difference indicating a declining trend. A lower number of students responded that they were enrolled in community/technical college. Data also shows an increasing trend for completers to enroll in four year colleges. Readers need to be aware of this phenomenon in North Carolina and further study is needed in other states to determine the seriousness of this trend. Also data needs to be gathered regarding reasons for students decline in community/technical college enrollment. If this trend continues Marketing Education must consider a more rigorous curriculum for entrance to four year universities. Completers must be better prepared to meet college entrance requirements when they choose to enroll.

2. Completers showed a high need for more math skills, reading/vocabulary, and leadership skills. They show an increasing trend in job knowledge and problem solving skills. They show a decreasing trend toward job skills need. This data has direct implications for curriculum changes. Completers said that they need the math skills, reading/vocabulary skills and leadership skills taught as part of the school program. Completers want more problem

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solving skills taught and they also want more information in the program about jobs available for career opportunities and less need for specific job skills.

3. Completers are becoming more focused on their career as the reason for enrolling. This data shows that educators should recruit students who are interested in a marketing career objective. Parents and friends have little influence on enrollment in the Marketing Education Program. Teachers should also adjust their curriculum to include the study of jobs available to completers in the various marketing areas.

4. Completers show a greater satisfaction with their vocational experience. This data indicates that Marketing Education teachers must already be updating their curriculum in a positive manner and that only slight modifications might be necessary as indicated in the other aspects of this study.

5. Completers show a declining satisfaction with educational experience other than vocational. With this data knowledge, Marketing Education teacher/coordinators should play an active role of involvement in the general education curriculum as it affects completers. A school wide cooperative effort will be needed to develop the new General/Vocational Education curriculum needed to meet the needs of completers in a marketing career who have a high level of preparation to enter college.

6. Greater satisfaction with vocational education usefulness in preparation for work reported by the completers is very positive for Marketing Education Teachers and their curriculum. However, the element of "Does Not Apply" is increasing. More students must be taught in their career area or they will report that the curriculum does not apply to them.

7. Completers reported a high usefulness in preparation for

education, however the "Does Not Apply" item shows an increasing trend in a cooperative effort of General and Vocational instructors and administrators to provide opportunities for Marketing Education completers to continue their education. Curriculum developers need to realize that the Marketing Education program must prepare students for further education.

8. Declining teacher influence and high friends or family influences involvement in work. Data in this question shows that friends and family have an influence on Marketing Education students as reported by the completers. However, the "Does Not Apply" data shows an increasing trend toward completers who are not influenced by either teachers or friend/relative. Perhaps they are influenced by their curriculum involvement. Teacher/coordinators need to be made aware of this trend in North Carolina and make a greater effort to recruit students interested in Marketing occupations and assist students to achieve the competencies detailed by the curriculum.

9. Persons who most influenced involvement in education data shows a declining trend for teacher influence. This trend needs to be understood by all and teachers must encourage students into a more rigorous preparation program. Friends and relatives are an important influence for involvement in education and could look for opportunities to further encourage more involvement in education. The "Does Not Apply" responses for persons who most influenced involvement in education shows an increasing trend which is difficult to understand. Apparently, completers were not influenced by teachers, friends or relatives to seek further education. We need to develop curriculum competencies and objectives to reach the completers who responded "Does Not Apply" to them.

10. Male completers continue to earn higher wages than their
     female counterparts. The wages for women are lower and the
     discrepancy between male and females earnings continues to
     be wide. The gap between male and female wages of the
     completers in the three time periods has not changed. With
     an awareness of this persisting problem perhaps
     teacher/coordinators could develop local awareness programs
     which would influence employers to meet the challenge of
     narrowing this disparity. Further study of this question is
     needed in other states to confirm this continuing trend.

     Follow-up studies with statistical analysis of data is
necessary for continuing curriculum development in order to insure
high quality Marketing Education programs nationally. A high
quality, rigorous program including the general education related
courses must be included for Marketing Education students. Other
states should coordinate efforts with local universities to
analyze follow-up data which have great influence on modern
curriculum designs.

THE KENTUCKY BED AND BREAKFAST CUSTOMER

By

Allan J. Worms, Ph.D.   Carolyn L. Worms, Ed.D.
University of Kentucky   Memphis State University

and

Patty Rai Smith, Ed.D.
University of Kentucky

Mailing Addresses:

   Allan J. Worms   Carolyn L. Worms
   Department of Forestry   Department of Home Economics
   University of Kentucky   Memphis State University
   Lexington, KY 40546 0073   Memphis, TN 38119
   606 257 4646   901 678 4952

              Patty Rai Smith
              Home Economics Extension
              University of Kentucky
              Lexington, KY 40546 0064
              606 257 7191

THE KENTUCKY BED AND BREAKFAST CUSTOMER

Abstract

A study of customers to twenty-nine bed and breakfast businesses dispersed throughout Kentucky was conducted during the summer of 1991. The study identified their geographic origins as being largely from Kentucky and border states, but with many customers arriving from more distant states. Customers exhibited strong desire for private baths, large beds, and a full breakfast, but little desire for outdoor recreation activities outside of the bed and breakfast business. A number of other features were measured. Factors contributing most importantly to enjoyment were the traits of their hosts and the overall experience of staying at the bed and breakfast. The major factor identified as least enjoyable was "nothing". Corresponding research in other states was recommended.

THE KENTUCKY BED AND BREAKFAST CUSTOMER

Introduction

Bed and breakfast businesses are growing rapidly throughout much of the nation. Their use by tourists and others who seek attractive, comfortable home-like settings with individual features seems to be a primary reason for the recent popularity of the businesses. Information from the recently organized Bed and Breakfast Association of Kentucky, the state Department for Health Services, and from estimates by business leaders indicates that the state has enjoyed an increase from approximately thirty to forty businesses in 1988 to about two hundred by the summer of 1991.

In order to understand this growing consumer market and to provide information supportive of business education programs, a study of customers at bed and breakfast businesses throughout Kentucky was conducted during the summer season of 1991. Objectives of the research were: a) to profile basic demographic characteristics of the customers; b) to identify desirability of a number of lodging conditions pertinent to bed and breakfast businesses; and, c) to assess factors which contributed to or deterred from customer enjoyment of the businesses.

Methodology

A preliminary mailing to bed and breakfast business owners throughout Kentucky during March of 1991 identified mailing addresses, operational characteristics and their willingness to participate in the research. Twenty-nine businesses distributed throughout the state were found acceptable and owners agreed to participate in the research project. While geographic dispersion of the businesses was an intended parameter of the procedure, business participation otherwise was completely spontaneous.

A survey instrument was designed and pre-tested during April and May of 1991. The research procedure involved soliciting the customer's cooperation in privately completing a questionnaire sometime during their visit and in returning it to their host in a sealed, pre-printed privacy envelope. Business owner-operators were instructed in the proper procedure to use in explaining the research and in the importance of protecting the customers' response confidentiality. Business people were also warned to avoid any excessive pressure or doing anything which would make the customer feel a responsibility to completion of the survey or which would deter from the visitor's enjoyment of their stay at the bed and breakfast business. Additionally, businesses were provided with return-addressed manila envelopes for weekly return of surveys

in the sealed envelopes.

The survey was initiated during the first week of June, 1991, and was concluded following the Labor Day Holiday. All surveys were returned by September 19, 1991, and data tabulation and analysis were completed immediately thereafter. There were 431 usable questionnaires returned from the twenty-nine (29) research stations.

Overall, response rates to the survey were very good to excellent. Demographic questions, including those dealing with income, education and the like, were answered at a 91.8% rate while 98.1% of questions dealing with enjoyment were answered. Questions dealing with desirability of business features which were studied through application of a modified Likert scale were completed 87.5% of the time.

Findings

The findings from the study of customers resulted in new demographic data on their origins and travel actions, their occupations, incomes, ages and education levels. It also provided new insight to factors of desirability and the highest priorities in customers' enjoyment of bed and breakfast businesses.

Customer Demographic Profiles

Customer Origins

Customers to the twenty-nine bed and breakfast research stations came from thirty-three states, Canada, Japan and Norway. The major visitation was derived from Kentucky residents and states bordering Kentucky on the north and bed and breakfast customers were found to travel broadly. Sources of visitation and their proportions for the top five states included: first, Kentucky with 118 visitors constituting 27.4 percent; second, Ohio with 79 visitors (18.3%); third, Indiana with 52 (12.1%), fourth, tennessee with 20 (4.6%) and Illinois was fifth with 16 visitors (3.7%). Notably, other states contributing from eight to fifteen visitors were often distant. They were California, Michigan, Texas, New York, Missouri and North Carolina, in that order.

Customers were also asked to indicate where and when they went for their last **major** vacation. During the first nine months of 1991 previous to completion of this research, 37.7% had taken at least one major vacation. Coupled with 42.6% who had taken a major vacation during 1990, 311 or 80.4% of respondents took a major vacation during 1990 and the first eight months of 1991. Further, their travels included ninety-nine (99) exotic foreign destinations and 185 exotic (classified by destination and cost) U.S.

destinations of 400 total destinations.

Of 486 total vacations cited, the primary mode of travel was by automobiles in 286 instances (60.1%) followed by airplanes for 121 trips (25.4%) Of all other modes of travel, cruises (28 or 5.9%), trains (16 or 3.4%) and buses (12 or 2.5%) were notable.

Marital Status and Households

There were four times as many married bed and breakfast customers as single customers. Of 421 respondents, 340 or 80.8% were married and 81 or 19.2% were unmarried. Among single customers, females (56) outnumbered males (25) by more than two to one. By far the majority came from two person households (see Table 1).

Table 1

Household Sizes of B&B Customers
(n=373)

Number	Responses	Percent
1	37	9.9
2	185	49.6
3	55	14.7
4	63	16.9
5	23	6.2
6	9	2.4
7	1	0.3

Occupations and Incomes

Occupation information was provided by 405 respondents. As seen in Table 2, many were professionals and administrators or supervisors. Retirees, though evident, did not make up a large component of the overall population visiting Kentucky bed and breakfasts.

Customers to Kentucky bed and breakfast businesses had annual incomes ranging from less than $10,000 (3.8%) to over $100,000 (9.1%). Notably, incomes exceeding $70,000 constituted 27.7 percent of the total number of visitors, a large number of high income individuals from a broad origin base. When incomes over $60,000 were added to that group, they equalled 38.3 percent of all customers and when all incomes over $50,000 were assessed, they were 51.7 percent of the total customer population (see Table 3).

Table 2

Customer Occupations
(n=405)

Occupation	Number	Occupation	Number
Medical	64	Trades, Constr.	21
Admin/Managmt.	52	Banking, Accounting	18
Other Professional	48	Sales	18
Retired	38	Clerks	16
Teachers, Educators	36	Business Owners	13
Homemakers	35	Legal	12
Science/professors	28	Miscellaneous	6

Table 3

Customer Incomes
(n=373)

Income Range	Frequency	Percent
Under 10,000	14	3.8
20,000 - 29,999	53	14.2
30,000 - 39,999	48	12.9
40,000 - 49,999	65	17.4
50,000 - 59,999	50	13.4
60,000 - 69,999	40	10.7
70,000 - 99,999	69	18.5
Over 100,000	34	9.1

Customer Ages

Ages of bed and breakfast customers were generally more youthful than anticipated. The largest group, by Bureau of the Census classes, fell in the 35 to 49 years of age group and the next largest group was observed in the next younger group, from 25 to 34 years of age (see Table 4).

Customer Education Levels

Bed and breakfast customers proved to be unusually well educated. From the sample of 373 respondents providing information on their education, 307 had graduated from high school (82.3%) and 188 (50.4%) had completed college baccalaureate degrees (see Table 5).

Table 4

Customer Age Profile
(n=406)

Age Range	Frequency	Percent
7 - 18	0	0.0
19 - 24	23	5.7
25 - 34	109	26.8
35 - 49	157	38.7
50 - 65	92	22.7
66 +	24	5.9

Table 5

Customer Education Levels
(n=373)

Education Completed	Frequency	Percent
Some High School	5	1.3
High School Graduation	61	16.4
Some College	119	31.9
college Degree	161	43.2
Post-graduate degree	10	2.7
Doctorate degree	17	4.6

Desirability of Features

A number of bed and breakfast operators had indicated indecision about the desirability of some features which might be important to customers. Some were apparently basic and others might be costly. Questions as to the importance of serving a full breakfast instead of a more easily prepared (and economical) continental meal had arisen, for instance. Since preparation of a full breakfast in non-commercial kitchens is sometimes less likely to be approved by health departments, this seemed an important issue. Other questions as to the advisability of installing extra bathrooms, jacuzzi tubs, swimming pools and the like had also been raised. Responses to these features in the context of a modified Likert scale revealed the extent of their desirability (Table 6).

As previously noted, customer responses were often clearly supportive or non-supportive of a particular feature. Features which were strongly desired included a full breakfast (94.5% said it was very or somewhat desirable), a private bath (98.1% desired),

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a large bed (94.3% said very or somewhat desirable), and credit card acceptability (81.7% favored this option). Exclusion of smoking and pets were also very or some/hat desirable. Features the customers indicated were notably undesired included having a golf course nearby, tennis nearby, horseback riding, a swimming pool and the provision of a pet kennel.

Figure 1

Desirability of Bed and Breakfast Features
As Expressed By Customers
(N = 428)

Factors Contributing To Enjoyment

Customers were asked two open-ended questions, "what was the most enjoyable aspect of this visit" and "what was the least enjoyable aspect of this visit." Responses were grouped by same or identical meanings ("our hosts were so warm and friendly" was grouped with "Mr. and Mrs. _____ became our friends in only one visit". Topical or subject differences were defined, coded and

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tabulated carefully to avoid misleading overlap.

The "most enjoyable" question generated 563 responses from 428 individuals, but the "least enjoyable" question resulted in only 267 responses. It was the least completely answered question of the survey. Interestingly, the highest number of responses under "least enjoyable" was supportive of the positive or enjoyable responses.

Figure 2

THE MOST ENJOYABLE ASPECT OF THIS VISIT
B&B CUSTOMER SURVEY

Category	Frequency
HOSTS' TRAITS	197
THE EXPERIENCE	93
THE ATMOSPHERE	71
BEDROOM	22
LOCAL TOUR ATTR	25
VISITING FAMILY	23
BREAKFAST	58
ENJOYED ALL	7
AREA SCENERY	13
LOCATION	18
HORSEBACK RIDE	1
SHOPPING	2
HISTORICAL	11
SPECIFIC TO B&B	22

FREQUENCY

0   55   110   165   220

Figure 3

LEAST ENJOYABLE ASPECT OF THIS VISIT
B&B CUSTOMER SURVEY

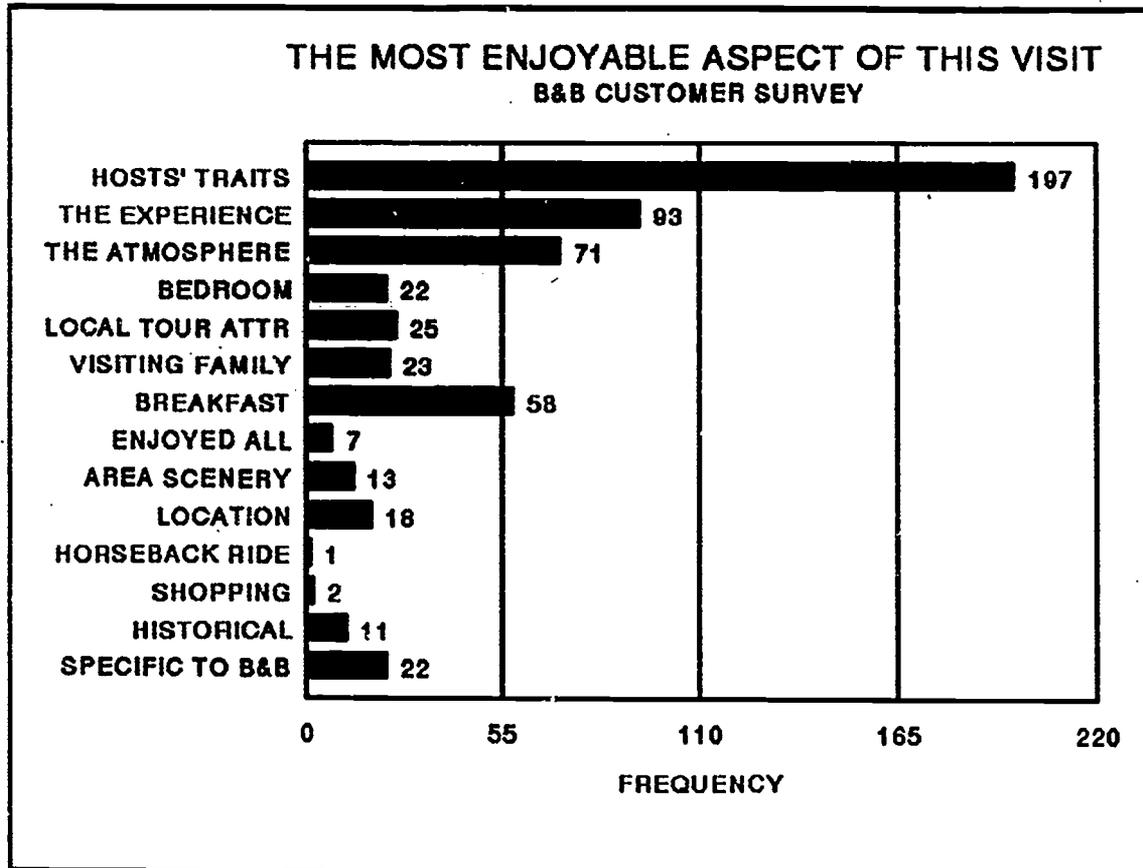| Category	Frequency
NOTHING	147
NO PRIVATE BATH	19
NO BREAKFAST	1
MEAL RELATED	10
LOCALE	19
PHYSICAL ENV	13
NON-PHYS ENV	8
BUSINESS SPECIF	50

FREQUENCY

Conclusions

    Customers visiting the Kentucky bed and breakfast businesses
had high incomes, were well educated, middle-aged or younger, and
bore other characteristics of a high level consumer.   They came
from Kentucky's conventional tourist consumer origins, the border
states to the north, but with a somewhat more distant origin
character. The small sample size limited definitive conclusions in
this regard, however.

    Clearly, some features stood out as being more vital to
customers.   They included a full breakfast, a private bath and a
large bed.   Exclusion of smoking, credit card acceptance and the
option of shopping for antiques also were well supported. Further,
customers' expressed desire for these features supported a large
response that the experience was an enjoyable aspect of the visit
and, therefore, primary.

The limited desire for special features such as jacuzzi tubs, swimming pools and recreation activities away from the bed and breakfast home contrasted sharply with the high importance of the experience and the host's traits. Tennis, golf, and horseback riding were significantly low on the scale. Even television and a telephone in the room were not strongly desirable.

Those aspects of the visit cited as being least enjoyable and identified most strongly as "nothing" could be construed also, as some of the enjoyable aspects, their hosts' traits and the overall experience. It should be noted that this data was derived from an open-ended question and thus, important features deterring from the visit would have shown up if they existed.

A generalized conclusion which might be drawn is that bed and breakfast customers are "upscale" consumers seeking out a special experience in a friendly, home-like environment. They were evidently very pleased with the Kentucky options and travel widely in the process of visiting the businesses or, at least, travel willingly to satisfy their interests. Research testing these conclusions in other states would be of value.

