

**SELECTED SECONDARY SCHOOL COUNSELORS'  
PERCEPTIONS OF VIRGINIA'S  
MARKETING EDUCATION PROGRAMS**

by

*Lester Keith Goins*

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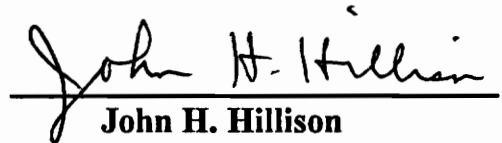
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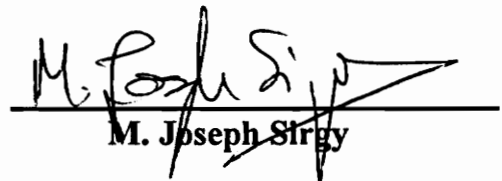
  
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**Committee Chair: Betty Heath-Camp**

**Vocational and Technical Education**

**(ABSTRACT)**

With serious skill shortages in the field of marketing expected during this time period, the increase in marketing opportunities will reinforce the importance of marketing education (U.S. Department of Labor, 1989).

“Marketing education programs must be structured to match the diversity of marketing dealing with the principles, concepts, attitudes, and skills necessary to prepare students to work in retail, service, and other business environments” (National Marketing Education Curriculum Framework, 1987, p. 7).

The attitudes counselors have toward marketing education can have a major impact on course enrollment and students' planning of schedules including a combination of both academic and vocational courses (Washburn & McEwen, 1989). To date no evidence was found in the literature that shows what high school counselors think about the overall marketing education program.

The purpose of this study was to determine selected Virginia's secondary school counselors' perceptions towards Virginia's Marketing Education program. A mail survey was developed and distributed to 186 schools offering a Marketing Education program in Virginia.

When completing Section 1 of the survey instrument, participants supplied information concerning selected demographic variables. Data obtained from Section 1 were used to determine if differences existed between these selected demographic variables and Virginia's secondary school counselors' attitudes toward Virginia's Marketing Education program. When completing Section 2, participants used a 5-item Likert-type scale to indicate their attitudes toward Virginia's Marketing Education program. When completing Section 3--Virginia's secondary school counselors' knowledge of Virginia's Marketing Education program--participants selected true, false, or don't know to indicate their knowledge of Virginia's Marketing Education program.

Two hundred and eighty-five counselors in 62% of the schools offering a Marketing Education program in Virginia participated in the study. Research question 1 found that most of the counselors responding have a positive attitude toward Virginia's Marketing Education programs. Research question 2, seeking information on what secondary school counselors know about Marketing Education found that even though their attitudes may be positive, they are not knowledgeable about the Marketing Education program.

Research question 3 concerning selected demographic variables in relation to counselors' attitudes toward and knowledge of Marketing Education found that very small differences exist between the selected demographic variables and Virginia's secondary school counselors' attitudes toward and knowledge of Virginia's Marketing Education program. Conclusions and discussion, considerations for the study, recommendations, and suggestions for future research were described.



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*In honor of my mother*

*Iva Lee Goins*

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# **SELECTED SECONDARY SCHOOL COUNSELORS' PERCEPTIONS OF VIRGINIA'S MARKETING EDUCATION PROGRAMS**

## **Chapter I**

### **PROBLEM AND SCOPE**

#### **Introduction**

Current United States markets are changing directions from the past 30 years and will create enormous marketing opportunities between now and the year 2010 (Husted, 1991). The largest number of new jobs created from the late 1980s through the year 1990 were in marketing and will continue to increase to the year 2000 (U.S. Department of Labor, 1989). Marketing managers and sales people requiring an array of skills will be in great demand due to this trend. With serious skill shortages in the field of marketing expected during this time period, the increase in marketing opportunities will reinforce the importance of Marketing Education. These trends in the workforce enable the graduates of a Marketing Education program to continue to be in demand in the marketing field. The Marketing Education program should flourish and provide valuable career assistance to students. On the other hand, the increase in graduation requirements in many states, will affect the ability of high schools to provide appropriate time slots which allow students to enroll in vocational education courses (Washburn & McEwen, 1989).

Marketing education has traditionally been recognized as a vocational education program using, in addition to classroom instruction, the cooperative education method and a strong student organization, DECA, to prepare students for careers in marketing and management (National Marketing Education Curriculum Framework, 1987). Marketing education programs are designed to

teach concepts, skills, and attitudes applied to marketing occupations which may or may not lead directly to a four-year college degree. “Marketing education programs must be structured to match the diversity of marketing dealing with the principles, concepts, attitudes, and skills necessary to prepare students to work in retail, service, and other business environments” (National Marketing Education Curriculum Framework, 1987, p. 7).

Secondary school counselors have an important role in the success of any recruitment and promotional plans established for a Marketing Education program. The attitudes counselors have toward Marketing Education can have a major impact on course enrollment and students' planning of schedules including a combination of both academic and vocational courses (Washburn & McEwen, 1989). In order to meet the challenges of global competition, the United States has embarked on a new vision for vocational and technical education, of which Marketing Education is a part. The new vision consists of preparing better skilled workers for industry by utilizing basic academic skills through increased vocational training programs. School administrators and school counselors need to be better informed of, more involved with, and more committed to education for all, especially those choosing education for work (Warnat, 1990).

School-to-work transition is a trend that is rapidly catching on throughout the nation. Marketing educators must solicit, recruit, and seek potential students to take the classes being offered based on their career interests and future plans. Getting students on the right path by helping them obtain a successful career development plan for their short and long term goals is an important goal of the school-to-work transition movement. Counselors have a systems perspective as they interface with the entire school program, curricular and co-curricular

activities (e.g., DECA activities), and with the students in each and every program (Kaplan & Geoffroy, 1990).

Since students may be influenced by counselors, counselors are occasionally forced into a position, when scheduling, to determine which programs that they believe will benefit the students (Sproles, 1988). As a result, students that select a program without knowing about all the choices, may have a keen interest in a marketing related career but not be aware of the option to enroll in Marketing Education. An assumption that may be made by counselors is that the Marketing Education program is only for vocational students and not of any benefit for those students needing an elective or going to college (Sproles, 1988). An important role of the school counselors is to present factual information about all programs and possible career choices. Thus, the counselor must be well-informed about vocational education, as well as, all of the other programs in the school, and must be objective in presenting choices to all students (Sproles, 1988). School counselors have great impact on students' choices of educational programs and careers during and after graduation (Sproles, 1988). School counselors' perceptions of the Marketing Education program may occasionally be transferred to students during conversations in a scheduled class planning session. Marketing teachers need to keep the counselors informed of the mission of Marketing Education and what courses suit a wide array of various types of students in the school. Vocational education teachers are likely to be key influences on the students and should work closely with the school counselors in assisting the students' needs (Sproles, 1988). As discussed in this section, school counselors can play a major role in

the career development of students who are considering entering a Marketing Education program.