Perceived Benefits of DECA Membership:
State and Chapter Officers vs Chapter Members

Gary Searle

Marketing Education Program
University of Wisconsin-Stout
137 Communications Technology Building
Menomonie, Wisconsin 54751
715/232-1493

Abstract

The objective of this study was to compare three research projects relating to perceived DECA benefits. The initial project was completed in 1989 with all state officers as the population. The second project was completed in 1990 and utilized Wisconsin DECA local chapter officers. The third project was completed in 1991, and the population consisted of twelve senior marketing education classes in Minnesota and Wisconsin high schools. All studies attempted to identify and measure specific areas of personal and professional growth experienced by the officers and members. Respondents in each study, more strongly than anticipated, agreed that they received benefits in the areas of leadership development, vocational understanding, social intelligence and civic consciousness. Officers and members were in agreement on all but ten benefit statements or questions on the research questionnaire. Officers said they would definitely run for DECA office again, and chapter members highly recommended DECA membership and involvement.

Perceived Benefits of DECA Membership

State and Chapter Officers vs Chapter Members

Introduction

In 1989, the writer and Donald McNelly of the University of Tennessee-Knoxville conducted a research project to determine the perceived benefits of being a state DECA officer. In 1990, the same research project was conducted with chapter DECA officers in Wisconsin. In 1991, a similar survey was conducted in twelve Minnesota and Wisconsin senior marketing education classes. This paper will selectively compare and contrast some of the more important findings of each project. The original research was published in the <u>Marketing Educators'</u> <u>Journal</u> and the <u>1989 National Research conference Report on Marketing</u> <u>Education</u>. The second study was published in the <u>Marketing Education National</u> <u>Research Conference Report 1991</u>.

Purpose of the Study

The information for this study may be utilized by marketing education professionals to better understand the growth in personal and professional development each state/chapter officer and chapter member may experience. The time and effort invested in preparing the officers and advising the DECA members may be justified by being able to refer to the specific findings of this project.

Objective

The objective of this study was to compare the findings of the three studies and validate the benefits received form being a DECA officer and chapter member.

Background of the Three Studies

Objectives

Major objectives of the three studies were to determine perceived officer and member benefits in the areas of leadership development, vocational understanding, social intelligence and civic consciousness. Socio-demographic differences were also investigated to meet an additional objective of developing a DECA officer member profile.

Instrumentation

The questionnaire from the original research project was also used for the second and third projects. Some minor changes had to be made to accommodate the differences between the two DECA offices and the chapter members. The original questionnaire was subjected to two field tests with teacher-coordinators and students within and outside the University of Wisconsin-Stout.

Population

The population for the first study consisted of all state officers from the 54 state associations in the high school division of DECA. State officers vary in number from six to eight per state. The second study used the 101 Wisconsin high schools that have DECA chapters. Local chapter officers vary in number from three to eight per school. The third study utilized chapter members form Minnesota and Wisconsin high schools that had UW-Stout marketing education student teachers in the spring semester of 1991.

Data Collection

For the first two studies, eight questionnaires were mailed to head state supervisors and Wisconsin chapter advisors. State officers from 36 states returned 142 questionnaires. Chapter officers from 61 Wisconsin high schools returned 239 questionnaires. Chapter members from 12 Minnesota and Wisconsin high schools returned 174 questionnaires. Student teachers collected the questionnaires for the third study.

Data Analysis

All questionnaires were analyzed at the University of Wisconsin-Stout Computer Center. Simple and inferential statistics were used to analyze the data. The simple statistics were frequency counts, percentages, means and standard deviations. The inferential statistics included one way analysis of variance to ascertain significant statistical difference between the following: males and females, race, five categories for high school enrollment and five categories for community population. The Newman-Kuels Multiple Comparison Test was used to further analyze the means that were significantly different at the .05 level. The Cronback Alpha formula was used to compute the internal consistency reliability coefficient estimate of the instrument. A reliability coefficient of .8053 was obtained.

FINDINGS

Demographic Data

The following generalizations are drawn from the demographic data of the three DECA groups utilized in this research.

1. Gender - The gender breakdown of all three groups was approximately 65% female and 35% male.
2. Race - Participants in this project were 98% white. In descending order, black, Hispanic and Asian students made up the remaining 2%.
3. High School Enrollment - While state officers came from all sizes of high schools, most chapter officers and chapter members came from schools with enrollments in the 501-1000 range.
4. Grade Point Average - The averages of all three groups were between 2.95 and 3.17 on a 4 point scale.
5. Community Population - the majority of students in all three groups came from communities with populations between 10,000 and 49,999.

SURVEY RESPONSES AND COMMENTS

Following are selected questions and statements from the three
   questionnaires with corresponding comments.

1. Before enrolling in the marketing program, did you intend to work in that area as a career?
    Forty percent of the state officers (S.O.), 43.5 percent of the chapter officers (C.O.) and 57.5 percent of the chapter members (C.M.) answered no to this question. A large number (47% average) of students in the three research studies did not intend to work in marketing as a career before enrolling in marketing education.

2.	Before enrolling in the vocational program, did you intend on going to college?
	Approximately 88% of each group answered yes. Marketing Education is most popular with college bound students.
3.	Increased my self confidence.
	All three groups strongly agreed with this statement.
4.	Helped me to become a more effective public speaker.
	Officers strongly agreed, while 54% of the C.M. disagreed. While these figures are somewhat predictable, it is encouraging that 46% of the C.M. felt they increased their public speaking ability.
5.	Enabled me to learn the skills to provide leadership to groups.
	Chapter members agreed, and the officers strongly agreed.
6.	Enabled me to be a better follower of other leaders.
	The officers strongly agreed, while 26% of the C.M. disagreed. The leaders lead, but one-fourth of the C.M. didn't become better followers.
7.	Enabled me to learn the skills to be a more effective team member.
	The officers agreed, but not strongly, while 21% of the C.M. disagreed.
8.	Enabled me to be a better long range planner.
	The C.O. and C.M. equally agreed with this statement. The S.O. strongly agreed, possibly because they may be more involved in long range planning.
9.	Helped me to learn how to cope with stress.
	Fifty percent of the C.O. and C.M. disagreed, while only 17% of the S.O. disagreed. DECA involvement may be a stress producer on the local chapter level.
10.	Enabled me to learn how to manage responsibility.
	Strong agreement was unanimous.
11.	Helped me to learn skills to conduct meetings.
	All S.O. agreed while 25% of the other two groups disagreed.
12.	Made me more civic minded.
	Officers strongly agreed while 79% of C.M. agreed. Overall, DECA seems to provide a positive civic spirit among members and officers.
13.	Increased my social skills.
	Total strong agreement on this statement.
14.	Helped me become more self disciplined.
	The officers agreed, but one-third of the C.M. did not agree. Leaders in DECA should be expected to develop self-discipline more so than members.
15.	Increased my interest in school.
	The officer groups agreed (76% average) much more than the C.M. (56%).
16.	Made me more aware of the value of competition.
	There was strong agreement from all three groups.
17.	Increased my awareness of America's free enterprise system.
	Strong agreement from all officers and members.

18. Helped me to firm up my career plans.
The officers all agreed, while 28% of the C.M. disagreed. Many C.M. did not firm up their plans for marketing careers after two years in a marketing education program.
19. Helped me to decide to become a vocational education teacher.
The C.M. and C.O. strongly disagreed, but 26% of the S.O. may be interested in teaching careers.
20. Caused my grades to suffer because of the demands of being in DECA.
Ten percent of officers and 20% of chapter members felt their grades suffered due to DECA membership.
21. Financial support from the local school system was sufficient.
Over half (52%) of all respondents agreed that support was sufficient. Given the current economic conditions, this is an interesting finding.
22. The number of days absent from the local school system was excessive.
All students strongly disagreed with this statement. While grades may suffer with some DECA members, it is not due to excessive absences from school.
23. Too much emphasis is put on winning the competitive events.
While 18% of the officers agreed, almost (34%) twice as many chapter members agreed with too much emphasis on competitive events. Winning is important.
24. More recognition should go to those officers-members that participate in competitive events.
Two-thirds of the chapter members agreed, while only 45% of the officers agreed with more recognition.
25. More emphasis should go toward developing local officer leadership.
While C.O. and C.M. showed 72% agreement, the S.O. agreed at 95%. Leadership training is desirable.
26. More emphasis should go toward helping local club members to become actively involved in club activities.
Total agreement on this statement.
27. Limited family financial support restricts some students from participating in national events.
The S.O. strongly agreed (87%), while C.O. agreed far less (53%). The C.M. were in the middle (61%) on agreement.
28. Local school systems should provide funds for state officers instead of local club fund raising.
Fifty percent of the C.O. agreed with the need for more funding, while 71% of the S.O. agreed. Chapter members perceived more need, 83%, than the officers.
29. You are now more certain about your personal goals.
Officers overwhelmingly agreed (99%), while chapter members (78%) showed strong agreement.
30. If you had it to do over, would you get involved with DECA?
There was unanimous agreement: S.O. 98.6%, C.M. 92.5%, C.O. 90.8%. DECA involvement was a positive experience for all members.

DISCUSSION AND COMPARISONS

The main objective of this study was to compare DECA officer opinions with DECA chapter members opinions on a series of questions and statements. State officers (142), chapter officers (239) and chapter members (174) contributed to the study. A profile of officers and members was also developed from the demographic data. A profile of all respondents is as follows:

    GPA Range = 2.95 to 3.17 average on a 4 point scale.
    Gender - Female 65%, Male 35%.
    Race = White 98%, Black-Hispanic-Asian 2%
    High School Enrollment = 501-1000 students
    Community Size = 10,000-49,999 population

Some obvious conclusions can be drawn from this data.

Following are some specific comparisons of officers vs members opinions from the questionnaire results.

Officers learned or improved more than chapter members in the following areas.
1. Providing leadership to groups.
2. Being an effective team member.
3. Long range planning.
4. More civic minded.
5. Increased interest in school.
6. Developed better self-discipline.
7. Increased interest in school.
8. Helped firm up career plans.

Chapter members showed much stronger agreement than officers in the following areas:
1. There is to much emphasis on competitive events.
2. More recognition should go to participents in competitive events.

Other than these ten areas the officers and members were in close agreement.

CONCLUSIONS

Two strong conclusions were apparent in this research study. Chapter members state officers and chapter officers all agreed that they received a great amount of benefit from their DECA experience. Their level of benefit was rated in direct proportion to their status in DECA. That is, state officers received the most benefits, chapter officers next and members last. Though chapter members were last, overall, their experiences were very beneficial.

The second major conclusion is that DECA membership should be provided to as many high school students as possible. When the students in these three studies were asked if they would join DECA again, they agreed at 94.3%. This is a strong indictment for an active, co-curricular DECA chapter that involves students in civic consciousness, vocational understanding, social intelligence and leadership development.

THE ROLE OF MARKETING EDUCATION
IN BASIC SKILL DEVELOPMENT

MICHAEL J. LITTMAN

Assistant Professor
Business Department
SUNY College at Buffalo
1300 Elmwood Ave.
Buffalo, NY 14222
(716) 878-3158

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ABSTRACT

The purpose of this study was to measure the important of selected basic skills in the preparation of marketing education students. This study also reviewed if the selected basic skills should have the greatest emphasis in high school, college, or in the workplace, and demographic variables of interest.

Nine members, a three percent sample, of the Buffalo/Niagara Sales and Marketing Executives, Inc. were surveyed to gain their responses to questions related to basic skills instruction. Each respondent was selected from the 1991-1992 membership roster.

Listening skills were rated as the most important skills to teach in marketing education instruction. Since many employment opportunities in marketing related to understanding customer needs, listening was considered necessary to satisfy the customer.

The traditional basics such as analytical skills, reading, and oral communication skills were rated as very important to teach in marketing education programs. The "newer basics" of human relation skills, personal skills, resource allocation, and computer skills were rated as considerably important.

The most important basic skills to emphasize and instill in secondary marketing education were six traditional basic skills, two were listening skills, one was a personal skill, and one was a reasoning skill. The traditional basic skills were the abilities to speak both clearly and concisely, minimal written grammatical errors, the ability to both understand and follow written material and directions, and the ability to compete simple math tasks. Listening, thinking, and goal setting were also considered skills to stress at the secondary level in marketing education.

THE ROLE OF MARKETING EDUCATION
IN BASIC SKILL DEVELOPMENT

INTRODUCTION

There has been increasing pressure on schools to respond to employers need for well-prepared workers. These prepared workers are necessary to carry our nation's changing economy into the Twenty-First Century. After a year long study of schools, the U.S. Department of Labor's Secretary's Commission on Achieving Necessary Skills (SCANS) developed a series of recommendations to help schools teach students the basic skills they will need to be successful in tomorrow's workforce.

The Commission concluded (<u>Training and Development</u>, Oct. 1991) that the most effective methods for students to learn skills is to place the learning objectives in a real environment rather than insist that students learn in the abstract the skills they will be expected to apply. The report identified five competency areas:

o   <u>resources</u>- understanding how to allocate time, money, materials, space, and staff

o   <u>interpersonal skills</u>- working on teams, teaching others, serving customers, leading, and working well with people from culturally diverse backgrounds

o   <u>information</u>- acquiring and evaluating data, organizing and maintaining files, interpreting and communicating information, and using computers to process information

o   <u>systems</u>- understanding social, organizational, and technological systems, monitoring and correcting performance, and designing or improving systems

o   <u>technology</u>- selecting equipment and tools, applying technology to specific tasks, and maintaining and troubleshooting technology

Since research has pointed to basic skills as a key component of occupational skills, educational achievement, general literacy, and upward mobility, marketing education can remain at the forefront of our nation's occupational preparation. Each of these variables plus the SCANS finding signify a justification for the continued integration and emphasis of basic skills in the marketing education curriculum. Marketing education has continually upgraded and refined its curriculum to better meet the needs of students and concomitantly meet the changing demands for the development of skilled workers for marketing occupations. Marketing education's strength has been its emphasis on both the specific competencies and the basic academic skills that guide occupational success.

Corman (1980) stated that a foundation in the basic skills was considered essential for a student's subsequent learning both at school and at work. According to The National Association of the State Director's of Vocational Education (1989), academic skills were an essential foundation for occupational preparation and performance. Pritz (1989) concluded that basic skills form the foundation for lifelong learning and the content for higher-order skills. From a policy standpoint, the 1990 Carl D. Perkins Vocational and Applied Technology Education Act placed increased emphasis on the improvement of vocational student's basic skills.

These pieces of information have led to the renewed interest in and emphasis on basic skills education both through an integrative strategy and through an infusion strategy. An integrative strategy provided for a blending of occupational skills and basic academic skills. An infusion strategy allowed for the addition of basic skills into marketing education.

Basic skills can be considered the base of a person's knowledge that will be developed and used over time. Basic skills can also be considered the person's fundamental abilities that lead to academic, personal, and professional growth and success. The basic skills that were included in this study were:

> o   analytical skills
> o   communication skills- oral, written, listening
> o   computer skills
> o   human relation skills
> o   personal skills and attitudes
> o   reading skills
> o   reasoning skills
> o   resource allocation skills   (Littman, 1991)

These concepts were selected as basic skills relevant and often applied in marketing education instruction. Bottoms (1989) found evidence that illustrated both academic instruction and remediation occurred more effectively through a strategy of high expectations and in-class applications. Marketing educators have successfully utilized this basic skills strategy in the marketing classroom for the continued development of their students.

OBJECTIVES AND PURPOSE OF THE STUDY

The purpose of this study was to measure the important of selected basic skills in the preparation of marketing education students. This study also reviewed if the selected basic skills should have the greatest emphasis in high school, college, or in the workplace, and demographic variables of interest.

The specific objectives of this study were as follows:

1. To determine and rank the basic skills areas found most important by sales and marketing executives.

2. To describe the most important basic skills to emphasize and instill in high school.

3. To describe the most important basic skills to emphasize and instill in college.

4. To describe the most important basic skills to emphasize and instill in the workplace.

METHODOLOGY

This study reviewed basic skills perceptions of Western New York sales and marketing executives. A researcher-designed questionnaire was utilized to gather the information to meet the above stated objectives.

Subject Selection

Nine members, 3%, of the Buffalo/Niagara Sales and Marketing Executives, Inc. were surveyed to gain their responses to questions related to basic skills instruction. Each respondent was selected from the 1991-1992 membership roster.

Instrument

The researcher-designed questionnaire was developed to measure importance ratings on the selected groups of basic skills. It was also utilized to gather information on whether the skills should be most emphasized in education or in employment.

The instrument was pilot tested in OEC 601, Graduate Research Seminar, during the Fall and Spring Semesters, 1991. The instrument was also reviewed by members of the Business Department faculty. It was finally tested with a group of ten instructors of occupational subjects. After these reviews, a final revision for the importance scale was completed. The emphasis scale was pilot tested with selected members of the Business Department at Buffalo State College.

Data Collection and Data Analysis

Data were collected in February, 1992 from a questionnaire administered to nine members of the Buffalo/Niagara Sales and Marketing Executives, Inc. Each respondent was telephoned to pilot test the instrument before administration to a larger sample of members.

Data were analyzed through the Minitabs programs. Descriptive statistics were used to analyze responses data. Correlations and test of significance were used.

FINDINGS

The rating scale for responses was as follows:

Very Important	5.00 to 4.51
Considerable Importance	4.50 to 3.51
Moderately Important	3.50 to 2.51
Low Importance	2.50 to 1.51
Not Important	1.50 to 1.00

Objective 1. To determine and rank the basic skills areas
              found most important by sales and marketing
              executives.

According to Table 1, five of the ten categories of basic
skills were rated as very important to teach in marketing
education programs. The highest ranked category was Listening
Skills (M = 5.00). The traditional basic skills of Analysis
(M = 4.83) and Reading Skills (M = 4.78) were rated as next in
importance. Reasoning Skills (M = 4.58) and Oral Communication
Skills (M = 4.56) were also ranked as very important.

Table 1 here

Human Relation Skills (M = 4.44) and Written Communication
(M = 4.44), and Personal Skills (M = 4.33) were ranked as
considerably important to teach marketing education students.
Resource Allocation Skills (M = 4.17) and Computer Skills (M
= 4.00) were also rated as considerably important to teach in
marketing education.

Objective 2. To describe the most important basic skills
              to emphasize and instill in high school.

Table 2 reported that the most important basic skills
to emphasize and instill in secondary marketing education were
six traditional basic skills, two were listening skills, one
was a personal skill, and one was a reasoning skill. The
traditional basic skills were the abilities to speak both
clearly and concisely, minimal written grammatical errors, the
ability to both understand and follow written material and
directions, and the ability to compete simple math tasks.
Listening, thinking, and goal setting were also considered
skills to stress at the secondary level in marketing
education.

Table 2 here

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These skills are typically foundation skills which are
necessary for later success in college or in employment.
Without this base of skills, students will have greater
difficulties in their future education or on the job.

Objective 3. To describe the most important basic skills
             to emphasize and instill in college.

The results listed in Table 3 showed sales and marketing
executives selected seven basic skills as necessary to
emphasize and instill in college. Two were traditional basic
skills, two were computer skills, one was a personal skill,
one was a reasoning skill, and one was a resource allocation
skill. The basic skills of both writing and speaking
persuasively were considered competencies to be instilled and
emphasized in college. The ability to utilize computers for
information gathering and for business analysis, dealing with
diversity, decision making, and managing personal stress were
also basic skills recommended for increased college emphasis.

Table 3 here

These skills appeared to be of a higher order and will build
on previously instilled skills gained through secondary
marketing education.

Objective 4. To describe the most important basic skills
             to emphasize and instill in the workplace.

Table 4 reported that four basic skills should be instilled
and emphasized in the workplace. Two in human relations,
teamwork and the ability to get along with customers/clients,
while the others were the ability to adjust to change and
solving job related problems.

These four appeared to be the most critical for successful
marketing employee performance. They also assume the
previously emphasized basic skills were necessary to obtain a
position.

Table 4 here

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CONCLUSIONS

Objective 1. To determine and rank the basic skills areas
found most important by sales and marketing
executives.

All ten areas of basic skills were considered very important
or considerably important to teach in marketing education.
Listening skills was the highest rated basic skill to teach.
The most important basic skills were the ability to understand
and follow directions and the ability to understand requests
or statements of others. Since a large portion of a marketer's
job is related to utilization of these listening skills to
meet consumer needs they was considered the major skills to
teach in marketing education programs.

The traditional basic skills of Analysis and Reading were
rated as next in importance. Again, these are fundamental
skills for a marketer.

Computer skills were the lowest rated to teach in marketing
education programs. This can be due to employer's belief that
these skills are beyond the resources of secondary schools or
the lack of computer facilities and teacher literacy.

Objective 2. To describe the most important basic skills
to emphasize and instill in high school.

Sales and marketing executives found that the most important
basic skills to emphasize and instill in secondary marketing
education were traditional basic skills in communications.
These were considered foundation skills for future development
in further education or in employment. Thinking, and goal
setting were also considered skills to emphasize and develop
at the secondary level in marketing education. These skills
were considered necessary for occupational success.

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<u>Objective 3.</u> To describe the most important basic skills
              to emphasize and instill in college.

Sales and marketing executives selected seven basic skills as
necessary to emphasize and instill in college. Two were
traditional basic skills in persuasive writing and speaking,
two were computer utilization skills, and one was decis'on
making skills. Workplace necessities such as dealing with
diversity in co-workers and consumers and managing personal
stress were also listed as skills to instill and emphasize in
college.

These areas were a step above the typical basic skills to be
emphasized in high school. They point to employer's belief
that the mission of college is to instill other types of basic
skills that lead to occupational success.

<u>Objective 4.</u> To describe the most important basic skills
              to emphasize and instill in the workplace.

Four basic skills were considered to be the most critical
competencies that should be instilled and emphasized in the
workplace rather than in education. These were applied
employment skills in human relations, such as teamwork and the
ability to get along with customers/clients, while the others
were the ability to adjust to change and solving job related
problems.

Business people assumed these applied skills were more easily
instilled in the workplace. They may have considered
education role to prepare students to accept and be
knowledgeable of these competencies. These were considered
valuable for marketing employees.

DISCUSSION

It appeared that sales and marketing executives see basic skills as critically important to instill in marketing education students. These skills should be developed at different levels of instruction. They view basic skills development as a sequential process with some basic skills being instilled and emphasized at the secondary level, some higher order skills instilled and emphasized at the college level, and some basic skills being best emphasized and instilled in the applied workplace setting.

Most of the basic skills that were selected as very important or critically important were currently taught in secondary marketing education. Many of the basic skills that business people stated should be instilled in college or at the workplace were areas of instruction in secondary marketing programs. It appeared that marketing education remains at the education and occupation readiness forefront by preparing a well trained, competent marketer with the basics for the Twenty-First Century.

RECOMMENDATIONS

Marketing education's applied instruction should continue to play a key role in instilling and developing the basic skills of its students.

Marketing education instruction should continue to instill traditional basic communication skills to prepare their graduate for continued education and future employment.

Marketing Education should continue to emphasize and instill the "new basics" of human relations, reasoning skills, and personal skills. The "new basics" are really not new to marketing educators who have long emphasized these skills in their programs.

Marketing education program graduates should be monitored to make sure they have obtained the basic skills necessary to be educationally or occupationally successful.

This study should be expanded to gather information on basic skills importance from a larger group of marketers, human resource directors, and retailers.

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TABLE 1: RANKING OF BASIC SKILLS IN MARKETING EDUCATION

BASIC SKILL	MEAN

IMPORTANCE

VERY IMPORTANT

Listening Skills	5.00
Analytical Skills	4.83
Reading Skills	4.78
Reasoning Skills	4.58
Oral Communication	4.56

CONSIDERABLE IMPORTANCE

Human Relation Skills	4.44
Written Communication	4.44
Personal Skills	4.33
Resource Allocation	4.17
Computer Skills	4.00

TABLE 2: CONSENSUS ON BASIC SKILLS (HIGH SCHOOL EMPHASIS)

Basic Skill

1. Ability to Speak Clearly (O)

2. Ability to Speak Concisely (O)

6. Minimal Written Grammatical Errors (W)

7. Ability to Understand & Follow Directions (L)

8. Ability to Understand Requests or Statements of Others (L)

9. Ability to Understand Written Material (RD)

10. Ability to Follow Written Directions (RD)

12. Ability to Comp̤ete Simple Math Tasks (AN)

14. Thinking Skills (RS)

27. Ability to Plan and Work Toward Goals (PS)

6 were traditional basic skills
2 were listening skills
1 was a personal skill
1 was a reasoning skill

TABLE 3: CONSENSUS   ON   BASIC   SKILLS   (COLLEGE   EMPHASIS)

Basic Skill

3. Ability to Speak Persuasively (O)

5. Ability to Write Persuasively (W)

15. Decision Making Skills (RS)

21. Ability to Utilize Computers to Gather Information (CS)

23. Ability to Utilize Computers for Business Analysis (CS)

25. Managing Personal Stress (RA)

30. Dealing With Diversity in Co-Workers and Consumers (PS)

2 were traditional basic skills	2 were computer skills
1 was a personal skill	1 was a reasoning skill
1 was a resource allocation skill	

TABLE 4: CONSENSUS   ON   BASIC   SKILLS   (EMPLOYMENT   EMPHASIS)

Basic Skill

16. Solving Job Related Problems (RS)

18. Teamwork: Ability to work Cooperatively in Groups (HR)

20. Ability to Get Along With Customers/Clients (HR)

26. Ability to Adjust to Change (P)

2 were human relations skills	
1 was a personal skill	1 was a reasoning skill

PART I -- BASIC SKILLS

INSTRUCTIONS: <u>Listed below are BASIC SKILLS related to secondary instruction. PLEASE CIRCLE THE LETTERS that best describe your responses to the following areas that could be taught in marketing education.</u>

IMPORTANCE: This skill **SHOULD BE TAUGHT** in a Marketing Education Program. The marketing education or high school marketing course will prepare students for entry level positions. Students typically have a marketing career interest.

EMPHASIS/INSTILL: Where should this skill be most EMPHASIZED and INSTILLED.

VI = VERY IMPORTANT   EMPHASIZED and INSTILLED in:
C = CONSIDERABLE IMPORTANCE   HS- HIGH SCHOOL
M = MODERATELY IMPORTANT   C- COLLEGE
L = LOW IMPORTANCE   W- WORKPLACE
NI = NOT IMPORTANT

IMPORTANCE	BASIC SKILL	EMPHASIS/INSTILL
	A. ORAL COMMUNICATIONS:	
VI C M L NI	1. Ability to speak clearly	HS C W
VI C M L NI	2. Ability to speak concisely	HS C W
VI C M L NI	3. Ability to speak persuasively	HS C W
	B. WRITTEN COMMUNICATIONS:	
VI C M L NI	4. Ability to write clearly and get their point across	HS C W
VI C M L NI	5. Ability to write persuasively	HS C W
VI C M L NI	6. Minimal written grammatical errors	HS C W
	C. LISTENING SKILLS	
VI C M L NI	7. Ability to understand and follow directions	HS C W
VI C M L NI	8. Ability to understand requests or statements of others	HS C W

IMPORTANCE	BASIC SKILL	EMPHASIS/INSTILL

D. READING SKILLS

IMPORTANCE							EMPHASIS/INSTILL		
VI	C	M	L	NI	9.	Ability to understand written material	HS	C	W
VI	C	M	L	NI	10.	Ability to follow written directions	HS	C	W
VI	C	M	L	NI	11.	Ability to apply written information to other situations	HS	C	W

E. ANALYTICAL SKILLS

IMPORTANCE							EMPHASIS/INSTILL		
VI	C	M	L	NI	12.	Ability to complete simple mathematical tasks	HS	C	W
VI	C	M	L	NI	13.	Ability to solve practical problems for routine job decisions	HS	C	W

F. REASONING SKILLS

IMPORTANCE							EMPHASIS/INSTILL		
VI	C	M	L	NI	14.	Thinking skills(use of mind)	HS	C	W
VI	C	M	L	NI	15.	Decision making skills	HS	C	W
VI	C	M	L	NI	16.	Solving job related problems	HS	C	W
VI	C	M	L	NI	17.	Skills in learning how to locate and use information	HS	C	W

G. HUMAN RELATION SKILLS

IMPORTANCE							EMPHASIS/INSTILL		
VI	C	M	L	NI	18.	Teamwork: Ability to work cooperatively in groups	HS	C	W
VI	C	M	L	NI	19.	Ability to get along with co-workers	HS	C	W
VI	C	M	L	NI	20.	Ability to get along with customers/clients	HS	C	W

IMPORTANCE	BASIC SKILL	EMPHASIS/INSTILL

H. COMPUTER SKILLS

VI C M L NI	21. Ability to utilize computers to gather information	HS C W
VI C M L NI	22. Ability to utilize computers for word processing	HS C W
VI C M L NI	23. Ability to utilize computers for business analysis	HS C W

I. RESOURCE ALLOCATION SKILLS

VI C M L NI	24. Manage personal time	HS C W
VI C M L NI	25. Manage personal stress	HS C W

J. PERSONAL SKILLS AND ATTITUDES

VI C M L NI	26. Ability to adjust to change	HS C W
VI C M L NI	27. Ability to plan and work toward goals	HS C W
VI C M L NI	28. Ability to work cooperatively	HS C W
VI C M L NI	29. Ability to work independently with minimal supervision	HS C W
VI C M L NI	30. Dealing with diversity in co-workers and consumers	HS C W
VI C M L NI	31. Leadership skills	HS C W
VI C M L NI	32. Self-confidence	HS C W
VI C M L NI	33. Self-motivation	HS C W

IMPORTANCE	BASIC SKILL	EMPHASIS/INSTILL

H. COMPUTER SKILLS

IMPORTANCE	BASIC SKILL	HS	C	W
VI C M L NI	21. Ability to utilize computers to gather information	HS	C	W
VI C M L NI	22. Ability to utilize computers for word processing	HS	C	W
VI C M L NI	23. Ability to utilize computers for business analysis	HS	C	W

I. RESOURCE ALLOCATION SKILLS

IMPORTANCE	BASIC SKILL	HS	C	W
VI C M L NI	24. Manage personal time	HS	C	W
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IMPORTANCE	BASIC SKILL	HS	C	W
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VI C M L NI	27. Ability to plan and work toward goals	HS	C	W
VI C M L NI	28. Ability to work cooperatively	HS	C	W
VI C M L NI	29. Ability to work independently with minimal supervision	HS	C	W
VI C M L NI	30. Dealing with diversity in co-workers and consumers	HS	C	W
VI C M L NI	31. Leadership skills	HS	C	W
VI C M L NI	32. Self-confidence	HS	C	W
VI C M L NI	33. Self-motivation	HS	C	W

PART II-- BACKGROUND

Please **CIRCLE** appropriate number or **FILL IN THE BLANK.**

34. How many **YEARS** of **MARKETING-RELATED** employment
    experience do you have? (In marketing or closely related area)

    1 0-1 YEARS   4 6-7 YEARS   7 12-13 YEARS
    2 2-3 YEARS   5 8-9 YEARS   8 14-15 YEARS
    3 4-5 YEARS   6 10-11 YEARS   9 16 or more years

PERSONAL

35. Please indicate your gender.

    1 FEMALE   2. MALE

36. Please indicate which of the following groups best describes
    your racial or ethnic identification.

    1 AMERICAN INDIAN   2 BLACK   3 HISPANIC
    4 ORIENTAL   5 WHITE   6 OTHER

37. How did you learn about your present position (e.g. friend,
    professor, newspaper, professional journal)?

38. Please list **ANY ADDITIONAL BASIC SKILLS** you would like to add
    and comments you would like to make.

THANK YOU VERY MUCH!

A Study of Conative Gender Differences on the Educational
Style Preference Inventory among Secondary
Marketing Education Students

Robert L. Fritz
Assistant Professor
Marketing Education
The University of Georgia
Athens, Georgia 30602

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Abstract

This study extends an earlier research paper developed by the investigator (Fritz, 1992) that indicated a gender difference in field-dependence among secondary marketing education students. Current concerns about the educational progress of females also influenced this study. Mean scores for twenty conative variables were grouped into four major parts -- symbolic orientation, sensory and qualitative cultural codes, thinking styles, and reasoning styles -- and compared by gender. Statistically significant differences were found on twelve variables. Field-dependence theory was used to discuss these differences and to suggest implications for vocational skills.

Introduction

To better understand learning behavior, researchers started to discuss how conative variables dispose an individual toward educational tasks (Snow, 1989). The need for research in this area is described as "much needed" (Snow & Farr, 1987) because these variables influence attitudes and the decision rules that underlie contemporary vocational behavior. Yet, measuring these variables may not be a direct process, much as Thomas and England (1989) indicate for advanced cognitive skills.

"The first and most specific objective of the much-needed new research should be to find ways to examine and incorporate conative and affective phenomena within expanded cognitive processing models" (Snow & Farr, 1987, p. 7). The importance of this need is tied to the skills required in the world of work that lead to high quality jobs. Solving complex problems, which may have to be done in ill-structured situations, requires conative traits that include positive orientations toward acquiring new information, working in teams or independently, and interpersonal skills. Fitting volitions into this model is untried in marketing education.

Background

Fritz (1992) used the Group Embedded Figures Test (GEFT) to study the field-dependence cognitive styles described by Witkin (Witkin & Goodenough, 1981). Persons who are adept at locating a simple figure in a complex design have different

perceptual and personality orientations than those who have difficulty with this task. The upper 27% and lower 27% of scores from the test are used to define the field-independent and field-dependent groups. Witkin (Witkin, Moore, Oltman, Goodenough, Friedman, Owen, & Raskin, 1977) contended that students made choices related to academic and career interests based on these styles.

The major features of Witkin's cognitive style theory have been identified (Bertini, Pizzamiglio, & Wapner, 1986). The field-independent style relates to disembedding skill and the use of internal frames of reference in diverse situations. The field-dependence correlates to difficulty with disembedding tasks and rely on an external frame of references in many situations. The field-independent style correlates to certain major characteristics: a discovery approach to learning, an individual orientation, analytical interests, and a task orientation. The field-dependent style correlates to these characteristics: a chain-link approach to learning, social interests, and a general social orientation. Fritz (1992) found that marketing education students tended to manifest a field-dependence orientation.

Fritz (1992) exam'ned relationships between cognitive style and selected conative variables from the "Educational Preference Style Inventory" he adapted from Hill (1981). He found that associations between field-dependence and Hill's constructs clarify ·relationships between the information

processing and conative volitions. Importantly, he also found the gender differences frequently cited by Witkin (Bertini, Pizzamiglio, & Wapner, 1986). In addition, a discriminant function analysis revealed that gender accounted for the primary difference between field-dependent and field-independent groups. The field-dependent group was 64.5% female, while 26.3% of the field-independent group was female. In addition, a t-Test of GEFT scores based on gender further established the presence of differences between mean scores (Table 1). These finding prompted the development of this study. Because the range of scores on the GEFT is 0 to 18, the table reveals that, while the female mean is statistically more field-dependent, that for males is only slightly above the mid-point for the range.

Because workplace competence includes related cognitive and conative variables, there appears to be a need to determine if gender differences permeate conative dispositions. Knowing them could have important implications for instructional methods. Thus, this report is an extension of the work present d by Fritz (1992). It examines conative differences based on the gender differences found in the earlier study.

Field-dependence

Witkin (Goodenough, 1986) posited that analytical orientation is derived when youths pursue their own interests and are encouraged to think for themselves. He felt that

females were often encouraged to be dependent and social. This explains a common research finding that females are less

Table 1

t Test: Gender X GEFT Score

	M	N	St. Dev.	t	d.f.	2-Tail Prob.
Females	5.8780	82	4.264	4.59	142	0.000*
Males	9.6129	62	5.493			*p > .001

oriented toward field-independent analytical tasks. This has been felt to derive from child-rearing practices and cultural values. Piaget (Ginzburg & Opper, 1979) seemed to take a similar position.

The importance of an individual's orientation, and skill at solving problems in ill-defined situations, is reflected in the emphasis placed on these abilities as requisite to high quality jobs. Yet, students must have restructuring interests and aptitudes. Witkin (Witkin & Goodenough, 1981) felt that field-dependent students may not have these interests, particularly in new and ill-structured situations. When faced with a task that does not relate to prior experience, these students need precise instructions to structure the task.

Bloom (1984) suggests that guided practice can facilitate this, and that teachers should teach problem solving rules and reinforce proper attitudes toward difficult mental tasks. Positive reinforcement and corrective help may enable students to solve confusing tasks. Because field-dependence theory suggests that analytical skills can be learned, field-

dependent students must be taught the problem solving methods
and attitudes that lead to reliance on internal frames of
reference when this approach is critical to their personal and
vocational development.

Conation

Conation (Conative) was defined by Snow and Farr (1987)
as follows:

> Conation -- . . . A conscious tendency to act; a
> conscious striving . . . It is now seldom used as a
> specific form of behavior, rather for an aspect
> found in all. Impulse, desire, volition, purposive
> striving all emphasize the conative aspect (p. 4)

Conative variables include "Moods and related emotional
states" that "act as filters to produce selective attention
and learning effects" (Snow & Farr, 1987, p. 6). They may act
as conditioning agents, and involve decision rules that have
a predictable impact. Consequently, they may help explain how
individuals approach task expectations and the values brought
to complex situations.

Conative factors reveal that "important aspects of
learning are personalized and idiosyncratic" (Snow, 1989, p.
11). "Interest, purposeful striving, persistence, action
control, intellectual playfulness, appreciation, imagination"
(Snow, 1989, p. 11) are involved. In that light, Lazarus
(1982) felt that conation "leads inevitably to concern with
personal meanings and to the factors that shape such meanings
. . . to our own requirements." Thus, an analysis of these
variables, originating from what is known from field-

dependency theory, may shed light on learning motivators related to educational standards and values.

Conative variables have implications for adaptive control, achievement motivation, skilled performance, and persist with problem solving and problem finding behavior (Snow, 1989). Each of these, in turn, has important vocational implications. In the present study, an effort has been made to examine selected vocational topics through the filter provided by the earlier study (Fritz, 1992). By comparing selected conative volitions, an effort is made to "produce a richer and more integrated description of cognitive and conative aspects of personal knowledge growth" (Snow, 1989, p. 13).

Educational Style

During the 1960's, Hill (1981) developed a theory of "educational cognitive style." A fundamental philosophy underlying this theory relates to different ways individuals derive meaning from experience. Hill believed there was an infinite number of ways to obtain meaning, so he avoided a format that suggested only a few routes. He also believed that style differed from ability.