Hoyt (1988) stated that among all of the purposes of counseling, two purposes of secondary school counseling are that counselors should ensure that the quality of guidance service available to students enrolled in the vocational education curriculum is of the same quality as the service provided to students in the college preparatory curriculum and that prospective vocational students have opportunities to choose vocational education rather than settle for it when they find college preparatory curriculum is inappropriate for them. The only way to successfully accomplish these purposes is through the cooperation of high school counselors, principals, and vocational teachers, for the purpose of this study, specifically marketing teachers.

### **Need for the Study**

Marketing educators' roles include tasks which provide opportunities for students to enjoy and explore career learning experiences that will allow them to be successful in marketing in the future. Marketing teachers as well as all vocational teachers must therefore be aware of the perceptions of counselors, parents, business leaders, and administrators who can assist them in accomplishing these tasks. Marketing education is unique within the context of secondary education in that it differs from some other subject areas in terms of the role teachers play. The role of marketing teachers is one that stretches outside the classroom and reaches into the business sector and local community (National Marketing Education Curriculum Framework, 1987).

Over the years Marketing Education has become increasingly diverse (National Marketing Education Curriculum Framework, 1987). Therefore, it is imperative that marketing teachers keep school officials, parents, and the community aware of the mission, goals, and purposes of the Marketing Education program. Marketing teachers are responsible for the recruitment and selection of students who may benefit from their instruction (Ruff, 1989). An effective method used in recruiting Marketing Education students might be to keep high school counselors informed of what is happening within the Marketing Education program and solicit their involvement in program activities.

Secondary school counselors have often been misunderstood by teachers in all areas on exactly what it is they do and both parties have suffered from this poor working relationship (Rice, 1983). Teachers in vocational education tend to think that high school counselors have no idea of what is going on in the vocational programs in the school or that they even know what the content deals with or what the distinctions are between each of the vocational areas (McLelland, 1990).

During high school hours the counselors are consumed with counseling a large number of students, working with scholarship applications, informing students about college choices, and making sure students meet the necessary requirements for graduation. High school counselors also do most of the class scheduling for students in the school, as well as dealing with an array of social problems, which include substance abuse, physical abuse, disabilities, etc..

The scheduling of students contributes to the success of elective courses and programs, such as vocational education. The advisement or direction that secondary school counselors give to students can create an increase or decrease



in enrollments in vocational programs. Counselors also have the opportunity to inform students of a variety of choices and help to narrow them down and select a program of study or course in a particular area.

With increased graduation requirements in most secondary school systems, the opportunity for students to take electives is limited. Since Marketing Education is an elective, the success of the program relies on students selecting the program. It is extremely important to marketing teachers to assist students in placing them in a program that is pertinent to their future career plans. Through cooperation and the appropriate communication channels, both high school counselors and marketing teachers can work together to make sure students are placed in the programs which best suit their long-range goals.

Findings from this study will educate marketing teachers as to what high school counselors perceptions are about the Marketing Education program. The results can lead to marketing teachers' successful planning and organization of effective promotional plans to reach high school counselors. The findings can also help marketing teachers take advantage of the counselors' expertise by getting them involved in the implementation of a promotional plan. To date no evidence was found in the literature that shows what high school counselors think about the overall Marketing Education program. Identifying school counselors' attitudes about the Marketing Education program can assist marketing teachers in modifying and improving various aspects of the program and help the teachers in designing informational strategies aimed at attracting students interested in careers in marketing or management. With national figures indicating a decline in vocational education student enrollments (VEEVA, 1993), an effective informational plan using the expertise of high

school counselors can be established (Hatzios, 1991). With an effective informational plan in place, high school counselors will be more informed, the recruitment of marketing students will be more successful, and the interactions and relations between marketing teachers and high school counselors will be strengthened (Sharpe & Harville, 1987; O'Connor & Trussell, 1987). To better understand how high school counselors perceive Marketing Education, this study attempted to determine the perceptions of Virginia secondary school counselors in schools offering a Marketing Education program.

### **Problem Statement**

The problem was to determine the perceptions Virginia secondary school counselors have about Virginia's Marketing Education programs and to determine if there was a relationship between selected demographic characteristics and perceptions.

The following research questions were addressed:

1. What are high school counselors' attitudes toward the Marketing Education program?
2. What do high school counselors know about the Marketing Education program?
3. What is the relationship between selected demographic characteristics--years of experience as a counselor, years of experience as a classroom teacher, years of work experience outside of education, licensed subject area, and school location--and the perceptions counselors' have toward Virginia's Marketing Education programs?

## Definition of Terms

The following terms were defined as they apply to this study:

*"Attitude* is a learned predisposition to respond in a consistently favorable or unfavorable manner with respect to a given object" (Fishbein & Ajzen, 1975, p. 6).

*Belief* is an individual's subjective acceptance of the probability that something exists. It may be a mental concept, an object, components of the object, or dimensions of the object. A descriptive thought that a person holds about something (Kotler & Armstrong, 1993).

*Career counselor* is a specialist whose professional role is to provide counseling and guidance to individuals about their careers. Career counselors often work in educational settings (DuBrin, 1992).

*Cooperative education* is a instructional method of vocational education for students who, through written agreements with the school, employers, parents, and students, receive personalized instruction in the classroom and on-the-job training in any occupational field. These two activities are supervised by the school and employers so that each can contribute to the students' education (United States Congress, 1976).

*Counseling* is openly communicating with another person about his/her performance and behavior in relation to set goals. Counseling consists of the following four steps: confrontation, constructive feedback, active listening, and goal setting (Schnake, 1990).

*DECA*, an Association of Marketing Students, is the co-curricular vocational student organization associated with the Marketing Education program.

*High School Counselor* is a trained professional, employing specific counseling techniques to assist students in the following: educational planning for high school and college; career planning and development; developing positive attitudes and behaviors; dealing with developmental interpersonal relationships and concerns; developing skills related to communications, decision making and problem solving; and crisis prevention and intervention (Virginia Department of Education, 1994).