Hill's model was divided into three major components -- symbols and the meanings ascribed to them through sensory and qualitative codes, cultural determinants, and modes of inference -- and originally included twenty-eight sub-tests that produced a profile of selected psychological and

Conative Gender Differences in Marketing Education

sociological constructs that learners use to bring meaning to
experiences. Because they appear to tap volitions, tendencies,
and purposive striving that have conscious or unconscious
influences on personal choices, Hill's constructs seem to be
conative variables.

The first component addresses symbols and their meanings.
Symbols represent theoretical concepts. Words and numbers are
culturally derived and have meaning within given contexts.
Interest in deriving meaning from these symbols may affect the
acquisition of the fund of information needed to reason about
abstract topics. Symbols are learned through visual or audio
sensory experiences. The motivation to learn them includes
cultural values and the influence of role models.

Sensory and qualitative codes influence the meanings
attached to symbols and other experiences. The senses are the
major avenues through which a stimulus produces meaning for an
individual. Another path through which meaning is derived
involves the decision rules that represent the cultural codes
that are passed from one generation to another, and may
include regional or ethnic values, or are obtained by
individual choice.

The second component, cultural determinants, reveals how
personalities affect personal decision making activities. In
a social context, decision making moves through three stages -
- from reliance on parents and teachers as authority figures,
to a peer emphasis, and finally to reliance on the self.

Depending on personal interests, some individuals adapt their styles depending on the context of the situation.

The last component examines reasoning processes that are termed "modes of inference." These processes show how individuals interpret experience. They examine the differences, rules, examples, or deductive reasoning used to organize thoughts. Some use several modes to reason about events, while others use limited avenues to organize meaning from an experience.

Results from these three major components produce a profile that describes how conative variables influence the motivation to learn. These volitions have implications for effective problem solving skills, working in teams or independently, and interpersonal skills. A profile of inventory resutls seems to show the direction and magnitude of a conative variable, but does not suggest an individual's competence with it (Hill, 1981). This same logic is ascribed to field-dependency theory (Witkin & Goodenough, 1981) and to conative variables (Snow, 1989). Each is viewed in a process format, with competence being a different issue.

Using Hill's model and what is known about field-dependence, it is possible to examine gender differences in student valuations of cultural symbols, such as words and numbers, sensory and cultural codes, decision making patterns, and reasoning preferences.

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Objectives

Using the field-dependency theory developed by Witkin (Witkin & Goodenough, 1981), Fritz (1992) found statistically significant differences between male and female mean scores on the Group Embedded Figures Test (see Table 1). As an extension of that earlier report, this study uses gender to compare mean scores on twenty conative variables adapted from Hill's theory of educational cognitive style. To achieve this goal, the following objectives were developed to determine if

1. the Symbolic Orientation sub-scales of the "Educational Style Preference Inventory" differ on the basis of gender.

2. the Sensory and Qualitative Cultural Code sub-scales of the "Educational Style Preference Inventory" differ on the basis of gender.

3. the Decision Making Style sub-scales of the "Educational Style Preference Inventory" differ on the basis of gender.

4. the Reasoning Strategy sub-scales of the "Educational Style Preference Inventory" differ according to gender.

Method and Procedures

The data reported in this paper was collected with the "Educational Style Preference Inventory" (ESPI) adapted by the investigator from the original model developed by Hill (1972). The scales on the ESPI ranged from 1 to 5 points. One meant "usually" and five represented "rarely." Eighty items were

used to measure twenty constructs. These constructs ware grouped into the following categories: (1) Symbolic Preferences; (2) Sensory and Qualitative Cultural Codes; (3) Decision Making Style; and (4), Reasoning Styles.

Cronbach's alpha was used to establish reliability. It estimates "internal consistency" and provides the percent of total score variance that is due to true score variance (Crocker & Algina, p. 138 - 139). It represents the "average correlation of items within a test" (SPSS, p. B-206). Cronbach's alpha reliability coefficients for the sub-scales ranged from .5162 to .8481, with most being over .7000, thus indicating levels of internal consistency and homogeneity.

The data were collected from 145 secondary marketing education students in thr. ; northern Georgia high schools during the spring of 1991. There were 62 males and 82 females in the study sample -- one student did not identify gender group membership. They were in the eleventh and twelfth grades. Data were tabulated and processed through The University of Georgia Educational Research Services Laboratory. In addition to Cronbach's alpha, t-tests, and descriptive statistics were used to analyze the data reported in this paper. Students rated their own behaviors as they perceived them.

Findings

Question 1:   Do the Symbolic Orientation sub-scales of the ESPI reveal gender differences?

Table 2 shows that statistically significant differences existed for three of the four sub-scales. Female mean scores reflect a greater preference for acquiring meaning by reading words, hearing words, and reading numbers. There was no statistically significant difference for hearing numbers. These differences suggest that females have, in sum, a higher orientation toward symbols. Implications for vocational skill development are presented below.

Table 2

t-Test: Symbolic Orientation X Gender

	Male		Female			
	M	St. Dev.	M	St. Dev.	t	2-Tail Prob.
Read Words	2.479	0.811	2.116	0.898	1.22	0.013*
Hear Words	2.158	0.800	1.772	0.648	1.52	0.003*
Read Numbers	2.390	0.814	1.988	0.885	1.18	0.006*
Hear Numbers	2.600	0.777	2.525	0.856	1.21	0.587
						$p > .025$

Question 2:   Do the Sensory and Qualitative sub-scales of the ESPI reveal gender differences?

Statistically significant findings existed for five of the nine sub-scales used for this question. Table 3 shows that females had mean scores that statistically differed with reference to concern for positive communication, task commitment, punctuality, concern for the appearance of work, and meeting role expectations.

Table 3

t-Test: Sensory and Qualitative Codes X Gender

	Male		Female			
	M	St. Dev.	M	St. Dev.	t	2-Tail Prob.
Touch	2.557	0.949	2.765	1.000	1.11	0.211
Motor Skills	2.054	0.849	2.402	0.987	1.35	0.029
Concern for Positive Communications	.2.237	0.928	1.567	0.569	2.66	0.000*
Task Commitment	1.967	0.702	1.611	0.670	1.10	0.003*
Punctuality	1.921	0.682	1.642	0.637	1.14	0.015*
Concern for Appearance of Work	2.742	0.906	2.374	0.926	1.04	0.018*
Know Limits	1.733	0.516	1.679	0.623	1.54	0.584
Role Expect	3.122	1.912	2.496	0.883	1.88	0.001*
Non-Verbal Comm.	2.300	0.660	2.131	0.773	1.37	0.176

*p > .025

Question 3:   Do the Decision Making sub-scales of the ESPI

reveal gender differences?

Table 4

t-Test: Decision Making Style X Gender

	Male		Female			
	M	St. Dev.	M	St. Dev.	t	2-Tail Prob.
On My Own	2.525	1.481	2.451	1.103	1.27	0.679
Peer Input	2.744	0.871	1.984	1.011	1.35	0.000*
Adult/Teacher Input	2.514	0.836	2.207	0.860	1.06	0.035

*p > .025

Table 4 indicates that a statistically significant difference existed for one of the three variables, seeking input from peers. The volitional implications of this finding will be presented below.

Question 4:   Do the Thinking Style sub-scales of the ESPI reveal gender differences?

The statistical findings on Table 5 show that gender differences exist on three of the four sub-scales, compare/contrast, know rules, and having related examples. Implications are discussed below.

Table 5

$\underline{t}$-Test: Thinking Style X Gender

	Male		Female			
	M	St. Dev.	**M**	St. Dev.	t	2-Tail Prob.
Compare/Contrast	2.384	0.804	2.037	0.878	1.19	0.016*
Know Rules	2.142	0.837	1.759	0.678	1.52	0.005*
Related Examples	2.271	0.885	1.951	0.777	1.30	0.025*
Combination	2.617	0.799	2.340	0.817	1.05	0.046

*p>.025

Summary

This study examined gender differences on selected conative constructs. The primary motivation for this study was derived from an earlier paper (Fritz, 1992) that revealed gender differences in field-dependency [In that study, 64.5% of the field-dependent group was female, while 26.3% of the field-dependent group was female]. The conative constructs

reflected attitudes, habits, and decision rules that, once internalized, have conscious or unconscious influences on future choices.

In brief, gender differences were found on twelve of the twenty sub-scales examined in this study. Many of these differences can be explained by what is known about field-dependence theory (see Fritz, 1992). These findings also reveal the subtle influences that cultural and social values have on personal development, though attempts to measure them were not within the parameters of this study.

The findings for the first research question address symbolic orientation. They indicate that the female students attach more meaning to written and spoken words and written numbers than do the male students in this study. To learn about an idea, females may have a volitional tendency to acquire meaning by reading or listening to discussions. This also suggests that they have a greater interest in acquiring meaning from theoretical and abstract symbols than do males. Precise reasons for these differences may not include socio-economic, cultural and age factors may be involved.

The findings for the second research question reveal two points. First, that the female students were more highly attuned to cultural codes than males. Second, that the sense of touch and interest in motor skills were areas where males had higher preferences, though they were not statistically different from female means. The level of concern associated

with cultural codes may reveal itself though qualitative differences in performance.

The finding for the third research question suggests that decision making preferences differ when peers are used as an input. This suggests reliance on an external frame of reference and follows expectations from developmental and field-dependency theory. Though not statistically different, the same notion follows for input from teachers or adults: Male students had a higher preference for independent thinking, a finding in line with field-independence characteristics.

The final research question addressed reasoning patterns. Female students had higher preferences for information that allowed them to compare and contrast ideas, know the rules to apply in a learning situation, and having enough examples to use as they reason about experience. These findings suggest a need for information to be presented in several formats.

The summary point is that the earlier statistically significant difference between male and female students on a measure of field-dependency (see Fritz, 1992) was also found on twelve of twenty conative constructs adapted from Hill's educational cognitive style theory. A discussion of the implications of these findings is presented below.

Discussion

The findings reported above have implications for marketing education, though determining them requires attention to the information processing characteristics of field-dependence theory and the cultural and social influences associated with the conative variables included in this study. Yet, it is clear that additional research is needed to sort out pragmatic meanings found in this study. The status of this type of research (see Snow, 1989; Snow & Farr, 1987; Thomas & Englund, 1989), suggests, however, that the tentative nature of these findings should have been expected.

The context for this discussion rests on the field-dependent and field-independent cognitive style differences that researchers find between females and males. This comparison of twenty conative variables was intended to discover if statistically significant differences could be related to an earlier study (Fritz, 1992) that found that the mean GEFT score for females was toward the field-dependent end of the 1 to 18 distribution (M=5.88, n = 82), while the mean for males was statistically more field-independent (M=9.6129, n = 62) (see Table 1), though this mean is actually toward the mid-point of the range.

Many of the findings reported in this study strongly suggest the presence of the external frame of reference associated with the field-dependent cognitive style. The female students seemed to indicate that they were finely

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Many of the findings reported in this study strongly suggest the presence of the external frame of reference associated with the field-dependent cognitive style. The female students seemed to indicate that they were finely

attune to environmental conditions around them, as if having a sensitive radar system. They seem to value external involvement in their experiences.

Implications for the field-dependent external frame of reference are important when decisions are made in confusing situations, when there is considerable ambiguity in an educational task, when discovery learning is required to answer a problem, or when independent judgement is required in a new situation. Because field-dependence is associated with chain-link or systematic reasoning process, a preference for interpersonal situations and a general pattern of social interests, they may work again interests in analytical tasks, particularly in new and ill-defined settings (Bertini, Pizzamiglio, & Wapner, 1986). However, if tasks are not new or confusing, these characteristics may not apply, though research is needed to demonstrate that this is the case.

It seems possible that contextual factors provide the stimulus that cause the volitional aspects of the field-dependent cognitive style to surface: Their qualitative influences are likely derived from social norms, while their principle affect may be on quality.

Twelve of the twenty variables indicate statistically significant differences based on gender. Female students were, in brief, likely to have more concern for learning from theoretical symbols, such as words and numbers. They also seem to have qualitative interests that support attention to

social expectations. In addition, they show a peer orientation in decision making and a need for a variety of ways to reason about an experience. Reasons for these findings relate to what is generally known about field-dependence-independence theory.

Importantly, a significant percentage of the secondary school enrollment in marketing education across the nation is female, suggesting that relationships between information processing and conative behavior could have implications for vocational development that go beyond this sample of students. If cognitive styles stabilize during early adolescence (Witkin & Goodenough, 1981), conative patterns might also reflect a degree of stability. It becomes important, then, for teachers and students to be aware of the effects of these factors on vocational development. Additional research would be needed to confirm these speculations.

Because quality jobs require higher levels of education and facility with concepts and ideas, may of which are applied in ill-defined settings, interests in acquiring meaning from words and numbers have important implications. Students who lack an interest in learning in this manner may not be motivated to advance their bank of cultural symbols. This could limit career opportunity and adversely the quality of life. It is critical that students have volitions that include learning from words and numbers. The females seem better positioned to benefit from this conative orientation.

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The educational implications of these findings seem to be these: The nature of field-dependency leads to identifiable and measurable conative orientations. These orientations have definite implications for contemporary job skills, though it seems that interest in abstractions is not the same as interest in analytical tasks. By knowing these points, teachers can help students modify, when needed, their volitions.

Goodenough (1981) suggested that child-rearing practices play a role in this process. Consequently, the gender differences found in this study offer insight about nurturing and role expectations that society provides its youths. Tyler (1981) indicates that changing some attitudes could take years of concentrated effort. So, because reliance on external referent seems to be learned, it may take time to teach youths to develop reliance on internal frames of reference. Unfortunately, the culture may be unwittingly failing some children, by encouraging them to rely on external frames of reference rather than encouraging them to develop certain analytical skills that are in demand in the world of work.

In conclusion, these findings demonstrate that the gender differences associated with field-dependence theory can be related to specific conative variables. There are clear vocational implications in this study. This study also encourages progress toward interactive research designs that determine pragmatic implications of these findings.

Recommendations

Based on these findings, the following recommendations are offered:

1. Additional research focus on the interaction of field-dependence and demands in ill-structured work situations.

2. A study be undertaken which identifies the particular cognitive restructuring skills that field-dependent learners need to acquire.

3. Examine the patterns used in marketing education programs to determine how classroom practices condition cognitive skills.

4. Continue to establish relationships between field-dependence theory and additional conative variables that have implications for vocational development in adolescents.

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PROBLEMS OF FIRST YEAR MARKETING EDUCATION TEACHERS
IN COLORADO AND TEXAS

By

Dr. Jerry W. Moorman
Mr. John W. O'Neil
Dr. Roger Ditzenberger

Dr. Jerry W. Moorman
Assistant Vice President for Academic Affairs
Mesa State College
P.O. Box 2647
Grand Junction, Colorado 81502

Phone: 303/ 248-1451

PROBLEMS OF FIRST YEAR MARKETING EDUCATION TEACHERS IN COLORADO AND TEXAS

Abstract

The purpose of this study was to identify problems of new Marketing Education teachers through the use of a validated 51 item questionnaire. This study included 18 teachers in Colorado and 21 in Texas. These represented the majority of new teachers in each state. An analysis of the mean scores revealed that no question obtained a score between 4.00 and 5.00. Therefore, no question fell into the Serious Problem or Very Serious Problem category. However, there were a number of questions that did fall into the Definite Problem category. Several conclusions and recommendations of value to Marketing Educators were drawn from the study.

INTRODUCTION

The need to help new teachers has long been acknowledged, but little has been done to understand their real problems. The first year teacher generally wades into his/her initial assignment much like a bull would venture into a china closet.

The new teacher that survives the first year of teaching oftentimes has feelings of fatigue and burnout. Most still have no real understanding of how to develop a complete and full educational environment. All they know is that they survived!

What is needed is a support system that will assist new teachers in understanding the problems that they are facing, and possible solutions to those problems. In addition, the support system needs to aid the new teacher in developing those skills necessary for successfully offering a comprehensive Marketing Education Program.

In the past, there has been no "real" vehicle to assist the new teachers in their development of the local Marketing Education Program. There have been conferences and leadership programs that are conducted once or twice per year. Although, this type of activity is some help, it fails to provide a solid foundation that will ensure the teacher has the day-to-day assistance that allows them to build both teaching skills and a solid Marketing Education Program.

STATEMENT OF PROBLEM

Even though new teachers enter the classroom with all types of ideas and dreams, these are quickly replaced by the harsh realities of day to day survival in what, to many of them, is an alien instructional environment. For assistance they often find few resources.

These same new teachers are expected to know what to do, how to do it, when to do it and where to go to obtain the necessary items that will allow them to do the job correctly the first time. This proves especially frustrating to Marketing Education teachers who find themselves in one teacher programs.

New teachers do learn and they do develop their skills; but in the process, a lot of them quit teaching or fail to develop to their fullest potential. Whatever development takes place, comes about with limited support. Therefore, the development of these skills takes longer than necessary.

In order to ensure that new teachers are allowed to develop their skills in the most expedient manner; the educational community, ie., State Boards of Education, teacher education and the school system, must know and understand the major areas where new teachers are facing difficulties. The results of this study will provide those entities with the necessary data.

The problem of this study was to identify, in a quantifiable fashion, the problems faced by new teachers and the perceived severity of those problems?

OBJECTIVE

The objective of this report was to identify the areas in which new Marketing Education teachers in Colorado and Texas have problems during their first year of teaching.

PURPOSE

The purpose of this study was to identify problems of new teachers through the analysis of the data, so that conclusions could be made that will assist the Colorado and Texas State Departments of Education, teacher education and local educational agencies to create a support system that will allow new teachers to increase their teaching skills.

LIMITATIONS

This study was limited to new teachers in the field of Marketing Education in the states of Colorado and Texas at the secondary level. This study is not relevant to any other field of education, level of education, or state educational department.

REVIEW OF LITERATURE

History of Teacher Problems

During the first few days of employment in a new school district, teachers are informed of their rights and given a general overview of what is expected of them. These are explained to the teachers in general terms, usually from the viewpoint of top management. The real "nuts and bolts" of teaching within the school system are never addressed. The teachers are given a tour of the building, keys to the classroom and wished a good year. (Denver Public Schools, 1984)

As with any school, most veteran teachers and administrators fail to notice or understand the feelings of frustration among their new colleagues. Turnover, ineffectiveness and burnout result from the educational work-place environment that the new teacher faces. (Drinka, 1987)

In order to reduce the problems of the new teacher, one needs to understand these problems and develop a method that will allow the new teachers to address them . In our country today, one of the heated topics that faces our government at local, state, and national levels is education. The students that are currently in our school systems are the subject of review, debate, and discussion. There seems to be a general feeling that a major reason that these students are dropping out of school, not making high scores on standardized tests; and once out of school, not having the skills necessary to ensure that our nation continues to be a world leader, is the type and quality of education in our classrooms. (Rosenholtz, 1989)

The general concern is that the teachers who are currently in our classrooms are failing to deliver adequate education and that there is a major need for school reform. Rosenholtz explains that when a teacher must face problems or obstacles that he or she is ill-trained for, the teacher will feel great stress. It is only common sense that any normal and intelligent person will feel uncomfortable with the environment in which they are enclosed, if they must face problems which they are unable to resolve. Rosenholtz (1989) explains in the Article "Workplace Conditions That Affect Teacher Quality and Commitment", that there is a direct link between those teachers that are successful and those teachers that could be successful, but leave their profession.