*Marketing education* is a vocational education program offered in pre-baccalaureate settings and is designed to meet the education and employment needs of people who have entered or are preparing to enter marketing occupations or marketing and educational careers (Lynch, 1983). In this study, the title Marketing Education will refer to the program only.

*Marketing teacher* teaches courses in the Marketing Education program. Sometimes referred to as Marketing Education teacher, Marketing Education teacher-coordinator, or marketing teacher-coordinator. For this study he or she will be referred to by his/her subject area, which is marketing.

*Perceptions* are sensory impressions people have of the world around them and how they feel about their specific environment. Often these impressions will influence the beliefs and values held by these individuals, create the individuals' subjective experience, and be shared with others through verbal reports (Bartley, 1958; Rock, 1975; Schnake, 1990). In this study, perceptions will be defined as the attitudes, opinions, and knowledge about the Marketing Education program.

*Role* is the activity a person is expected to perform according to the people around him or her (Kotler & Armstrong, 1991).

*Rural school* is a school that provides education in a rural community or small town typically associated with agricultural-type businesses. Although not in every rural school district, they face problems associated with small populations; weak tax base, higher teacher turnover, limited educational programs, and relatively lower test scores. Usually higher enrollments do not exceed 1000 to 1200 students (U.S. Department of Commerce, Bureau of the Census, 1993; Dejnozka & Kapel, 1993).

*Secondary school* is a post elementary school, such as a junior or senior high school or middle school, which is designed to meet the educational needs of students in their adolescent years, usually grades 7 to 12 (Ornstein & Levine, 1984).

*Urban school* broadly defined as all education that occurs in and is affected by an urban environment. Typically these schools are faced with a variety of concerns. They include: (1) a large population of poor; (2) potential weak tax and funding base in some locations; (3) a variety of socially and economically different and unique groups; (4) racially segregated schools and populations; (5) violence; (6) large school populations; (7) middle class flight from the cities; (8) changing power/political base; (9) significant teacher turnover. Some of these schools are also considered to be among the best in the country and are highly regarded (U.S. Department of Commerce, 1993; Dejnozka & Kapel, 1993).

*Vocational education* is pre-baccalaureate instruction designed to develop skills, abilities, understandings, attitudes, work habits, and gain appreciation of encompassing knowledge and information needed by workers to enter and make progress in employment on a useful and productive basis. It is an integral part

of the total educational program, contributing toward the development of students' physical, social, civic, cultural, and economic competencies (Committee on Research & Publications of the American Vocational Association, 1985).

### **Summary**

The U.S. Department of Labor reported that the current trends indicate that there will be a great demand for skilled marketing employees in the future. The Marketing Education program will be an avenue available to students seeking a career interest in the marketing field while enrolled in the secondary schools. Secondary school counselors' counsel and advise high students in making career and life choices. Counselors are of great importance when it comes to informing students about the possibilities available to them through the Marketing Education program. It is essential for marketing teachers to keep counselors informed about the Marketing Education program at all times. This study determined what perceptions selected Virginia secondary school counselors have toward the state's Marketing Education programs?

### **Organization of the Study**

This chapter outlined the background, need, problem, research questions, and definitions of terms in the study.

Chapter 2 reviews literature related to the topic of secondary school counselors perceptions. Prior research studies examining secondary school counselors perceptions in elementary, middle schools, and other vocational

programs are also summarized. Based on the review, the conceptual framework will be presented for the study.

Chapter 3 presents the methodology used to collect and analyze data. The design of the study, population size, instrumentation, data collection, and analysis will be described.

Chapter 4 contains results of the study. The three research questions will be addressed.

Chapter 5 provides a summary. Conclusions will be drawn on the research findings. This chapter will also include discussion and recommendations for future research.

## **Chapter 2**

### **REVIEW OF THE LITERATURE**

This chapter includes a review of related literature. The following topics are discussed: (a) Marketing Education, (b) theories related to perception and attitudes, (c) perceptions and attitudes of school counselors, (d) counseling, (e) demographic variables--years of experience as a counselor, years of experience as a classroom teacher, years of work experience outside of education, licensed subject area, and school location--, and (f) mail survey and attitude measurement procedures.

#### **Marketing Education**

Research has been conducted in the field of Marketing Education to determine the perceptions of various individuals toward different aspects or components of Marketing Education. Levere (1976) and Rury (1983) studied the perceptions of students toward secondary marketing teachers and the Marketing Education program. Employers' perceptions of the coordination and cooperative education component of Marketing Education were identified by both Hutt (1975) and Litchford (1977).

Numerous studies from several researchers have attempted to examine the perceptions of parents, teachers, sponsors, students, administrators, school personnel, and business leaders toward the Marketing Education program, in general, at the secondary and post-secondary levels (Clodfelter, 1984; Davis, 1974; Foster, 1982; Gordon, 1978; Gregar, 1983; Hansen, 1975; Hatzios, 1991; Holt, 1978; Ruff, 1989; Searle, 1977). Davis (1974) studied the extent to which Indiana Marketing Education programs were achieving program philosophy as perceived by the students and marketing teachers. Recommendations for



improving local programs based on a state philosophy were developed. Gordon (1978) investigated the perceptions marketing teachers and principals had toward New Jersey Marketing Education programs. In this study, the perceptions of marketing teachers and principals were gathered using a mail survey. The entire state population of marketing teachers and principals were used in the investigation. Findings were reported in the form of frequency distributions. It was concluded that 45% of the established guidelines were followed by 90-100% of the responding schools. The perceptions of the marketing teachers and principals were in agreement.

Clodfelter (1984) and Hatzios (1991) studied the perceptions marketing students had toward the Marketing Education program. Clodfelter (1984) determined high school students' attitudes toward marketing and advanced marketing courses in Virginia. Some findings of his study included: both students enrolled in marketing and those not enrolled in marketing courses thought the selected course attributes had at least some importance in their decision in which course to enroll; students enrolled in marketing courses had stronger beliefs that such courses possessed the selected attributes than did students not enrolled in the marketing program; and those students enrolled in marketing courses held significantly more positive attitudes toward Marketing Education than those not enrolled in the Marketing Education program to mention a few. Instead of looking at the courses in Marketing Education, Hatzios (1991) studied the perceptions students had about the total Marketing Education program. Two findings from the study were the identification of 10 tangible and nine symbolic attributes of the Marketing Education program, and that students' attitudes toward the Marketing Education program are more highly

related to the tangible attributes of the program than the symbolic attributes of the program.

Ruff (1989) studied the successful marketing teacher by developing case studies of teaching award recipients in Marketing Education. Findings were determined by having participants to answer the following five questions: (a) How do award recipients perceive their teacher preparation?; (b) How do award recipients perceive their personal motivations and abilities?; (c) How do award recipients perceive their students?; (d) How do award recipients perceive their professional roles and practices?; and (e) How do award recipients perceive their teaching environments? Ruff (1989) found that the participants expressed very positive views regarding the teacher training they received in Marketing Education. She also found that participants were very satisfied with their jobs as secondary marketing teachers and believed their greatest satisfaction was derived from helping students achieve success in life.

Hansen (1975), on the other hand, studied the role of the marketing teacher as perceived by Iowa marketing teachers and principals in eight areas including purpose of the program, policies of the program, DECA activities, adult education, community relations, school responsibilities, instructional activities, and professional responsibilities. Opinions were sought of marketing teachers and their principals using 44 role statements. A significant finding was that a difference was found between teachers and principals for 20 of the role statements.

Another study in Marketing Education was conducted by Searle (1977) looking at the certification guidelines for Marketing Education as perceived by state supervisors and teacher educators. The study found that according to head

state supervisors and teacher educators, occupational experience was necessary for certification of secondary marketing teachers and that marketing teachers should periodically return to business to keep current in marketing related occupations.

Perceptions of marketing business leaders and student graduates of marketing programs were analyzed by Coyle (1974) concerning the value of their undergraduate marketing programs at four-year universities. Coyle found that the graduates valued the marketing courses and responsibilities they received. On the other hand, Coyle found that the business leaders were not impressed with the marketing program graduates.

Hutt (1975) analyzed the perceptions employers had toward the cooperative education programs at the secondary school level and what motivated them to be involved in the Marketing Education program. Employers reported that they were extremely satisfied with the program and were pleased to hire dependable well trained employees from the cooperative education program, but were not very knowledgeable about the program.

Litchford's (1977) study focused on the training sponsor in the cooperative education component of the Marketing Education program. The training sponsors' perceptions regarding the coordination phase of the Marketing Education program found that the majority of training sponsors in Roanoke, Virginia were not involved in the development of training plans but perceived them as having potential for improvements in the students' performances.

Holt (1978) studied DECA high school members, advisors, and training station employers in Louisiana. Holt formulated the following conclusions in this study: Marketing Education classroom instruction combined with the DECA

program of activities gave increased scope and depth to the total Marketing Education program; DECA activities allowed students an opportunity to understand and apply their responsibilities as citizens of the United States; DECA activities brought instructional parts of the Marketing Education program into focus; and the primary benefits of DECA to students were learning activities and experiences for personal growth.

Levere (1976) measured high school Marketing Education students' perceptions and attitudes toward their marketing teachers in Utah. He found that students perceived teachers with three or more years of teaching experience as being more knowledgeable, poised, interesting, and preferred than teachers with less than three years of experience.

Another study by Stein (1987) evaluated the perceptions of 224 business people in two Mid-Atlantic States and found that many of the respondents were not sure if secondary school training was sufficient to meet their needs of what they considered to be a qualified employee. The majority of the business professionals suggested that more communication skills, human relations, and salesmanship skills could be improved upon by program graduates.

Two other studies by Rury (1983) and Reid and Smith (1985) focused on secondary Marketing Education students. Each of the studies looked at the perceptions secondary school Marketing Education students had toward the Marketing Education program in Oklahoma and Missouri, respectively. Rury found that over 50% of the Marketing Education students indicated that they would continue in the program for another year for training. Reid and Smith found the results indicated that students had more positive perceptions of the Marketing Education program than did the employers and administrators.

Marketing students also thought more favorably of the Marketing Education program and DECA, than did administrators, teachers, and counselors within the schools (Foster, Elias, & Smith, 1983). Another finding of the study was that all six participating groups (administrators, counselors, employers, parents, students, and teachers) had an overall positive impression of the Marketing Education program, but each of the groups perceived Marketing Education to be quite different when interpreting the mission of the program. The teachers, administrators, and counselors seemed to have the lowest perception among all the groups participating in the study.

Reid and Smith's study indicated that there is a need to develop an effective marketing plan and to promote the program by influencing and reaching out to students to get involved in the program. The study also placed emphasis on the need to promote effectively to administrators, teachers, and counselors in order to get them thinking more positively about the Marketing Education program.

In an examination of secondary school counselors' perceptions towards home economics education's value to students, Morse and DeBenedetti (1989) found that public school counselors overall had a high perception of the program. They believed the extent to which home economics reinforced the basic academic skills movement, prepared students to work, and prepared students for life was exemplary. According to this study, male counselors perceived the need for the program to be significantly lower. It also found that larger schools gave less credit to the program than smaller schools. Those school counselors with more years experience (over 10) had a lower perception of entry level job skills acquired from the home economics program. Rural

school counselors also had a higher perception of home economics compared to the perceptions of urban school counselors. Urban school counselors rated job skills needed very differently than rural school counselors. This was important for the marketing teacher to know that counselors in their particular community might perceive the program differently than counselors in other settings. In order to modify any of the perceptions school counselors may have, a promotional plan must be custom designed and implemented to reach the school counselors in their individual schools. What works in one school may not be successful in reaching the counselors in another school. The study continued to compare other perceptions counselors in rural and urban schools had about the home economics program. Throughout the literature review, a study was not found that has examined secondary school counselors' perceptions of the Marketing Education program. This study was inspired by the Morse and DeBenedetti's (1989) study which examined the perceptions school counselors' had toward home economics education, which is also a vocational education program. The procedures were adapted to focus on Marketing Education. Marketing teachers need to know how the results of the study can be used in improving the recruitment process of the program. This study used some of the same techniques implemented in the Morse and DeBenedetti study to determine what the perceptions of Virginia's high school counselors were toward Virginia's Marketing Education programs.

## **Theories Related to Perceptions and Attitudes**

### **Perception Theory**

Smothergill (1971) suggested that perception has to do with words, patterns, and even selves called "high-order stimulus variables." There were

many varied forms of definitions found in the literature concerning perceptions or perceptual theory. According to Pitcher (1971) the behavior theory of perception looked at the contents of certain perceptual beliefs. The perceptual beliefs causally received by a person as the result of using his/her sense organs and evaluations on how they are important in relation to the organism and how their needs are served is also a part of this behavioral perception theory. In other words, perception will begin with the cognitive and affective natures being wants, desires, likes and dislikes, feelings and emotions of a person (Pitcher, 1971).