Connell states that in order for schools to be successful in the accomplishment of their mission to prepare students to enter the adult world of work and be a success in that world; they must enhance the educational workplace or environment. The feelings of the teachers, their work, and effectiveness will be a major step in the success of the school's mission. (Connell, 1985)

Problems of New Teachers

The new teacher comes to the classroom with little, if any, real experience upon which to call as a defense against the mountain of problems that they will face (Boynton, Geronimo & Gustafson, 1985). These teachers use what they learned from classes, textbooks and the limited time they had in the student teacher experience. Most of these teachers are unfinished workers (Glickman, 1981). These teachers have the desire, will, and the need to develop a classroom environment that will allow them to deliver the standard of education that students need.

The new teacher comes to the classroom with approximately sixteen years of being a student. He or she is no longer a student, but instead, is now the one in charge. The new teacher has to face the students; while at the same time, each teacher must be developing his/her role as facilitator of learning. The teachers' lack of experience and confidence, in facing the students, frequently result in ineffective instructional behaviors. (Ratliffe, 1987)

The problems of the new teachers range from the classroom delivery system to finding the copy machine. Camp (1990) points out that the new teacher is expected to perform as if he or she were a veteran teacher from the very start. Camp also explains that research shows that when the vocational teacher walks into the classroom, that teacher will face an unbelievably complex set of problems. These problems stem from the school system, the students and the teacher's internal struggles (Camp & Camp, 1990).

The teachers that have faced the day to day problems with little or no real knowledge and experience to handle them develop stress at an unbelievable level. One of the results of this stress and the failure of the teachers' ability to reduce it is the rate at which new teachers are leaving the profession. New teachers are leaving teaching as a response to the stress that is developing in the educational environment. The end of the first year finds large numbers of them exiting the profession for which they have studied and trained.

Charters (1970) reports that 30% of the teachers fail to return for their second year of teaching. Charters also reports that data show 20% to 30% additional teachers have left the profession by the end of their fifth year. (Charters, 1970) These teachers are leaving the teaching profession before they get started. With only one or two years teaching, these young people never learn the joy of teaching and the rewards that come from seeing students develop along a pathway that will eventually lead to success.

If exiting teachers had a vehicle that would allow them to identify, adapt and overcome the roadblocks that were in their teaching path; it is felt that the percentage of teachers leaving the profession would be far less. The one person that has the greatest potential for making academic contributions to education and leading our students to successfully academic achievement is walking away. (Rosenholtz, 1989)

The new teacher is in a position, as are all teachers, to impact the future person in the workplace. These teachers are in a position to create, refine and to deliver the education that is so necessary to the students that are passing through the school system. However, if this person allows herself or himself to become ineffective, the whole education process is set up for failure. The new teacher must work to find methods that will allow her/him to find solutions to the problems they face in teaching. When the teacher is unable or unwilling to seek help in developing solutions to current problems, they will display certain characteristics. Some of these characteristics are: The teacher develops the belief that students are not willing or cannot learn. (Ashton & Webb, 1986) The teacher believes that the students are not willing to risk or make the effort to learn. (Blase, 1986) The teacher feels that the only reason that some of the students did learn and were successful was due to luck. (Rosenholtz, 1989) The

new teachers develop a lack of commitment due to the frustrations. They are unable to see success in the students that are in their classroom. The frustration that the teacher feels is far greater than the current rewards that the teacher receives. (Darling-Hammond, 1984)

Wise feels that the best avenue is for the teacher to seek and try different approaches to teaching, to seek the assistance of more senior teachers, and to watch and listen. The truly motivated teacher will seek assistance from all personnel that have knowledge or experience useful in addressing the problems that affect the classroom environment. (Darling-Hammond & Wise, 1985)

Mentor Programs

In order to address the problems of the first year teachers, there have been several programs initiated that provide a mentor or "buddy". These programs were developed with the purpose of assisting the first year teacher in addressing the areas of concern that he or she may face. These programs were installed to promote the professional growth of the teacher. (Hankin & Kathleen, 1988)

The mentor programs were well meant and the concept was well intended, however, there were problems that surfaced when these programs were placed into effect. The first of these problems was the implementation of the program. Thies-Sprinthall (1986) stated that generally, the implementation was conducted poorly in most of these programs. The training that the mentors were given was conducted in a one or two day period. This was too short a time to develop the necessary skills that were needed to help new teachers. The mentor became a well meaning buddy; but one that was somewhat, if not totally, ineffective in creating an atmosphere that would address the concerns of new teachers.

A mentor program that was introduced in Long Beach, California was implemented to address the following:

1. Managing the classroom
2. Coping with the individual student
3. Student Motivation
4. Developing parental involvement
5. Working with students of diverse cultural backgrounds
6. Working with special needs students
7. Developing classroom resources
8. Development of a positive relationship with staff and administrators
9. Developing an understanding of ourself, so as to admit one is having problems.

This program was effective, according to the report, in reducing the areas of concern and also helped to reduce the teacher turnover in Long Beach. The program allowed teachers to find the avenue to meet the challenges and to find the skills to overcome and adapt. (Heck, 1988)

Thies-Sprinthall (1986) goes on to explain that the mentor programs look good on paper and are well intended to address the needs, but they fall short. Most of the mentor programs are directed only at a few schools and these schools are generally located in metropolitan areas. The schools that are located outside of the metro areas are overlooked and forgotten.

Thies-Sprinthall (1986) further explains that there needs to be a collaborative approach to addressing this problem. It is her belief that all parties must be involved in order to be completely effective. This includes the teacher educators, the state department of education and the teacher's professional growth organization. (Thies-Sprinthall, 1986)

RESEARCH DESIGN

The data were gathered for this study using the interview method in Colorado. In Texas, the data were gathered using a written response survey form. The same instrument was used in both the interview and the written survey.

Instrument

The instrument (Appendix I) was developed and initially validated by Dr. Jerry Moorman while at the University of North Texas. It was created after synthesizing the results of an exhaustive review of the literature.

The initial face validity of the instrument was determined by presenting it to a selected group of Marketing Education Teachers in the Dallas/Fort Worth, Texas area. Additional face validity of the instrument was determined by presenting it to a group of selected Marketing Education teachers in the Denver, Colorado area.

The term "face Validity" often is used to indicate whether the instrument in question, on the face of it, appears to measure what it claims to measure. Will persons making use of the instrument, accept it as a valid measure in the everyday sense of the word? (Issac & Michael, 1978)

The group of teachers in Texas along with the group in Colorado felt that the instrument possessed excellent face validity. The authors therefore proceeded with its administration to new teachers.

Methodology

In order to gather and analyze the data for this study, the following procedures were followed to ensure that data were collected with the greatest efficiency. Although procedures differed between the states involved, the same instrument was used.

In Texas, all teachers completing their first year of teaching were convened at the annual summer conference for Marketing Education. Once together the purpose of the study was explained and each was asked to complete the instrument found in Appendix I. The instruments were then collected and the data analyzed.

In Colorado, the researcher conducted a personal interview to survey the opinions of the new teachers as to the nature and severity of problems. A structured interview format was used. New teachers were identified for the researcher by the State Department of Education.

In both states, all first year teachers were given an opportunity to respond to the survey. Because the entire population in each state was included, there was no need for the development of a random sampling procedure.

FINDINGS

There are 76 Marketing Education Programs at the secondary level in the state of Colorado. This study covered 18 of them. In Texas, there are approximately 500 programs. Twenty-one are included in the results.

The programs that were surveyed are located geographically throughout each of the states. The programs are located in schools with populations ranging from 200 students to over 3,500 students.

The survey instrument contains 51 questions that relate to possible problems that the new teacher could face. The teachers responded to questions using a Likert scale from one to five; with one indicating "not a problem" and five indicating "a very serious problem". Table 1 lists the results of the survey.

TABLE 1
PROBLEMS OF FIRST YEAR TEACHERS

Problems	CO Mean	TX Mean
adequate teaching materials	2.56	2.00
adequate knowledge of subject matter	1.78	1.67
adequate knowledge of how to prepare instructional materials	2.17	1.71
effective use of texts/curriculum guides	2.72	2.00
organization of classwork	2.50	2.05
understanding DECA	2.72	2.62
preparing students for DECA competition	3.06	3.10
interaction with the business community	2.33	1.52
adequate coordination time	2.50	1.90
managing the co-op component	2.35	1.86
developing training agreements/plans	2.12	2.14
finding adequate training stations	2.24	2.10
attracting appropriate students	2.53	2.57
adequate knowledge of instructional methods	2.22	1.57
oral communication skills	1.67	1.38
written communication skills	1.94	1.24
assessing student work	1.89	1.71
classroom discipline	2.24	1.81
dealing with individual student differences	2.11	1.62
dealing with slow learners	2.61	2.00
dealing with students from different cultural backgrounds	2.17	1.62

TABLE 1 (con't.)

dealing with economically disadvantaged students	1.94	1.62
determining learning levels of students	2.88	1.81
effective use of different teaching methods	2.28	1.62
motivating students	2.50	2.10
classes are too large	2.00	1.86
adequate office space	2.39	2.14
no telephone	2.00	1.67
supportive administration	1.94	1.86
awareness of school policies and rules	1.78	1.67
heavy teaching load with insufficient preparation time	2.72	1.90
adequate equipment	2.17	2.00
adequate guidance and support	1.72	2.52
administrative paperwork	3.17	2.76
problems with parents	2.39	1.52
relations with principal/administrators	2.00	1.43
understanding the role of advisory committees	2.22	1.95
interacting with advisory committees	2.28	2.00
interacting with the state education agency	2.06	1.38
apprehension concerning admin. evaluation of classroom teaching	1.78	2.05
teaching not being what you thought it would be	1.67	1.19
isolation (only ME teacher in school)	1.69	1.90
professional development	1.78	1.19
adjustment to the physical demands of teaching	2.17	1.57
college courses not preparing you for the real world	2.44	1.52
dealing with personal changes in lifestyle	2.28	1.43
fear of the unexpected	2.11	1.81
eliminating idealistic/unreasonable expectations on your part	2.47	1.76
lack of emotional support	1.78	1.81
managing non-instructional duties of teaching	2.06	1.71
relations with colleagues	2.28	1.76

An analysis of the mean scores revealed that no question obtained a score between 4.00 and 5.00. Therefore, no question fell into the Serious Problem or Very Serious Problem category. However, there were several questions that did fall into the Definite Problem category, see Tables 2 and 3.

TABLE 2
COLORADO DEFINITE PROBLEMS

Problems	Mean
administrative paperwork	3.17
preparing students for DECA competition	3.06
determining learning levels of students	2.88
effective use of textbooks and or curriculum guides	2.72
understanding DECA	2.72
heavy teaching load with insufficient preparation time	2.72
dealing with slow learners	2.61
adequate teaching materials	2.53
attracting appropriate students	2.50

The mean scores of the definite Colorado problems ranged from 2.53 through 3.17. Question 34, Paperwork, received the highest score with 3.17. In the nine questions, there were three apparent groupings. The groups were DECA, pedagogy and curriculum. There were two problems with high mean scores that related to DECA. Question seven, Preparing Students for DECA Competition, with a score of 3.06 and question six, Understanding DECA, with a score 2.72. There were also two questions that dealt with the curriculum; both of which dealt with teaching materials or the use of teaching materials. Effective Use of Textbooks and/or Curriculum Guides was question four and Adequate Teaching Materials was question one. Their scores were 2.72 and 2.56 respectfully.

It should also be reported that there were two areas that dealt with pedagogy. They were question 23, Determining Learning Levels of Students, with a score of 2.88 and question 20, Dealing with the Slow Learner, which received a score of 2.61.

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TABLE 3
TEXAS DEFINITE PROBLEMS

Problem	Mean
preparing students for DECA competition	3.10
administrative paperwork	2.76
difficulty understanding DECA	2.62
difficulty attracting appropriate students	2.57
adequate guidance and support from the administration	2.52

The mean scores for the five definite problem areas in Texas ranged from a low of 2.52 for Adequate Guidance and Support From the Administration to a high of 3.10 in the area of Preparing Students for DECA Competition. Analysis of the problems indicate two groupings; DECA and administration. The two problems dealing with DECA were Preparing Students for DECA Competition with a mean score of 3.10 and Difficulty Understanding DECA with a mean score of 2.62. In the area of administration were Administrative Paperwork with a mean score of 2.76 and Adequate Guidance and Support From the Administration with a mean score of 2.52.

When definite problems are compared between Colorado and Texas, four of the problems are the same. Those are: Understanding DECA, Preparing Students for DECA Competition, Attracting Appropriate Students, and Administrative Paperwork. The top two problems are the same for each state, Administrative Paperwork and Preparing Students for DECA Competition; their order is simply reversed. For Colorado, the top problem is Administrative Paperwork; for Texas, it is Preparing Students for DECA Competition.

CONCLUSIONS AND RECOMMENDATIONS

The first conclusion is that paperwork remains an on-going problem that reduces the effectiveness of the Marketing Education classroom teacher. It is recommended that the paperwork be reduced as much as possible and/or combine similar forms. Paperwork for new teachers seems to be a continuing burden. The vocational forms, both federal and state, that are required for funding should be researched to see if these could be completed with the use of computers and combined as much as possible.

The second conclusion is that teachers perceive definite problems in the areas of DECA (the student organization), pedagogy, and curriculum. It is recommended that the grouping of DECA, curriculum, and pedagogy be addressed with additional college course work and/or inservice.

The third conclusion drawn is that the teachers also feel that they are unable to reach the type of student they want or need in the Marketing Education Program. The development of a good marketing plan for the ME Program is recommended. It would assist the teacher in the task of attracting the appropriate type of students. The high school student must see the worth or utility of a Marketing Education Program. Also, the counselors must be involved with the program. The development of at least a one year marketing plan would assist in building a bridge that would link the student, parent, counselor and the business community to the Marketing Education Program. This would greatly add to the students' beliefs and understanding of Marketing Education.

The fourth conclusion is that teachers are given teaching loads that do not allow them time to prepare adequately for class. Data show the need for more preparation time. It is recommended that new teachers be given an extra period for planning. Being new to teaching, it will take the new teacher several years to actually develop the skills necessary to prepare for a new class effectively and quickly.

Recommendation For Further Study

There continues to be the need for studies to seek out and identify problems that face the new ME teachers in the classroom. It is recommended that this study be replicated in additional states and compared to the results from Colorado and Texas. It is also recommended that a historical data base be established to identify changes in problems of new Marketing Education teachers. Such a data base should prove invaluable to teacher education.

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APPENDIX I

PROBLEMS OF FIRST YEAR MARKETING EDUCATION TEACHERS
SURVEY - 1990

<u>Please complete the following (for statistical comparison purposes only)</u>:

Teaching experience other than MKT. ED.: ____yrs.

Approx. number of teach. ed. credit hrs. taken prior to teaching: ____hrs.

Your Age____; Your Sex_____; Approx. number of students in your H.S.:____

Years of Mkt. or Mkt. related work experience after age 18: ___yrs.

Do <u>you</u> supervise co-op students in your M.E. Program? ___yes ___no

Number of M.E. teachers in your school including you: _____ teachers

---

Below are areas that have been identified as possible problems for new teachers. Would you please rate each one from 1 - 5 using the following scale: 1 - not a problem; 2 - a small problem; 3 - a definite problem; 4 - a serious problem; 5 - a very serious problem.

PROGRAMMATIC

1. Adequate teaching materials	1	2	3	4	5
2. Adequate knowledge of subject matter	1	2	3	4	5
3. Adequate knowledge of how to prepare instructional material	1	2	3	4	5
4. Effective use of textbooks and/or curriculum guides	1	2	3	4	5
5. Organization of classwork	1	2	3	4	5
6. Understanding DECA	1	2	3	4	5
7. Preparing students for DECA competition	1	2	3	4	5
8. Interaction with the business community	1	2	3	4	5
9. Adequate coordination time for supervising students on-the-job	1	2	3	4	5
10. Managing the co-op component of Marketing Education	1	2	3	4	5
11. Developing Training Agreements and/or Training Plans	1	2	3	4	5
12. Finding adequate training stations	1	2	3	4	5
13. Attracting appropriate students	1	2	3	4	5
14. Adequate knowledge of instructional methods (how to teach)	1	2	3	4	5
15. Oral communication skills	1	2	3	4	5
16. Written communication skills	1	2	3	4	5
17. Assessing student work (grading)	1	2	3	4	5
18. Classroom discipline	1	2	3	4	5
19. Dealing with individual student differences	1	2	3	4	5
20. Dealing with slow learners	1	2	3	4	5
21. Dealing with students from different cultural backgrounds	1	2	3	4	5
22. Dealing with economically disadvantaged students	1	2	3	4	5
23. Determining learning levels of students	1	2	3	4	5

(OVER PLEASE)

1 - not a problem
2 - a small problem
3 - a definite problem
4 - a serious problem
5 - a very serious problem

24. Effective use of different teaching methods 1 2 3 4 5
25. Motivating students 1 2 3 4 5

ADMINISTRATIVE
26. Classes are too large 1 2 3 4 5
27. Adequate office space 1 2 3 4 5
28. No telephone 1 2 3 4 5
29. Supportive administration 1 2 3 4 5
30. Awareness of school policies and rules 1 2 3 4 5
31. Heavy teaching load with insufficient preparation time .. 1 2 3 4 5
32. Adequate equipment 1 2 3 4 5
33. Adequate guidance and support 1 2 3 4 5
34. Paperwork 1 2 3 4 5
35. Problems with parents 1 2 3 4 5
36. Relations with principal/administrators 1 2 3 4 5
37. Understanding the role of advisory committees 1 2 3 4 5
38. Interacting with advisory committees 1 2 3 4 5
39. Interacting with the state education agency 1 2 3 4 5
40. Apprehension concerning administrative evaluation of
    your classroom teaching.................................. 1 2 3 4 5

PERSONAL/PROFESSIONAL
41. Teaching not being what you thought it would be.......... 1 2 3 4 5
42. Isolation (being the only M.E. teacher in the school).... 1 2 3 4 5
43. Professional development 1 2 3 4 5
44. Adjustment to the physical demands of teaching 1 2 3 4 5
45. College courses not preparing you for the real world..... 1 2 3 4 5
46. Dealing with personal changes in lifestyle 1 2 3 4 5
47. Fear of the unexpected 1 2 3 4 5
48. Eliminating idealistic and unreasonable expectations
    on your part 1 2 3 4 5
49. Lack of emotional support 1 2 3 4 5
50. Managing non-instructional duties of teaching........... 1 2 3 4 5
51. Relations with colleagues 1 2 3 4 5

OTHERS
52. _____ 1 2 3 4 5

53. _____ 1 2 3 4 5

54. _____ 1 2 3 4 5

55. _____ 1 2 3 4 5

56. _____ 1 2 3 4 5

_____ 1 2 3 4 5

Comparison of DECA Advisors and State DECA Advisors
Priorities Regarding Preparation for DECA Activities

Marcella McComas Norwood
College of Technology—HDCS
University of Houston
Houston, TX   77204-6861
(713) 749-2742

Running Head: Comparison of Priorities

Abstract

This research was conducted for the Secondary Program Council for DECA and financed by DECA. The purpose of the research was to determine whether DECA Advisors felt a need for additional training to successfully advise local DECA chapters and, if so, where and how this training should take place. Data provided input regarding felt needs by Marketing Education Teachers for preparation in organizing and operating DECA Chapters and provided possible avenues for helping these individuals to handle advising duties. Resulting data was provided to the Council during the January, 1992 meeting where a motion forwarded the information to the Board of Directors for discussion and action.