When studying perceptions, one might use interchangeably perception theory, attitude theories, and cognitive psychology theory (Sternberg, 1991). Sternberg (1991) defined cognitive psychology as the study of how people mentally represent and process information. It included within its realm mental abilities such as perceptions, learning, memory, reasoning, problem solving, and decision making. This belief dated back to Cronbach's (1957) article on the two disciplines (correlational and experimental) of scientific psychology. Perception referred to the individual's symbolic representation of past transactions with the environment (including people) and of his/her self. These interactions produced expectancies (Goldstein, 1962). In short, the nature of perceptual development became a pertinent area of inquiry for the researcher in education (Smothergill, 1971).

### **Attitude Theories**

Attitudes are learned. Therefore, marketing teachers can try and change attitudes by developing effective strategies aimed at school counselors and

administrators. Attitudes are not something that can be directly observed by a third party. They are unobservable, internal reactions (Allport, 1935). Lutz (1981) stated that attitudes are perhaps the most widely used theoretical construct in marketing decision-making. All are important to marketers who are concerned with developing effective marketing strategies to create and produce favorable attitudes toward new ideas, products, and services or to try and change attitudes toward an existing product, idea, or as in this study a program in a favorable direction. The link between the person and the attitude object (the program) was the attitude being examined. Positive and negative values are attached to determine the degree of positive or negative attitude. If an individual tended to value an attribute, then it had a positive result and vice versa. The concern in all situations was with an individual's perception of the relationship between the various components.

A marketer is concerned about attitude theories because they enable the business to develop effective marketing strategies that will influence the consumer or user to develop favorable attitudes towards the product or service (Hatzios, 1991). Marketing a program is very similar to marketing a product. The program is the overall product you are trying to sell to consumers. In order to effectively find out what the consumer's perceptions are of a product there must be a attitude model that drives the marketer to use the information gained from the perceptions of the consumer. The purpose of a model is to establish and measure attitudes based on various components of the product. The conceptual model used for this study as a basis for the evaluation of the counselors' attitudes and perceptions was the multi-attribute model.



A multi-attribute object (e.g., product or program) is viewed as a bundle of attributes leading to costs and benefits of differential desirability to individuals or segments of the market (Wilkie & Pessemier, 1973). The overall effects reveal an individual's beliefs as to the degree to which a given program or object possess certain attributes of importance (Wilkie & Pessemier, 1973). The advantage a marketer would have from using a multi-attribute model over the "overall affect model" is in gaining understanding of the attitudinal structure (Wilkie & Pessemier, 1973). Wilkie & Pessemier (1973) interpret the basic formula for a multi-attribute model as:

$$A_{jk} = \sum_{i=1}^n B_{ijk} I_{ik}$$

where

$i$  = attribute or product characteristic (area of program)

$j$  = brand (Marketing Education program)

$k$  = consumer (Counselors)

such that

A = attitude score

I = importance weight

B = belief

The formula may seem complex, but in fact it is a compositional one that keeps the attributes separate then combines them into a larger measure of over-all attitude (Wilkie & Pessemier, 1973). The fundamental purpose of the multi-

attribute model is to provide an insight into the structure of a consumer's attitude--to tell us why consumers like certain brands, for example, and dislike others (Wilkie et al, 1973). The marketing teacher needs to know what areas of the Marketing Education program counselors or other audiences may think less positively toward in order to plan and implement effective strategies. The multi-attribute model serves as a basis for this study. The Marketing Education program is the product and the counselors in this case are the consumers. This study looks at what areas or dimensions of the Marketing Education program counselors view more favorably or less favorably. The components of the model serve as measures that analyze what the consumer thinks and believes about each of the program attributes. The importance weights (I's) are what the counselor would rank the grouped areas of the Marketing Education program from very important to least important. The belief component in the multi-attribute model (B's) then determines what the counselors' actually believe the Marketing Education program accomplishes or performs each of the important factors (I's). Therefore, the multi-attribute model conceptualizes what the counselors think the programs should do and what their attitudes are toward what they perceive the program to accomplish.

Other authors have looked at a variety of theories to see what relationships exist between the product and consumer's attitudes. Rosenberg (1960) attempted to look at the structural relationship between attitude and cognitive variables. Each value is measured with respect to its value importance. Lutz (1981) stressed that value importance is not what is being measured, but rather, the degree of satisfaction or dissatisfaction provided by the value being assessed. Since, no one value has been seen as the sole determinant

of attitude, Rosenberg's model used multiple values. Most marketing researchers have used the Rosenberg model to predict brand preference by defining benefits as valued factors and measuring perceived use of the brand in providing or blocking those product benefits (Tuncalp & Sheth, 1975). Whether or not the counselor values the program plays an important role in how promotional strategies can be developed to change or enhance the perceived notions.

Generally, learning theories are concerned with the process by which a given response becomes associated with a given stimulus (Fishbein, 1975). When trying to apply learning theory to marketing applications, it is assumed that those individuals are not born with the attitudes they hold. Attitudes are learned through collection of information about the object, or through direct experience or contacts with the objects. Due to this fact, marketers can try to change consumer's attitudes toward a particular product through using different communication devices such as advertising or personal selling.

### **Attitude Defined**

Kiesler, Collins, and Miller (1969) stated that the idea of attitude played a major role in the development of American social psychology. There have been two groups of people (or philosophical schools, described later) whose definition of attitude come from very different perspectives. Allport (1935) termed attitude as the most distinctive and indispensable concept in contemporary and social psychology and defined attitude as the following:

“An attitude is a mental and neutral state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related” (p. 810).

Since 1935, no single definition has summed up and explained the term attitude in detail (Gable, 1986). According to Gable (1986), two schools of thought on the topic of attitude have formed since 1935. One school of thought can be represented by Thurstone's (1946) explanation of attitude as being the intensity of positive or negative affects for or against a psychological object. A psychological object is any symbol, person, phrase, slogan, program, or idea toward which people can differ in regard to whether it is positive or negative (Thurstone, 1946).

The second school of thought concerning attitude deals with the evaluative dimension of attitude (Gable, 1986). Wagner (1969) defined attitude as a concept being composed of affective, cognitive, and behavioral components that correspond, respectively, to one's evaluation of, knowledge of, and predisposition to act toward the object of the attitude (Wagner, 1969).

From these beliefs, a comprehensive definition of attitude can be developed linking the three components of cognitive, affective, and behavioral. Triandis (1971) stated that an attitude is an idea or thought charged with emotion which produces a class of activities toward a particular class of social institutions.

A more recent definition based on perceptual learning theory stated that perceptions and attitudes may be conceptualized as learned dispositions to respond either positively or negatively toward certain objects, situations, concepts, or persons. As such they possess cognitive (beliefs or knowledge),

affective (emotional, motivational), and performance (behavior or action tendencies) components (Aiken, 1980). In this study, the researcher looked at how this theory may apply to school counselors perceptions toward Marketing Education by focusing on what the counselors believe and know about the Marketing Education program.

Anderson (1981) goes back and parallels the Fishbein Model in summarizing attitudes to be feelings that generally have a moderate level of intensity, can be either unfavorable or favorable in direction, and are typically directed toward some object or target. The association between feelings and a particular target is learned. Once learned, the feelings are consistently experienced in the presence of the target (Anderson, 1981).

### **Perceptions of School Counselors**

Counselors perceptions have often been studied over the years. The following studies found in the review of literature focused on perceptions school counselors had toward an array of topics. Several studies surveyed the perceptions of elementary school counselors toward administrators, teachers, and their role in the future of elementary students, etc. (Kameen, Robinson & Rolter, 1985; Crabbs, 1989; Gerber, 1991).

Minkoff's (1985) study on counselors' perceptions of community linkages in career education, stated that counselors need to serve with other educational personnel as liaisons between the school and the community and help implement more effective career education concepts from within the home and family structure. Minkoff (1985) also stated that counselors should help students in career development and in making important lifelong career decisions. By being

involved in the community, high school counselors can work together to form and utilize linkages which not only help students but assist teachers as well (Burnett, Collison, & Segrest, 1980; Drier, 1977; Gysbers, 1979; Herr, 1979; Hoyt, 1978). From Minkoff's study, it was found that counselors involved in career education activities placed greater emphasis on using interest surveys to assist students in career decision-making. The school counselors make it a point to meet with juniors and seniors in the high school at least once a year to plan for the students' career objectives. The study also found that the stronger the vocational program, the more positive school counselors' perceptions were of that particular program. This could be attributed to influences brought into the school by the strong program which helped to focus counselors' attention (Minkoff, 1985). In Marketing Education programs where a strong promotional plan is in place, the plan could contribute to increased enrollment numbers indirectly through the assistance provided by the high school counselors (Minkoff, 1985). Minkoff went on to state that the work performed by the school counselors in getting involved could promote and strengthen the vocational programs in schools where the program needs improvement.

High school counselors may use other people's perceptions of the program to form their own opinions about the Marketing Education program. For example, Carlson (1989) stated that counselors may conjure images about the program or school that they think should guide their performance. These personal thoughts can be rooted in outdated perceptions or unexamined assumptions that are no longer relevant and can interfere with counselors effectively working with or accomplishing goals within the school (Carlson, 1989).

Carlson (1989) also used organizational theory to look at the organizational structure of the school which can affect the performance of high school counselors. Carlson (1989) stated that counselors can still rely on outdated information and perceptions and continue to influence the behavior of administrators, faculty members, and others concerning specific programs or policies and procedures issued by the school.

In another study where counselors' perceptions were studied, Carey, Reinat and Fontes (1990) studied school counselors perceptions of training needs in multicultural counseling. After a thorough review of the literature, no studies were found which investigated the perceptions of high school counselors toward Marketing Education. A study by Morse and DeBenedetti (1989) at California State University, as discussed previously, did look at the perceptions high school counselors had of home economics education program.

### **Counseling**

Counseling is the reason the school counselor is in the school (Cole, 1991). Cole stated that one of the roles in the secondary schools for the counselor is to use data to help individuals plan careers and to make information giving an efficient service by having all courses available to each student. The major goals of counseling are to promote growth, to prepare students to become literate and motivated workers, caring family members, and responsible citizens (Coy, 1991).

According to McDaniels (1976), most historians agreed that modern guidance procedures and activities had their roots in vocational guidance. Career guidance and counseling ranked high among importance to counselors

due to their past and present impact on practices in the field. School counselors had a great impact on students' choices of educational programs and careers after graduation (Sproles, 1988). Counselors may assist students in choosing a direction either through academic or vocational programs which could lead to dramatically different careers (Sproles, 1988). Counselors often encourage traditional or conventional choices, with little emphasis in vocational education choices (Chase, 1982; Moore & Strickler, 1980; Peer, 1985; White, 1985). Sproles' (1988) study focused on how students who had completed a vocational education program perceived the assistance they received from their high school counselors. Counselors were perceived to play a modest role in encouraging vocational enrollment indicating that counselors have limited contact with helping students enroll in vocational programs (Sproles, 1988).

From the literature, it is implied that counselors need to be aware that they may be only one source of information in a network of many sources; and there are times when their roles complement or supplement advice from others (Sproles, 1988). The main role of the counselor is to present factual information about all vocational programs leading to multiple occupational options. Thus, the high school counselor must be well informed about all school programs including vocational education and objective in presenting these choices (Sproles, 1988). Vocational teachers are likely candidates for providing some kind of influence on students in selecting a career or class schedule. High school counselors can assist teachers in that process if communication channels remain open, and they work together as a team in helping students determine what it is they want to do in the future (Beale & Jacobs, 1982)



School counselors are a caring, talented, creative, and highly motivated group of professionals who assist young people in making future career decisions (Cummings & Nall, 1983). School counselors are busy and are often required to provide assistance to large populations, assess problems, develop treatments, conduct referrals, do classroom guidance, handle some staff development, work with individuals and groups, interact with parents, and act as mediators in a crisis (Kesler, 1990). Counselors also face tough demands from administrators to show they have met behavioral objectives through an enormous amount of paperwork (Hassard, 1981). Among all these tasks, new tasks are often added to already overburdened and stretched schedules. These type of schedules result in role overloads, role conflicts, and role ambiguities (Moracco, Butcher & McEisen, 1984; Watkins, 1983; Pines & Alonson, 1981). Counselors' relationships with other school personnel are strained because they perceive a lack of appreciation and understanding from them (Moracco et al, 1984).