Comparison of DECA Advisors and State DECA Advisors

Priorities Regarding Preparation for DECA Activities

Membership in DECA chapters has been decreasing throughout the United States along with the decrease in Marketing Education programs. The National DECA Staff felt a concern that some DECA advisors appeared to be submitting only the minimum number of members for competitive events purposes and that perhaps these individuals either did not understand the purpose for DECA or were not properly prepared to advise DECA chapters. Little research has been performed for student organizations and therefore information is lacking for decision making. The task of developing a research study was delegated to the National DECA Secondary Program Council. This council determined that a questionnaire should be developed and mailed to local DECA Chapter Advisors, State DECA Advisors, Marketing Education Teacher Educators, and Marketing Education Teachers who did not advise DECA chapters.

According to Lucy C. Crawfish and Warren G. Meyer's in *Organization and Administration of Distributive Education* (1972), "As an ultimate objective in studying youth organizations you should be able to help organize and advise a local chapter of the Distributive Education Clubs of America." Goals such as these can not be accomplished by the individual Marketing Education teacher alone. Goals must be reinforced and developed by the support systems which should be available to each M. E. Teacher.

"The local chapter, together with the national organization, should be viewed by an advisor as indispensable to the development of certain competencies essential to success in a distributive work environment. Thus, the club is an integral part of the distributive education program. A key principle is that the chapter activities should complement, supplement, and strengthen instruction" (Crawford, L. C. and Meyer, W. G., 1972). This would lead us to believe that the DECA Chapter is vital to the instructional program. Therefore, developing the talents of future M.E. Teachers in

organizing and advising chapters should be considered important to the future of Marketing Education.

Since developing leaders is one of the goals of DECA, leadership activities and learning to become leaders is important. "The dominant principle of organization has shifted, from management in order to control an enterprise to leadership in order to bring out the best in people and to respond quickly to change" (Naisbitt & Aburdene, 1990). Based on the changes which are occurring in society, more Marketing Education students should be exposed to DECA activities rather than fewer. Leadership competencies are most often practices during DECA activities. In some states such as Texas, leadership competencies must be documented by M. E. Teachers along with other learning requirements. This would indicate that the DECA chapter provides a learning avenue to aid the M.E. Teacher.

Objective

The objective of this research project was to determine the needs and concerns regarding training of Marketing Education Teachers/DECA Advisors to advise DECA Chapters. This objective was delegated to the National DECA Secondary Program Council during the September, 1991, meeting at the DECA Center in Reston, Virginia, by the National DECA Board of Directors. This objective was specifically stated as "To study the need for and feasibility of National DECA providing and/or supporting the pre and in-service training of marketing educators in the effective use of DECA as an integral part of the curriculum." Within that context specifications were given:

A. Determine the current practices of teacher preparation institutions and State Departments of Education relative to pre and in-service training in administering a DECA chapter as an integral part of the Marketing Education curriculum.

B. Examine the needs of local and state advisors relative to professional development activities that address administering a DECA chapter as an integral part of the Marketing Education curriculum.

C. Develop a model for use by National DECA to assist teacher preparation institutions and state departments in meeting the needs identified in B.

The purpose of this piece of the research was to determine current practices of the Marketing Education Teachers and State DECA Advisors. The research was expanded during the preparation of the instrument by adding questions regarding previous training, where such training occurred, and other related questions as well as demographic information which was considered appropriate. Marketing Education Teacher Educators and Marketing Education Teachers who did not advise DECA chapters were also involved in the research study. However, this paper does not deal with the information collected from those sources. The Council created a subcommittee to develop the questionnaires for the four groups which were involved in the study. This research was financed by DECA.

Method

This research was conducted through the mail. The questionnaires were developed by the author and another member of the Secondary Program Council. Instruments developed targeted DECA Advisors, State DECA Advisors, Marketing Education Teacher Educators, and Marketing Education Teachers (who did not advise DECA chapters). The instruments were then submitted to the Council for changes (see Appendix for instruments). Questionnaires were developed as one page instruments to facilitate return by the respondents. Upon approval by the Council the instruments were duplicated on color-coded paper and mailed by DECA staff members utilizing the address label list based on 1990-1991 chapter rosters. Completed questionnaires were returned to the author by respondents. This report includes only two facets of the research—DECA Advisors and State DECA Advisors. The four groups were included in the process to check responses from each segment of the Marketing Education/DECA community and provide a more useful picture of the results.

Upon receipt of each questionnaire, the instrument was scanned for completeness. Incomplete instruments and instruments for which directions were not followed were eliminated. However, the numbers of these instruments were noted for information purposes.

Results

Table 1 indicates the number of respondents to the questionnaire by State DECA Advisors and local DECA Chapter Advisors as well as the number of questionnaires mailed by National DECA to these individuals.

Table 1

Number of Respondents to Questionnaire and Number of Questionnaires
Mailed by National DECA

Respondents	Acceptable Responses	Mailed	Percentage of Return
DECA Advisors	218	665	33%
State DECA Advisors	25	54	46%
Total	243	719	34%

The number of DECA Advisors having chapters in 1990-1991 was 3989. Seventeen percent of these advisors were mailed questionnaires during October, 1991. The 1990-1991 year figures were used because dues and new rosters for 1991-1992 were not due to be received by National DECA until December, 1991. Since the Secondary Program Council was to meet to consider the responses to these questionnaires in January, 1992, addresses were selected by the computer for every sixth address on the mailing list. Seventeen percent were contacted in an effort to obtain at least a 10 percent return. However, based on 3989 chapters, the number of questionnaires actually returned was 5% of the total.

All State DECA Advisors were sent questionnaires to complete. Less than one-half of the 54 State Association Advisors returned questionnaires (54 states, territories, D.C., and Canada).

Table 2 indicates the number of years' experience as State DECA Advisors which were indicated by the respondents to the questionnaire. Of the 25 who completed 56% (or 14) have been in that position from 1-5 years (one respondent indicated that he/she had been on the job for less than one year). If the other 29 advisors have the same percentage of time on the job, then approximately i. of these advisors may also have been State Advisors for 5 years or less.

Table 2

Years' Experience as State DECA Advisors

Number of Years	State DECA Advisors	Percentage
1-5	14	56
6-10	7	28
11+	4	16
Total	25	100

Table 3 indicates Educational Background of the DECA Chapter Advisors respondents to the questionnaire. Educational background is appropriate for these individuals with 92% of the respondents having some graduate courses, a Master's Degree, or a Master's Degree plus additional course work.

Table 3

Educational Background of Respondents

	DECA Chapter Advisor Responses	Percentage
Undergraduate Degree	17	8
Some Graduate Courses	52	24
Master's Degree	49	23
Master's Degree +	98	45
Total Responses*	216	100

*Two individuals did not indicate educational background.

Table 4 indicates Years of Experience as a DECA Chapter Advisor. Chapter Advisors who responded to this questionnaire were evenly divided among the four categories with the highest percentage of respondents in the 15 years or more category.

Table 4

Years of Experience as DECA Chapter Advisor

Number of Years	DECA Chapter Advisors	Percentage
1-3	49	22
4-10	61	28
11-14	41	19
15+	67	31
Total Responses	218	100

Table 5 indicates the Years of Experience State Advisors had as local DECA Chapter Advisors. Twenty of the 25 respondents indicated that they had previously been DECA Chapter Advisors. The division of the respondents among the categories indicates that fewer advisors have been in their positions for long periods of time State Advisors have less experience in their positions.

Table 5

Number of Years State DECA Advisors were Local Chapter Advisors

Number of Years	DECA Chapter Advisors	Percentage
1-5	7	35
6-10	7	35
11+	6	30
Total Responses*	20 100	

*Five respondents have never been local chapter advisors.

Table 6 (on the next page) indicates how well prepared the chapter advisor felt he/she was to organize and/or operate a chapter when he/she started teaching Marketing Education. Approximately 88 percent of the respondents indicated that they were somewhat prepared or not at all prepared before they became DECA Chapter Advisors. This would indicate a need for a change in pre-service preparation for future Marketing Education Teachers in the area of organizing and/or operating a DECA Chapter.

Table 6

How Prepared to Organize and/or Operate DECA Chapter When Started Teaching

Response	Number	Percentage
Not At All Prepared	60	28
Somewhat Prepared	130	60
Very Well Prepared	28	13
Totals*	218	101

*Percentage rounded to 2 decimals.

Table 7

How Respondent Obtained Knowledge To Organize and/or Operate DECA Chapter

Item	Number of Responses	Percentage
Other Marketing Education Teachers	172	27
Trial and Error	141	22
Summer Conference	67	11
Discussion Within a College Class	57	9
College Course on Vocational Student Organization	55	9
In-Service	42	7
College Course on DECA	39	6
Seminar	15	2
Other	48	8
Total*	636	101

*Respondents could answer as many as were applicable. Percentage amount based on rounded numbers in column above.

Table 7 indicates how the respondent obtained the knowledge to organize and/or operate a DECA chapter. The largest percentage of respondents (49%) indicated that they learned about handling the responsibility of advising a DECA chapter from other Marketing Education teachers or

trial and error. Again this would seem to indicate a need for additional work during pre-service preparation of future Marketing Education teachers.

Table 8 indicates whether the DECA Chapter Advisor needs additional help with his/her DECA Chapter activities and whether the State DECA Advisor feels his/her Marketing Education Teachers need additional help with DECA Chapter Activities. Sixty-three percent of the DECA Chapter Advisors and 86% of the State DECA Advisors who responded to the questionnaire felt that additional help was needed with DECA chapter activities by the local chapter advisors. Thirty-seven percent of the DECA Chapter Advisors and 14% of the State DECA Advisors felt no help was needed. One state advisor indicated "We never reach the point that we do not need help" and one indicated that only new advisors needed additional help. One state advisor responded with "Most are running very good chapters. Those that aren't are in small schools, new programs or sponsor other VSO like BPA or FHA/HERO."

Table 8

Additional Help Needed With DECA Chapter Activities

Respondent	Yes	No
DECA Advisor	135	80
State DECA Advisor*	18	3
Totals	153	83

*Four surveys were not useable.

Table 9

How State DECA Advisors Indicated They Assist In Preparing DECA Chapter Advisors For DECA Chapter Activities

Assistance	Number of Responses	Percentage of Responses
Provide Materials To New Chapters	24	25
In-Service At State Level	19	20
Act as Resource Person for College Pre-Service Classes	16	16
In-Service Training at Local Level	15	15
New Teacher Workshop	13	13
New Chapter Advisor Mentor Programs	6.	6
Other	4	4
Totals*	97	99

*Percentage when rounded becomes 99% rather than 100%.

Table 9 (above) denotes how the State DECA Advisors indicated that they assisted in preparing local DECA Chapter Advisors to handle DECA Chapter activities. Forty-five percent of the responses suggested that providing materials to new chapters and state level in-service was the best delivery method to aid chapter advisors in preparing them to handle chapter activities. "Other" responses included the following: 1) regular mailings, 2) advisor agenda at Fall Leadership (student) Camp, 3) conduct a 3-day New Advisor In-service program - promote a New Advisor/Returning Advisor "buddy" program, and 4) Fall Regional Workshops.

Table 10 (see next page) indicates DECA Chapter Advisor priorities regarding the activities listed on the questionnaire. Respondents were asked to prioritize their top five choices in a list of 15 items with One (1) being the highest priority and five (5) being the lowest priority. No clear choices were determined based on this listing. One problem with this question was that only 101 of the 216 DECA Chapter Advisors and 17 of the 25 State DECA Advisors followed directions to prioritize.

Table 10

Priorities For Activities Listed On Questionnaire

Activities	Chapter Advisor Priorities*	State Advisor Priorities**
Preparing for chapter written events	2.33	4.14
Participating in local, state, regional, and national conferences	2.59	3.00
Promoting group involvement of members	2.62	2.57
Preparing for CB series events	2.64	2.71
Preparing for individual written events	2.69	3.25
Developing constitution and bylaws	3.00	0
Developing/utilizing leadership activities	3.09	3.33
Developing a chapter program of work	3.14	2.00
Electing and training chapter officers	3.27	2.40
Organizing sales projects	3.36	3.20
Handling administrative activities of a chapter (i.e. dues/paperwork)	3.40	3.00
Utilizing parliamentary procedure	3.54	5.00
Understanding the structure, function and activities of Nat'l DECA	3.58	0
Organizing and operating an effective PR program	3.59	3.08
Organizing community service projects	3.90	4.33

*101 followed instructions to prioritize.

**17 followed instructions to prioritize.

Table 11 (on page 14) indicates how the chapter advisor feels these activities can best be accomplished. Respondents were allowed to choose as many of these responses as they wished. DECA Chapter Advisors appeared to favor a packet of materials prepared by National DECA and Workshops facilitated by their State Association while State DECA Advisors appeared to favor Materials supplied to state advisors for use in training local chapter advisors, workshop for state advisors to prepare for training local chapter advisors, and the packet of materials prepared by National DECA.

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Table 11

How These Activities Can Best Be Accomplished

	DECA Advisor	State DECA Advisor
Packet of materials prepared by National DECA	83	10
Workshops facilitated by state association	82	3
Workshops facilitated by local teachers trained by National DECA	65	5
Workshops facilitated by local teachers utilizing materials supplied by National DECA	59	8
Workshcps presented at regional conferences by National DECA representatives	27	4
Workshops presented at national CDC by National DECA representatives	14	7
Other	10	2
Materials supplied to state advisors for use in training local chapter advisors	*	15
Workshop for state advisors to prepare for training local chapter advisors	*	10

*Local Chapter Advisors were not given this option.

The final table (12-see following two pages) indicates which states returned questionnaires and the number of individuals responding to the questionnaire. Very few states did not have at least one chapter advisor respond to the questionnaire (Idaho, Maine, and Nevada had no chapter advisor respondents). While more than half of the State DECA Advisors did not respond.

Table 12

States returning Questionnaires and Number of Individuals Responding

State	DECA Advisors Responses*	State Advisor Response
Alabama	2	1
Arizona	4	1
Arkansas	1	1
Canada	1	0
California	2	0
Colorado	6	1
Connecticut	1	0
Delaware	1	0
District of Columbia	1	0
Florida	8	1
Georgia	10	0
Hawaii	1	0
Idaho	0	1
Illinois	5	0
Indiana	7	1
Iowa	4	0
Kansas	4	1
Kentucky	1	0
Louisiana	2	1
Maine	0	1
Maryland	2	0
Massachusetts	6	0
Michigan	4	0
Minnesota	2	0
Mississippi	8	1
Missouri	6	1
Montana	1	0
Nebraska	2	1
Nevada	0	1
New Hampshire	2	1
New Jersey	8	1
New Mexico	2	1
New York	7	1
North Carolina	10	1
North Dakota	1	0
Ohio	16	0
Oklahoma	6	0

Continued on next page

States returning Questionnaires and Number of Individuals Responding
(continued)

State	DECA Advisors Responses*	State Advisor Response
Oregon	4	0
Pennsylvania	5	1
Puerto Rico	1	0
South Carolina	1	1
Tennessee	9	1
Texas	28	1
Utah	2	1
Vermont	1	0
Virginia	11	1
Washington	4	1
West Virginia	1	0
Wisconsin	6	0
Totals	216	27

*One unknown - 1) no return address or stamp cancellation

<u>Conclusions</u>

Based on these questionnaires, more research is necessary to fully understand the needs of the local chapter advisors. The response is somewhat low which may be a function of the timing of the mailing, the fact that all advisors were not contacted, the busy schedules of the individuals who teach Marketing Education, and/or many other factors.

Concern must be noted for State DECA Advisors who had little or no knowledge regarding local chapter operations and activities and who yet felt that chapters were operating well and that chapter advisors needed no additional help with their chapter activities. Also, attention must be directed to the relatively few State DECA Advisors who returned the questionnaires. Does this lack of response indicate a failure to be concerned about the needs of the local chapter advisor or are there other factors such as the amount of time required to handle DECA activities or the trend to place many student organizations into the hands of one person?

The majority of responses (49%) by chapter advisors indicated that other Marketing Education Teachers and trial and error were the methods used most often to gain knowledge of organizing and operating DECA chapters. Less than ten percent indicated learning from discussion within a college class.

Recommendations

Since 88% of the chapter advisors indicated that they were not at all prepared or only somewhat prepared, Marketing Education Teacher Educators should be made aware of the needs of future Marketing Education Teachers for preparation in organizing and operating DECA chapters.

Since 63% of the DECA Advisors and 86% of the State DECA Advisors responding to the questionnaire indicated that additional help was needed, ways should be explored to provide such help to advisors—perhaps a starting point could be through the avenues listed in Table 11 using the priorities indicated in Table 10.

Disposition

Based on the results submitted to the Secondary Program Council members a motion "that National DECA provide pre- and in-service training of marketing educators in the effective integration of DECA into the marketing curriculum through the attached recommendations" was passed and sent to the National DECA Board of Directors for action. This motion will come before the Board during the Spring, 1992 meeting.

References

Crawford, L. C., & Meyer, W. G. (1972). The Distributive Education Youth Organization. *Organization and Administration of Distributive Education* (pp. 181-203). Columbus, OH: Charles E. Merrill Publishing Company.

Naisbitt, J., & Aburdene, P. (1990). *Megatrends 2000* (p. 218). New York: William Morrow and Company, Inc.

Appendix A

Instruments Utilized

DECA Advisor

1. Educational Background:

_____Undergraduate Degree
_____Some graduate courses
_____Master's Degree
_____Master's Degree +

2. Years experience as DECA Chapter Advisor:

_____1-3
_____4-10
_____11-14
_____15 +

3. Did you feel you were prepared to organize and/or operate a DECA Chapter when you started teaching marketing education?

_____not at all prepared
_____somewhat prepared
_____very well prepared

4. How did you obtain the knowledge to organize and/or operate a DECA chapter?

_____discussion within a college class
_____college course on vocational student organizations
_____college course on DECA
_____other marketing education teachers
_____trial and error
_____seminar
_____in-service
_____summer conference
_____other, please list_____

5. Do you need additional help with your DECA Chapter activities?   _____yes   _____no

If yes, please prioritize your top five (5) the following items (with 1 being your highest priority) to indicate which items would be the most useful as you work with your DECA chapter:

_____developing constitution and bylaws   _____electing and training chapter officers
_____developing a chapter program of work   _____organizing sales projects
_____organizing community service projects   _____developing and utilizing leadership activities
_____promoting group involvement of members   _____preparing for CB series events
_____preparing for chapter written events   _____preparing for individual written events
_____utilizing parliamentary procedure
_____organizing and operating an effective PR program
_____participating in local, state, regional, and national conferences
_____handling administrative activities of a chapter (such as dues and paperwork)
_____understanding the structure, function and activities of National DECA
_____other, please list:_____

6. How do you feel these activities can best be accomplished?

_____workshops facilitated by local teachers utilizing materials supplied by National DECA
_____workshops facilitated by local teachers trained by National DECA
_____workshops facilitated by your state association
_____workshops presented at regional conferences by National DECA representatives
_____workshops presented at national CDC by National DECA representatives
_____packet of materials prepared by National DECA
_____other: please list:_____

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State DECA Advisor

1. Years experience as State DECA Advisor:

    _____1-5
    _____6-10
    _____11+

2. Were you a DECA Chapter advisor?

    _____yes _____no

If yes, for how long?   _____1-5 years
                           _____6-10 years
                           _____11 + years

3. What percentage of your time is spent on:

    _____DECA Activities
    _____Marketing Education Activities
    _____Activities other than the above

4. How do you assist in preparing local DECA Chapter advisors?

    _____new chapter advisor mentor programs
    _____new teacher workshop
    _____in-service training at local level
    _____in-service at state level
    _____act as resource person for college pre-service classes
    _____provide materials to new chapters
    _____other, please list:_____

5. Do your marketing education teachers need additional help with DECA Chapter activities?

    _____yes _____no

If yes, please prioritize your top five (5) the following items (with 1 being your highest priority) to indicate which items would be the most useful to your local DECA chapter advisors:

    _____developing constitution and bylaws
    _____developing a chapter program of work
    _____organizing community service projects
    _____promoting group involvement of members
    _____preparing for chapter written events
    _____utilizing parliamentary procedure
    _____organizing and operating an effective PR program
    _____participating in local, state, regional, and national conferences
    _____handling administrative activities of a chapter (such as dues and paperwork)
    _____understanding the structure, function and activities of National DECA
    _____other, please list:_____

    _____electing and training chapter officers
    _____organizing sales projects
    _____developing and utilizing leadership activities
    _____preparing for CB series events
    _____preparing for individual written events

6. How do you feel these activities can best be accomplished:

    _____workshops facilitated by local teachers utilizing materials supplied by National DECA
    _____workshops facilitated by local teachers trained by National DECA
    _____workshops facilitated by your state association
    _____workshops presented at regional conferences by National DECA representatives
    _____workshops presented at national CDC by National DECA representatives
    _____packet of materials prepared by National DECA
    _____materials supplied to state advisors for use in training local chapter advisors
    _____workshop for state advisors to prepare for training local chapter advisors
    _____other: please list:_____

A study of the Symposium Methodology
in a Marketing Education Teacher Preparation Course

Lee Olson
Professor and Chair
Division of Human Development and Allied Technology
Adult and Technical Education Program
Marshall University
Huntington, West Virginia   25755

(304) 696-6757

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ABSTRACT

A study of the Symposium Methodology
in a Marketing Education Teacher Preparation Course

The purposes were to assess the degree to which the implementation

of the course matched the design of the course and determine if the

sample groups responded differently.

The findings of the study suggest that the objectives related to

methodology, the learning environment, teacher behavior, course content,

and classroom organization were implemented as planned. Students who

needed to learn to manage a cooperative education program for their

immediate job provided slightly higher ratings than did other students.

The most effective element of the classroom methodology appears to be

the symposium methodology used throughout the course. The study lends

credence to the value of offering teachers inservice graduate classes in

their field.

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INTRODUCTION

During the past three years, faculty at Marshall University have been preparing for the NCATE on-site review. After extensive debate in division meetings of faculty and college-wide discussions, critical reasoning emerged as the conceptual basis for the college's curriculum. Faculty continued to meet in order to further define critical reasoning and critical thinking. The following themes were identified:

1. Critical thinking both promotes and depends on the willingness to examine a variety of perspectives on any single issue.

2. Critical thinking promotes independence in thought and action.

3. Critical thinking involves inquiry of various sorts.

4. Critical thinking results in reasoned value judgments.

5. Critical thinking is the process by which individuals relate theory to practice in deliberate ways.

Professors involved in teacher education were asked to examine their courses to determine the extent to which the courses contribute to the critical reasoning knowledge base. The researcher reviewed and revised the graduate education courses required for certification in Marketing Education in order to document content and methodology which contributes to critical reasoning. The paper examines the course process and the students' assessment of the course: Administration of Cooperative Programs.

The course was developed and implemented with five process goals and related objectives to promote critical reasoning in mind. The

development of the course has been an evolutionary process during the past fifteen years. The five goals relate to methodology, the learning environment, teacher behavior, course content, and classroom organization. The goals and objectives are as follows:

1. Create a non-threating teaching-learning environment:

   - Promote student interaction
   - Allow students to express themselves
   - Help students examine information from a variety of perspectives
   - Help students compare, analyze, synthesize and/or apply information
   - Encourage students to evaluate the process and product of the course

2. Use teaching-learning methodology that includes students:

   - Ask students to serve as presenters
   - Pose questions that stimulate evaluation and application of course content
   - Require writing assignments that require critical thinking skills
   - Encourage discussion without interference from instructor
   - Use practioners to provide practical content
   - Require relevant assignments

3. Assure appropriate teacher behavior that will support the teaching-learning environment:

   - Project enthusiasm for Marketing Education
   - Learn student names and background
   - Be fair and impartial
   - Establish high expectations
   - Admit when you do not have answers to students questions
   - Listen to students and respond honestly to their questions
   - Provide clear explanation of course requirements and grading
   - Talk informally with students about non-academic matters
   - Be available before and after class

4. Encourage students to be responsible for the content they are to learn:

   - Require that students identify content to be presented
   - Ask students to serve as subject content experts
   - Encourage use of external resources
   - Use current information
   - Examine current practices
   - Explore current trends

5. Design a classroom organization that supports the teaching-learning methodology:

   - Arrange seating in circle
   - Be prepared and organized for class
   - Provide written instructions on assignments, grading, and procedures
   - Begin class informally allowing students to ask questions or comment
   - Begin class on time, do not continue class beyond scheduled time
   - Keep students on task

OBJECTIVES

The purpose of the study was to assess the degree to which the implementation of the course matched the design of the course. A secondary purpose was to determine if differences in the sample groups resulted in variability in their responses to the methodology. Specific objectives of the study were to:

1. Determine the degree to which the process goals were implemented,

2. Assess the perceptions of students related to instructor behaviors and classroom environment,

3. Document the most effective elements of the course,

4. Identify the least effective elements of the course, and

5. Obtain suggestions for improving the course.

ORGANIZATION

The purpose of the course is to provide students with the knowledge and skills to manage a cooperative education program; increase awareness of the program's potential; and analyze classroom procedures, youth organization activities and cooperative work experience for learning

opportunities. Both content and learning activities (process) focus on developing students who can analyze and evaluate information related to complex and ambiguous situations and translate their knowledge to practice. The initial course orientation at its first meeting incorporated structured human relations training activities. The purpose was to get students involved in interacting with each other in a non-threatening environment. Following these activities, the instructor provided an orientation to the course contents, requirements, and methodology. The instructor solicited and received questions and interaction.

Course Content

The course content revolves around the following broad topics:

> In-school Instruction,
> Developing Training Stations,
> DECA Competitive Events,
> Correlating Instruction,
> State Requirements,
> Student Organizations,
> Accountability,
> Legal Aspects,
> Advising the Youth Organization, and
> Marketing Occupations.

Course Requirement

The course requirements were spelled out in the syllabus in detail. The course provided students with a variety of learning activities with which the course objectives could be achieved. A specific number of points which students could earn were assigned to each learning activity. Students decided at the beginning of the course their level of participation and indicated the grade they wished to earn. The

requirements of the course focused on text readings, selected chapter
questions, journal articles, topic presentations, discussion,
questioning presenters, handbook development, library research, and
research reports.

Course Methodology

In the course, attention of the students was directed to their
peers. The course was student centered with the instructor serving as
a facilitator and occasional commentator. This was initially a fearful
environment for some students who had not previously encountered a class
in which students were heavily involved discussing the content of the
course.

Students were divided into four groups on a one-time bases to
identify sub-topics from the eight chapters. Each group listed their
sub-topics and then a second group examined the list and had the
opportunity to add additional sub-topics to the lists. The instructor
then edited the list and asked students to select two sub-topics for
which they would serve as the subject content expert and presenter.

Students were charged with presenting their sub-topics in a maximum
of 15 minutes with a follow-up learning activity and discussion of no
more than 30 minutes. All students were asked to contribute to the
discussion with information from the text, journal articles and/or from
personal experience. Students were reminded that to understand another
person fully requires questioning. Students were encouraged to ask each
other probing and insightful questions. They were asked to reconstruct
and evaluate ideas. They were asked to identify strengths and
weaknesses of various practices and procedures. They were also asked to

consider the impact of practices and procedures on their colleagues and students.

METHODS AND PROCEDURES

Sample

The sample consisted of undergraduate (n=6) and graduate students (n=14) who registered for and completed the course: Administration of Cooperative Programs.

Specific Design

At the conclusion of the 42-hours course, three evaluation instruments were administered. Students completed the instruments anonymously. The completed instruments were placed in an envelope until after grades for the course were submitted to the registrar. The findings represent the means for the twenty students registered for the course. The results of the Open-Ended Assessment represent a sample of the responses of the students.

Treatment Groups

The heading GRAD CERT (n=8) on the assessment instruments indicates that students are at the graduate level and the purpose for completing the course is to become certified. The heading BACH CERT (n=6) indicates that students are at the undergraduate level and the course is required for certification in their program. The heading MAST PLUS (n=6) indicates that students are pursuing a master's degree and will use the course to meet degree requirements or they have completed a master's degree and the course will be used for plus hours on the salary schedule.

Instrumentation

Assessment instruments were devised to measure behaviors of the instructor which are believed to contribute to creating a classroom environment conducive to effective learning. The Teacher Behaviors Inventory is a shortened version of an instrument developed by Murray (The Teaching Professor, 1988). The Faculty Evaluation Instrument is a revision of a more lengthy version (author unknown) which has been used at Marshall University. The Open-ended Assessment Form was prepared by the researcher and is based on suggestions offered in **The Teaching Professor.** The scale used for rating purposes is 1 = almost never, 2 = rarely, 3 = sometimes, 4 = often, and 5 = almost always.

RESULTS

The findings of the study suggest that the objectives related to methodology, the learning environment, teacher behavior, course content, and classroom organization were implemented as planned. The means on the assessment instruments indicate that teacher behaviors and classroom environment were highly positive. The most effective element of the classroom methodology appears to be the symposium methodolody used throughout the course. The least effective element reported by students was irrelevant discussion that didn't focus on the content. Students suggested adding additional hands-on experience and field trips to the course.

Teacher Behaviors Inventory

	Means GRAD CERT	Means BACH CERT	Means GRAD PLUS
Clarity: used to explain or clarify concepts and principles			
1. Answer students' questions thoroughly	4.9	4.7	4.8
2. Explains subject matter in familiar language	4.8	4.7	4.7
Enthusiasm: use of non-verbal behavior to solicit student attention and interest			
1. Exhibits facial gestures or expression	4.3	4.2	4.2
2. Gestures with head or body	4.1	4.3	3.8
3. Tells jokes or humorous anecdotes	4.1	3.7	3.3
4. Smiles or laughs while teaching	4.8	4.7	4.5
Interaction: techniques used to foster students' class participation			
1. Encourages students' questions and comments	5.0	5.0	4.8
2. Praises students for good ideas	4.8	4.7	4.7
3. Asks questions of individual students	4.1	4.3	3.8
4. Asks questions of class as a whole	4.5	5.0	4.2
5. Incorporates students' ideas into lecture	4.6	4.7	4.5
6. Presents challenging thought-provoking ideas	4.6	4.5	4.7
Rapport: quality of interpersonal relations between teacher and students			
1. Addresses individual students by name	5.0	4.8	5.0
2. Announces availability for outside consultation	4.9	4.7	4.8

	Means GRAD CERT	Means BACH CERT	Means GRAD PLUS
3. Offers to help students with problems	4.9	4.7	5.0
4. Shows tolerance of other points of view	4.9	4.7	4.7
5. Talks with students before or after class	5.0	5.0	4.8
TOTAL (Means)	**4.66**	**4.61**	**4.49**

Classroom Environment Inventory

	Means GRAD CERT	Means BACH CERT	Means GRAD PLUS
1. Explained all course requirements.	4.9	5.0	5.0
2. Explained all course procedures.	4.9	5.0	4.7
3. Encouraged student participation in decisions.	5.0	5.0	4.8
4. Prepared a course syllabus.	5.0	5.0	5.0
5. Followed a course syllabus.	5.0	4.7	5.0
6. Maintained an orderly congenial learning environment.	4.9	4.5	4.7
7. Stimulated intellectual development.	5.0	4.8	4.7
8. Displayed a sense of humor.	4.9	4.5	4.7
9. Tolerated the views of other.	5.0	4.8	5.0
10. Encouraged student participation in class.	5.0	5.0	5.0
11. Demonstrated effective use of communication skills.	5.0	4.7	4.7
12. Demonstrated a command of the subject matter.	5.0	4.8	4.8
13. Avoided the use of annoying mannerisms.	5.0	5.0	4.8
14. Available to students outside the classroom.	5.0	4.7	5.0
TOTAL (Means)	**4.97**	**4.82**	**4.85**

Open-ended Assessment

1. When did you find the instructor <u>most</u> helpful in your learning?

   a. Always available before and after class to assist in any questions or problems.

   b. Dr. Olson was always helpful. He was eager to explain his view on any situation.

   c. By arranging group discussion instead of straight lecture.

   d. In backing up information discussed by another individual.

   e. When adding tidbits of knowledge to group discussions.

   f. The most helpful thing was Dr. Olson allowed discussions and conversations to take place.

   g. Every student has equal access to the "floor" to voice opinions. Dr. Olson always answered questions after class.

2. When did you find the instructor making himself <u>most</u> clearly understood?

   a. Explaining critical points of importance needed to be successful.

   b. He is the type of person that relates material well; so therefore, I was able to understand him at all times.

   c. After a presentation, he would clarify understanding.

   d. When asking specific questions to an individual or the whole class, the problem could be enhanced by many different opinions.

   e. When trying to clear up understanding with the class concerning school policies.

   f. Some of the discussion would be a debate and Dr. Olson would step in and give his opinion. Everyone always listened.

   g. Whenever Dr. Olson intervenes into a discussion, everyone respected his authority and judgment.

3. When did you feel <u>least</u> intellectually stimulated by this course?

   a. When the speakers were here, because they never let other opinions be voiced.

b. At the end of each class.

c. When discussion became totally irrelevant and out of control.

d. I have a hard time of writing questions for each presenter.

e. When unnecessary conversation popped up.

f. When we had a guest speaker in typing to teach us on a 10th grade level.

g. When students talked for long periods of time about things that did not support the conversational theme.

h. Some of the guest speakers didn't motivate my intellectual thought process.

4. Which assignments were least relevant to course objectives and student needs?

a. None.

b. Making the 6 page booklet.

c. Chapter 11 in textbook.

d. Journal articles-Magazines.

e. All the assignments were relevant.

f. Book reports.

g. Microfiche.

h. When doing the chapter questions.

i. Asking question of the presenters.

5. What were the most effective aspects in the teaching of this course?

a. Class discussion

b. Class interaction.

c. Having students relate their ideas and experience to areas discussed.

d. Each student did a good job of presenting their given area.

e. Informal atmosphere-guest speakers.

f. Presenting the material or topic

g. Individual presentations and discussions.

h. Group activities.

i. I found the journal articles most helpful.

j. Class interaction

6. What were the principal weaknesses, if any, of the <u>teaching</u> of this course?

a. At times the subject matter discussion, however this was beautiful too.

b. Two guest speakers talking on same subject relating same information.

c. Sometimes the "discussion" strays so much it was no longer relevant to the course.

d. This is a very strong but sensitive instructor who earns your respect and teaches by using himself as a model.

e. The class was too long.

f. Some of the lectures went on longer than they needed to.

g. I would like to hear more about other student organizations.

h. Failure to intercede in directing the conversations back on target.

7. Please list any suggestions to improve the effectiveness in the <u>teaching</u> of this course.

a. Field trips.

b. We need more hand-outs on different subject areas.

c. No book reports.

d. I think there should be more outside activities, like a hands-on kind of project.

e. More movement, more activities needed to add variety of learning to the course.

f. This course is above average.

CONCLUSIONS

The focus of this study has been on the process goals and
objectives established for the course: Administration of Cooperative
Programs. Although the ratings were generally high on all items in the
assessment instruments, some differences in the means do exist.

The means on the Teacher Behaviors Inventory and the Classroom
Environment Inventory tended to agree among the three groups. The
scores on the assessment instrument support the conclusion that the
course was implemented as planned. The course promoted interaction and
debate without undue inference from the instructor. Human relations
activities early in the course, openness, impartiality and listening to
students created a non-threatening learning environment.

The findings suggest that students who needed to learn to manage a
cooperative education program for their immediate job provided slightly
higher ratings than did other students. Graduate students seeking
certification were either employed on a permit or expected to be
employed soon in a Marketing Education or Diversified Cooperative
Training position.

The relevance of the course to the student as suggested by their
ratings appears to be related to their immediate need for knowledge
about managing a cooperative program. The study lends credence to the
value of offering teachers inservice graduate classes in their field.

Even though the round table, open discussion, symposium methodology
was a positive factor to students, they indicated additional learning
activities would be in order. A number of students suggested field

trips be incorporated into the course. Some students suggested that
fewer written assignment be required.

Comments on the Open-Ended Assessment are sometimes confusing and
difficult to interpret. However, they are positive overall and support
the methodology used to deliver the course.

RECOMMENDATIONS

The study confirms the value of using the symposium methodology in
college courses to generate questioning, discussion, and student sharing
of knowledge and experience. The findings and conclusions suggest that:

1. the symposium methodology be continued in college teacher
   education courses,

2. the instructor exercise greater control over the direction
   of the discussion,

3. even though the experience is positive, greater variety
   in methodology should be utilized, and

4. additional research should be conducted with various
   populations to determine the value and appropriateness
   of the symposium as the methodology for pre-service and
   in-service students.

5. additional research should be conducted to determine the
   relationship between the symposium methodology and critical
   thinking.

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Changes in Accounting Principles: Implications for Marketing Education

by

William Cooper
Professor of Accounting
School of Business and Economics
North Carolina A & T State University
Greensboro, North Carolina

and

Stephen Lucas
Professor of Marketing
Bryan School of Business and Economics
University of North Carolina at Greensboro
Greensboro, North Carolina

Address:
S. R. Lucas
Room 362, BSBE Bldg.
UNCG
Greensboro, NC 27412-5001
(919/334-5691)

ABSTRACT

The accounting profession is currently facing diverse forces that have created a need to re-examine the educational needs of the accounting profession as well as schools of business. It is felt that the reaction to the forces will have a profound effect on the content of the accounting principles courses and how they will be presented. The impending change in accounting principles courses throughout the nation will impact on the degree of accounting competence of marketing education majors at institutions of higher education. The focus of this paper is to delineate the nature of the changes currently suggested and to explore the impact of the changes on marketing education.

Changes in Accounting Principles: Implications for Marketing Education

The accounting profession is currently facing diverse forces that have created a need to re-examine the educational needs of the accounting profession as well as schools of business. Notable among the recent forces that have influenced accounting education are: the expanding complexity of the accounting profession, declining enrollment of accounting majors and the requirement of 150 semester hours of education as part of the eligibility requirements for membership in the American Institute of Certified Public Accountants (AICPA).[1] With the year 2000 as the target date, this requirement, 150 hours of education, will have a profound effect on how accounting principles courses will be presented and, thus, will effect all students whose programs of study include the accounting principles courses.

Many programs that purport to prepare students to be teachers of marketing subjects require the accounting principles courses. The projected changes in accounting education have the potential of creating a ripple effect on the programs of study for marketing education majors. The accounting changes could impact on the degree of accounting competence of the ME majors. The focus of this paper is to delineate the nature of the changes currently suggested and to explore the impact of the changes on marketing education.