Hutchinson, Barrick, and Groves (1986) found in a study of counselors ranking their roles, that school counselors ranked the scheduling role second only to the personal counseling role. In the same study, the counselors did not perceive scheduling as a counselor function, yet, over 75% of them said they actually perform this role.

School counselors also promote healthy self-concepts and psychological growth through the curriculum (American School Counselor Association, 1981; Miller, 1981). In a study surveying counselors as to what they actually do, it was found that developmental and career guidance was perceived to be the least frequently performed service (Tennyson, Miller, Skovholt, Williams, 1989). Due to these findings, a need existed for marketing teachers to be more aware of

what the school counselor does and try to incorporate methods that can assist the counselor in performing more of these duties by working together as a team for the benefit of the students. From this proposed study, the results could be used to assist marketing teachers in planning a program of work for recruitment purposes through the development and implementation of a promotional plan.

Helms and Ibrahim (1985) found in their study of the roles of counselors that parents perceived job placement and vocational career counseling to be important roles for high school counselors. School counselors also agreed that their roles should include working in job placement and providing vocational/career counseling for all students.

Most school counselors had some prior teaching experience that helped them to collaborate with teachers for the benefit of the students (Ritchie, 1987). Having been teachers themselves and dealing with the career aspirations and concerns of students, the counselors tried to meet the needs of all students no matter what track they may be working toward. Ritchie (1987) stated that there were seldom enough counselors in the school to perform and offer the kind of services they were capable of providing. Some school counselors tried to help everyone; thus, they spread themselves so thin that they were not effective at any task. On the other hand, other counselors specialized in career advising, specific populations, or college bound students and were only one dimensional (McDaniel & Darden, 1987).

The National Commission on Secondary Vocational Education (1984) stated that counselor student ratios were too high and that more school counselors were needed to provide effective career planning. Counselors were often caught in the middle of vocational versus academic education. For

example, in the 1970s, they were asked to sell vocational education as an alternative to the college preparatory curriculum. Then during the late 1980s to present, they were being asked to sell vocational education as a coequal with academics in a high school curriculum (DiRusso & Lucarino, 1989).

Counselors had important professional knowledge, attitudes, and skills essential to creating and building a positive school atmosphere (Kaplan & Geoffroy, 1990). Counselors also interacted regularly with all school populations, students, teachers, administrators, parents, and community groups and agencies (Kaplan & Geoffroy, 1990).

The American School Counselor Association (ASCA) (1981) stated that counselors must acquire competencies that will enable them to make significant contributions to the development of young people (Tennyson, Miller, Skovholt & Williams, 1989). Their competencies should include group counseling, consultations, developmental/career guidance, and developmental assessment and program evaluation (Tennyson et al, 1989). It was the role of school counselors to develop strategies to address challenges and to promote the educational success of the students (Coy, 1991).

A recent survey, according to Coy (1991), reported that more than 50% of the public high schools were not providing the training in job seeking skills for students who were not going to college, and 40% of the schools were not providing enough help to students in choosing careers. It should also be noted that parents and students consistently placed career needs among their highest priorities. Secondary school counselors should prioritize their roles to include these results by placing a high emphasis on career development (Coy, 1991).

## **Demographic Variables**

Rural education, when compared to urban education, seems to place different emphasis on what students need to learn (Sutton & Southworth, 1990). Whether or not the community was located in a rural setting or an urban setting can influence the perceptions the high school counselors had of the Marketing Education program. In the Morse et al (1989) study, it was found that rural counselors and urban counselors had different perceptions of the home economics program. Due to the placement of jobs and marketing career opportunities and interactions of school and community, this proposed study determined if there was a difference between the settings when looking at high school counselors perceptions of the Marketing Education program. It was important for high school counselors and marketing teachers to evaluate and understand the community in which they live, whether it be rural or urban. The advice and counseling students received can set them on a path to accomplishing specific careers or educational objectives. A rural community when compared to an urban community environment may be of some significance in how the high school counselors perceived the Marketing Education program. In the Morse et al (1989) study, the results found that rural high school counselors viewed the home economics program to be more effective and pertinent to the future plans of the students enrolled in the schools. This study also looked at the differences that existed in the perceptions of rural high school counselors compared to those perceptions of urban high school counselors toward Marketing Education.

Living in rural America is, for many people, neither an unmitigated blessing nor a burdensome curse, but a mixture of both (Sutton & Southworth, 1990). Although all segments of society have been affected by technological

advances and changes associated with them. The rural areas have experienced a totally different set of pressures (Wilkerson, 1978). Due to changes which have occurred in rural areas, there is a different set of needs for schools in these surroundings (Sutton & Southworth, 1990). There has in fact been a decline in school consolidation and a population shift to non-metropolitan areas (Naisbitt, 1982).

Due to the shift in population and to the slower pace of rural living, there is an increasing awareness today of the educational needs in rural America and in the role it will play in shaping society (Helge, 1983). Rural schools seem to have an educational environment of their own which includes a slower pace, with less pressure, greater community involvement, less administrative rules, and more informal interactions from faculty and staff (Blasi, 1981). Although educators need to learn more about rural education issues, there has been little attention given to the concerns that education professionals have in rural settings.

Sutton and Southworth (1990) tried to determine the affect that the rural setting might have on school counselors. The results showed that counselors in rural districts perceived relationships with their administrators more positively than did counselors from non-rural settings. There was no difference in the value of counseling perceived by each group. As for the school guidance role, rural counselors perceived themselves as having more freedom, strength, and happiness than did non-rural counselors. Likewise, counselors from rural settings were more apt to use other professionals such as principals, teachers, and business leaders for support. It seemed that the positive relationships between counselors, administrators, and teachers in rural settings can be valuable in building an effective guidance program (Sutton & Southworth,

1990). Rural counselors have had to rely on their own resources and worked on what they feel is important. Rural counselors complained more about being overloaded and too much paperwork but tended to feel more positive about themselves and the value of their role (Sutton & Southworth, 1990). The researcher was concerned that if these informal activities between all school officials existed in rural schools why did it not exist in urban schools. The researcher tried to determine if differences existed between what high school counselors in a rural setting perceived the Marketing Education program to be compared to high school counselors in an urban setting.