Background

Historically, accounting principles courses have concentrated on technical aspects of accounting. In ever-increasing steps, accounting principles texts have added sections and whole chapters on such diverse and complex subjects as tax, cost accounting, and consolidations. The results have been that accounting majors, who are also taking the courses along with everyone else, have become disinterested in the accounting profession and have changed to other business majors. Non-accounting majors, including marketing education students, have become frustrated with the content of the courses and, of more importance, have failed to

1

see the relevance of accounting and its impact on their major areas of study. It has been decided by the significant accounting societies (AICPA), American Association of Accountants (AAA), and the American Assembly of Collegiate Schools of Business (AACSB) that this condition will not/cannot continue. What follows are some of the recommended changes to accounting principles courses, examples of changes, and a review of one state's accounting-related competencies that teachers should possess.

Nature of Changes Considered

It must be noted that the accounting changes being considered are just that -- ideas that are still in the developmental stage. No definitive action has been taken other than in isolated situations; several of these instances will be cited. If the 150 hour requirement is to be implemented by the year 2000, detailed programs have to be in place by the year 1995. In fact, in order to appear in a university catalog for the fall semester of 1995, all requirements should be finalized by the fall semester of 1994.

Currently, most accounting educators believe that accounting principles courses will become more conceptual in nature. Most of the detail now being included will disappear and be replaced by broader concepts that will emphasize critical thinking, problem solving, and decision making. For some institutions, a whole new way of teaching will be considered. The University of Southern California has stopped teaching debits and credits in accounting principles courses. Brigham Young University has combined principles I and II courses into one course (six semester hours of credit) which will be team taught. These examples are exceptions but they do illustrate the depth of the changes being considered and, in some cases, being implemented.

For the most part, however, schools are implementing changes that are less grandiose. To illustrate:

1. Beginning students will be introduced to basic computer techniques and simple software programs. Particular emphasis will be given to word processing programs so that students will be capable of writing assigned term papers not only in accounting principles courses but also in other courses. Moreover, the prior knowledge of spreadsheet programs will allow students to complete basic accounting problems on the computer. It

is also hoped that such techniques will increase the interest in accounting for both accounting and non-accounting majors.

2. Cases will be introduced in the accounting principles courses so that students will be exposed to problem solving techniques early in their academic career. Later, in advanced accounting courses, more complex cases will be required of students. These cases will focus on various disciplines such as economics, statistics, management, and marketing.

3. In an effort to address the trend toward a more conceptual accounting approach, many publishers are either considering or currently tailoring textbooks to meet the needs of each professor. Texts, through tailoring, may be altered to reflect subject and teaching style preferences and include selection of chapters, case materials, and change of textual sequence.

These are only three illustrations of how accounting principles courses may be changed. As more thought and direction are given toward change, many more meaningful concepts will, no doubt, be forthcoming and, yes, these changes will have a direct impact on marketing education majors and their degree of competence in accounting subject matter.

The Projected "Fit" Of Accounting Principles Courses
And Marketing Education Requirements

A professional accounting educator and a marketing teacher educator reviewed the competencies for the three ME courses in the state of North Carolina for which "course blueprints" have been developed in VoCATS (Vocational Competency and Testing System). These three courses represent the majority of the secondary school enrollment in marketing education; the courses are marketing, marketing management, and small business/entrepreneurship.

The procedure was as follows:

1. Each expert independently identified the "accounting" competencies. A total of 33 were identified.

2. The experts agreed on which competencies were considered to be "accounting" competencies. There were 25 competencies identified by agreement and the 8 remaining competencies were reassigned to other subject areas. (And, thus, are included in other courses in each student's program of study.)

3. The last step was to identify which competencies would likely be in a revised principles of accounting course(s). Of the list of 25 accounting competencies, all 25 competencies were judged that they would be included in the course(s).

The results of the three-step procedure are as follows:

Course: Marketing[2]

Explain the types of business ownership.
Explain the concept of economics and economic activities.
Explain the concept of supply and demand
Explain the economic systems.
Explain the buying/selling process.
Solve mathematical problems in marketing.
Recognize accurate mathematical calculations essential to profitable business operations.
Calculate tax, discounts, and miscellaneous charges for purchases, and read charts and graphs.
Complete sales checks for cash and charge transactions.
Explain the nature of inventory control systems (and perform inventory-related tasks).

Course: Marketing Management[3]

Explain the nature of overhead/operating costs.
Explain the nature of (and calculate) operating budgets.
Explain the nature of international trade (and analyze selected issues).
Calculate merchandising-related discounts.
Calculate final cost of product to company.
Interpret profit and loss statements.
Explain the nature and scope of financing in marketing.

Course: Small Business/Entrepreneurship: Marketing[4]

Identify and describe forms of business ownership.
Interpret the profit motive.
Interpret sales trends in small business.
Explain the concept of pricing to business.
Explain the factors that affect pricing.
Interpret risk management.
Explain costs necessary for a small business.
Identify sources used in financing a new business.
Interpret the financial records used in small business.

Conclusion

The change in accounting principles on a nationwide basis is imminent. However, there may remain four-year university programs that will undergo little or no change. In those situations there will not be an impact on traditional ME preparation for teaching.

ME will "win" if the change occurs. What is projected to be the new content and teaching style(s) will be that which has been a focus for ME and teacher preparation programs in higher education -- critical thinking, problem solving and decision making. Accounting subject matter will be better aligned to the content requirements of the ME program of study. The change will emphasize those management and marketing related concerns (for example, analysis of profitable business operations and interpretation of P & L statements).

It is anticipated that the above changes in the accounting curriculum will be well-received by the marketing teacher education majors. Much of the tedious detail of the old curriculum will be eliminated or transferred to courses taken by accounting majors. With the new accounting principles course(s), marketing teacher education majors will be able to conceptualize the "big picture" and will be able to present the appropriate accounting information in a meaningful way to students at the secondary level.

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Vocational Teacher Preparation At Risk in Florida

An Issue of Concern

Wally S. Holmes

Technical and Vocational Studies
The University of West Florida
414 Mary Esther Cutoff
Fort Walton Beach, Florida 32548

(904) 244-1000

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Vocational Teacher Preparation At Risk in Florida

An Issue of Concern

by

Dr. Wally S. Holmes
The University of West Florida

Abstract

The purpose of this paper is to describe the
status of vocational teacher education in Florida.
The number of vocational teacher educators assigned
to the preparation of vocational teachers in the
various service areas has dwindled to a total of
forty persons involved in a variety of assignments
which impact on the services provided to Florida's
vocational teachers. The total full-time
equivalent faculty lines throughout the state
university system has been reduced from
approximately 75 in the early eighties to 26 in
1992. At the present time in Florida, marketing
education is an endangered certification area. The
last full time In addition to the status of
vocational teacher education in Florida, the paper
addresses the projected need for vocational
teachers and the challenges faced by one
university in northwest Florida.

Vocational Teacher Preparation At Risk in Florida

During the past decade, the number of vocational teacher educators in Florida has slipped from approximately 75 full-time vocational teacher educators assigned to any one of the nine state universities in Florida to a total of 40 vocational teacher educators located at eight of the universities whose assignments in vocational education account for only 26 FTE's. The attrition of vocational teacher educators has had a devastating effect on the services provided in vocational teacher preparation throughout the state of Florida.

The purpose of this paper is to provide a status report on the state of vocational teacher preparation for the various service areas in Florida. In addition, the paper will give an overview of the plight of one university in the Florida state university system.

Universities in Florida currently serving to prepare vocational teachers and vocational administrators for the various service areas are located throughout the state. Service areas for which vocational teacher preparation are provided through certification or degree programs at the universities listed in the following statements.

Marketing education at The University of West Florida (UWF) is a certification only program. The University of South Florida (USF) is the only university which has undergraduate and graduate programs for marketing education; however, their last full-time marketing teacher educator retired in January 1992; there are no plans to replace the position. Business Education at Florida Agricultural and Mechanics University (FAMU), UWF, USF, and The University of Central Florida (UCF) are primarily undergraduate and graduate programs; Home Economics at Florida State University (FSU), and Florida International University (FIU) are provided through undergraduate and graduate programs. Health Occupations at UCF and FIU are part of a comprehensive vocational education degree. Technology Education/Industrial Education at FAMU, UWF, USF, UCF, FIU, and The University of North Florida are offered as undergraduate degrees. In many of the state universities, the trend toward comprehensive multi-discipline programs has become the rule instead of an exception. (Insert Table 1 here).

The University of West Florida's program in Vocational Education is directly influenced by the Blueprint for Career Preparation which provides the framework for teachers to prepare youth and adults

Table 1

Florida Vocational Teacher Educators

Full-Time Equivalent Assignments 1992

	AGR	MKT	BUS	HE	HO	IND/TE	COMP	ADM	TOTAL
FAMU	0	0	2.4	0	0	3.4	0	0	5.8
FIU	0	0	0	2.0	.10	.20	0	1.0	3.30
UCF	0	0	1.0	0	1.0	.33	0	0	2.33
FSU	0	0	0	3.35	0	0	1.9	0	5.25
UF	1.85	0	0	0	0	0	.25	0	2.10
UNF	0	0	0	0	0	.5	.25	0	.75
USF	0	0	1.0	0	0	2.58	0	0	3.58
UWF	0	0	1.0	0	0	1.16	1.0	0	3.16
Sub Total	1.85	0	5.4	5.35	1.10	8.17	3.4	1.0	26.27

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to successfully enter, advance, and remain in their chosen fields of work. The blueprint is a plan for Florida citizens that establishes objectives that assure that all Florida students exiting secondary schools shall be prepared for immediate entry-level employment AND entry into post secondary education; and, that all adults shall have access to training, retraining, and/or updating to compete successfully in the Florida work force. (Castor, 1991). In addition to the Blueprint for Career Preparation, School Improvement Programs, efforts in restructuring vocational education in Florida, and input from local vocational administrators provide direction for the program.

The University of West Florida currently has two free standing degrees in vocational education. The master's degree originally had several tracks which provided for service area specialization. However, the specialized tracks for home economics, business education, and technology education are currently in the process of being phased out. The master's degree is designed to be comprehensive in nature and counts as an "in field" degree for most vocational teachers in the majority of the counties in Florida. The bachelor's degree is designed to be a comprehensive vocational teacher preparation program with options for individuals to become

certified in industrial subjects, health occupations, technical subjects, public service, or marketing.

The vocational program areas which the University of West Florida has traditionally served have included business, diversified occupations, home economics, health occupations, industrial, technology, marketing, and public service areas. Public school student program enrollments in these program areas for 1989-90 were 658,910 at the secondary level and 99,539 at the post-secondary adult level. Included is a chart of the enrollments by vocational program area at the district/secondary, post secondary/adult (district), and community college levels for 1989-90. (Insert Table 2 here).

Note that the discipline specific tracts in the vocational teacher education degree program including home economics, business education, and technology education which account for 277,495 of the secondary enrollments, and 33,762 of the post secondary adult level enrollments, have been phased out at the University of West Florida.

As a result of the phasing out of these programs at UWF, future and present teachers in those areas will have very limited opportunities for teaching preparation in the fields of home

TABLE 2

VOCATIONAL PROGRAM AREA
ENROLLMENTS * 1989-90

	District Secondary	Postsecondary Adult (Dist.)	Community College
Agribusiness and Natural Resources	21,618	1,536	1,114
Business	179,606	29,142	17,121
Diversified Occupations	30,056	2,555	- 0 -
Home Economics	12,792	4,640	2,619
Health Occupations	6,376	14,832	16,135
Industrial	25,722	36,040	15,112
Technology	85,097	976	- 0 -
Marketing	18,527	5,226	5,915
Public Service	8,517	6,128	11,605
Exceptional Student	5,978	5	- 0 -
Supplemental	- 0 -	236,013	211,366
Consumer and Homemaking	158,894	2,418	5,398
Special Needs	244	12,265	- 0 -
Apprenticeship	- 0 -	5,112	1,282
Exploratory/Orientation	292,215	N/A	N/A
	845,642	356,883	237,667

VOCATIONAL ENROLLMENT * 1,490,197

NOTE: From "1990 Numbers Report" by Division of Vocational, Adult, and Community Education, 1990.

economics, business education and technology
education. Individuals interested in home
economics are limited to Florida State University
in Tallahassee or Florida International University
in Miami for initial and advanced professional
teacher preparation. (The PHI. program is
projected to close upon retirement of the current
home economics teacher educator). Those interested
in business education will be limited to Florida
Agricultural and Mechanical University in
Tallahassee and the University of South Florida in
Tampa. Individuals interested in technology
education are limited to the University of South
Florida; that university's program is threatened
with elimination because of shortage of resources.
In addition, although the University of West
Florida does not have a degree program in marketing
(distributive) education, UWF is the only Florida
University with a faculty member who is
credentialed in that area. In a recent study of the
status of vocational education availability in
Florida, the projected number of replacement
teachers as a result of termination from teaching
and growth in student numbers is projected to
increase from 599 in 1990-91 to 1,010 in 2000-01
(411 or 69%) (Florida Council on Vocational
Education, 1990). Below follow the projected total

number of secondary vocational teachers,
replacement needs, and teacher education programs
supply (1990-91) for selected school years.

The teacher supply of graduates from
Florida teacher education institutions constitutes
about the 22 percent of the need for new vocational
teachers. In an effort to measure the impact of
possible shortages of vocational teachers,
respondents to the 1990 survey reported that over a
three year period at least 64 vocational programs
were not operative due to vocational teacher
shortages; this response represented 57.6 percent
(38) of the local education agencies who responded
to the question (F/COVE, 1990). The data gathered
in the report showed that the most severe teacher
shortages were projected to be in the program areas
of technology, industrial, and health occupations.

According to the survey, 116 new marketing
teachers for Florida schools will be needed by
1995. With the current economic cutbacks and
school reforms, that figure may be somewhat
inflated. (Insert Table 3 here).

While the vocational teacher education program
at the University of West Florida prepares
approximately 40 new vocational teachers in the
Panhandle area of Florida to be credentialed each
year, many additional credentialed vocational

TABLE 3

PROJECTED TOTAL NUMBER OF SECONDARY VOCATIONAL TEACHERS, REPLACEMENT NEEDS AND TEACHER EDUCATION
PROGRAMS SUPPLY (1990-91) FOR SELECTED SCHOOL YEARS

Programs	1990-91 Total Need (non-cumulative)		Supply	1992-93 Total Need (non-cumulative)		1994-95 Total Need (non-cumulative)		2000-01 Total Need (non-cumulative)	
Agribusiness	455	42	3	494	56	545	61	690	68
** Business	2,677	166	36	2,909	244	3,210	266	4,061	285
* Marketing	399	33	8	368	43	406	48	514	54
* Health	162	17	1	176	23	194	25	246	28
* Public Service	199	10	N/A	216	16	238	17	301	18
* Home Economics	1,587	122	17	1,725	170	1,904	186	2,408	205
* Industrial	1,380	99	44	1,500	140	1,655	153	2,094	168
** Technology Education/ Industrial Arts	1,372	110	24	1,491	151	1,646	165	2,082	183
TOTALS	8,171	599	133	8,879	843	9,798	920	12,396	1,010

TOTAL = Projected number of teachers needed
NEED   = Number of replacement teachers needed (termination and estimated FTE growth)
SUPPLY = Number of teacher education program graduates.
    Excerpts: MILLER DOE 11-13-89
                01-24-89

*Teachers served through the vocational teacher education degrees.
**Programs being phased out due to limited resources.
NOTE: From "The status of Vocational Education Availability in Florida"
      by The Florida Council on Vocational Education, 1990.

teachers come from other states. In addition to the projected teacher shortages in vocational education, the University's program in vocational education is directly influenced by the demographic characteristics of the state including the following elements:

--Florida is the nation's fastest-growing state and the fourth most populous.

--Since 1983, the State's population has increased at the mean rate of 990 people per day.

--Eighty percent of new workers at the turn of the century in Florida will be minorities or women.

--Young students who are currently economically or socially disadvantaged will make up a large portion of tomorrow's work force.

--Education and economics are interdependent; it is critical that we recognize the relationship between the way we educate our young people and the jobs available in Florida's future.

--If trends continue, up to three-quarters of the new employers through the year 2000 will have insufficient verbal and writing skills.

In 1984, the Southern Regional Education Board's Commission for Educational Quality developed recommendations for vocational education to ensure that all secondary school students would be encouraged and expected to develop the academic

skills which should be the fundamental goal of all high schools. In the same year, the Commission on Vocational Education was created to develop recommendations for improving vocational education in Florida through the year 2000. One of the primary conclusions of the Commission on Vocational Education was that schools must completely integrate academic and vocational education if they are to successfully prepare students for life in the "information age." The vast majority of emerging occupations do not require a college education. Occupational emphasis is increasingly placed on technology, interpersonal relations skills and decision making abilities. Consequently, the educational focus must change for most students if they are to relate academic studies to preparation for life.

The Florida Commission on Vocational Education made several recommendations which focused on the need for the expansion of vocational-technical programs. The certification of teachers in vocational program and subject areas has been a complex system which has been frequently revised or reformed. The need for the development of vocational teachers in the roles as subject matter specialists, theorists, practitioners, researchers,

and epistomologists is evident in the development
and delivery of vocational education programs in
private institutions, prisons, community colleges,
vocational technical schools, and public schools.
In addition, the Florida Commission on Vocational
Education called for attention to the status of
vocational teacher education in the state
university system.

Recent calls by Goodlad for Teachers for our
nation's schools (1990) have, on the one hand,
dramatized the scant commitment given to teacher
education by college and university leaders, at the
same time focused on the importance of teacher
education as an integral part of a university's
mission. The need for a commitment to vocational
teacher education to prepare the teachers for the
21st century is critical to the success of the
students and for preparation of the work force of
the future.

The University of West Florida's vocational
teacher education program is preparing to meet the
future with faculty lines and resources more
restricted than in the past history of UWF. From
1985 to 1992, the University of West Florida
essentially lost four full time vocational teacher
education lines and an additional three service
area specific tracks of degree programs in

vocational education. The implications for the
future of vocational teacher preparation at UWF are
that the three additional faculty members will
elect to retrain in another discipline or academic
area, become designated as generalists in
vocational education, retire, or leave the
university. The worst case scenario for the
University of West Florida would be a net loss of
seven faculty lines designated for vocational
teacher preparation in the period of time from 1985
to 1992. Other universities in Florida have
suffered similar attrition rates; however, most
attrition of vocational teacher educators has been
due to retirement from the state university system.

The vocational education program at the
University of West Florida is in the process of
changing the curriculum to meet the demands of the
future. The delivery system of vocational teacher
preparation will be redesigned to meet the needs of
teachers throughout the state. Distance learning,
summer institutes, weekend courses, and modular
approaches to providing services are currently
being explored at UWF and other state universities.
The College of Education at the University of West
Florida is examining the structure of teacher
preparation, restructuring traditional departments,
and becoming more focused on the needs of the

school districts that it serves. Major changes anticipated include real academic and vocational teacher education integration, focus on cooperative learning, and teamwork.

Vocational teacher preparation has been at risk in Florida for several years. As a teacher educator retires, transfers, or dies faculty lines designated for vocational teacher preparation have been lost in all of Florida's vocational teacher preparation programs. Preparation of vocational teachers for the 21st century continues to be a concern in Florida. When identifying research topics of concern to vocational education, one must ask, "Is vocational teacher preparation at risk in other states?"