All these variables could influence the perceptions of counselors toward the Marketing Education program. The results of the study were important in understanding how counselors perceived the Marketing Education program. In Morse et al's (1989) study on the perceptions counselors have had toward home economics, it was found that the gender of the counselor affected the perception held toward the program. No studies were found that looked at the years of experience component of the counselors and what affects experience may have had on attitudes toward and the knowledge of the Marketing Education program. With years of experience as a variable, the researcher found that it could have had either a positive or negative affect on the perceptions held toward the program. For example, a counselor may have had a negative perception of the program when they first entered the counseling field. Then over the years they saw how the program influenced and provided successful opportunities for the students to achieve and their opinions and perceptions of the program changed from a negative perception of the program to one that was a positive perception.

Another variable for the study was past teaching experience obtained by the counselor. According to a panel of marketing teachers, counselors with past teaching experience in the classroom perceived their program differently than counselors with no experience in the classroom. Counselors with any past teaching experience understood all of the specific programs that were available in the schools. It also enabled them to work more closely with present classroom teachers if they knew and had an idea of what was offered and happens in the Marketing Education program. Any past teaching experiences counselors may have had in a vocational education area, will most likely help them understand how students benefit from being involved in a vocational education program.

### **Mail Survey and Measurement Procedures**

In vocational education, the mail survey is valuable in conducting follow-ups, determining views, and collecting information from audiences involved in the education arena (Heath, 1988). Due to varying schedule conflicts, school calendars and amount of responsibilities counselors and teachers have in the schools, the mail survey seems to work the best. Educators tend to use the survey as a standard method of evaluation with the mail questionnaire being the one used most often as a data gathering technique (Horowitz & Sedlacek, 1974). The advantages of a mail survey include being less biased, less costly, more convenient, less time consuming, standardization of the instrument, ease of tabulation, and ease of distribution to a wide geographical area (Horowitz & Sedlacek; and Cole & Grinnell, cited in Heath, 1988). Heath (1988) noted that some of the disadvantages in the mail survey are securing an accurate mailing

list, lack of spontaneity in answers, total dependence, method of completion, simplicity of questions, suspicion toward survey instruments, and prejudice against questionnaires. Survey techniques that use mail questionnaires require sound procedures to produce valid results (Miller & Smith, 1983).

A three part questionnaire was developed containing a demographic section, an attitude section, and a knowledge section. The demographic section asked for information pertaining to the counselors' experience in various areas and gave the counselors an opportunity to self-select the location and setting of their school. The attitude section implemented an attitudinal scale to measure the counselors' attitudes along with the use of a panel of experts that generated items that were used in a rating scale. Section 3, the knowledge section, used a 3 point scale, with the choices being true, false, and I do not know.

Kerlinger (1973) supported the use of the summated Likert-type scale when attempting to determine attitudes or perceptions for several reasons:

1. Several degrees of expression (agreement-disagreement) were permitted. This range of responses to an item provided more precise information about the individual's perception referred to by the given item.
2. The summated scale lent itself to empirical analysis items which were found to be consistent with the total score and can be included, whereas, other methods relied upon agreement among judges.
3. The Likert-type scale had great potential in the determination of content validity.

The measurement of attitudes used to be a highly controversial area of educational and psychological testing. There were those who said that measurement in the affective domain is speculative at best and impossible to



validate. Others, from a different school of thought, said that attitudes were subjective and unpredictable and therefore cannot be measured. Oppenheim (1966) stated that since attitudes were "beneath the surface . . ." researchers cannot necessarily predict behavior from attitudes nor attitudes from behavior with a high degree of pragmatic validity through a criterion group approach. However, Dawes (1972) pointed out that attitudes are more easily measured than defined. Through the efforts of some early attitudinal researchers (Allport & Hartman, 1925; Best, 1977; Murphy & Likert, 1938; Thurstone & Chave, 1929), encouraging strides have been made to measure attitudes accurately.

In order to understand attitude scale as a measuring device, it was helpful to first bear in mind the principles involved in the construction of any measuring tools. Ary, Jacobs, and Razavich (1979) stated that four main types of attitude scales were available: (a) summated rating scales (Likert-type scale), (b) equal-appearing intervals (Thurstone scales), (c) cumulative scales (Guttman scales), and (d) semantic differential scales. Best (1977) stated that Thurstone and Likert-type scales had been used extensively in opinion research. The Thurstone scale involved assigning specific values to items representing different degrees of favorable attitude. Compared to the Thurstone scale, the Likert-type scale (mentioned above) was fairly easy to construct. This factor made it attractive for use by practitioners of attitude/opinion research (Kerlinger, 1973). A Likert-type scale was used in this study to determine high school counselors attitudes toward Marketing Education due to the great potential it has in the determination of content validity (Finch, 1969).

## Summary

From a review of literature, it was apparent that much has been learned about perceptions and perceptual measurement. Various literature on Marketing Education, theories of perception and attitude, literature concerning counseling, aspects of rural education, attitude measurement, and mail survey methods were discussed.

Perceptions were influenced in many ways and by many variables. The extent of this influence was not well understood. Variables such as sex, age, years experience, and other variables are important aspects of cognitive and perceptual development was still controversial to many people.

Since the underlying purposes of this study were to determine the perceptions secondary school counselors in Virginia have toward the State's Marketing Education programs? effort was put forth to look at selected variables which may or may not have an effect on counselors' perceptions. The role of school counselors caused them to touch the lives of so many students that they must be efficient in providing the services for students as they are confronted daily with helping students make decisions and deal with their problems of life. The advice given to students when selecting particular vocational programs heavily impacted the enrollments of the programs. Counselors should exhibit a favorable perception and possess the knowledge necessary to help the students in the selection of careers that will be suitable and profitable to their career goals (Bryant, 1957).

## **Chapter 3**

### **RESEARCH METHODOLOGY**

This chapter describes the research methodology used to identify perceptions Virginia secondary school counselors had toward Virginia's Marketing Education programs. The following sections are contained in this chapter: (a) statement of the problem, (b) population, (c) instrumentation, (d) data collection procedures, and (e) analysis of data.

#### **Statement of the Problem**

The purpose of this study was to determine the perceptions Virginia secondary school counselors have toward Virginia's Marketing Education programs and to determine what the relationships were between demographic characteristics and perceptions. The findings from this study may be used to propose promotional and/or recruitment strategies for Virginia's marketing teachers. The following research questions were addressed:

1. What are high school counselors' attitudes toward the Marketing Education program?
2. What do high school counselors know about the Marketing Education program?
3. What is the relationship between selected demographic characteristics--years of experience as a counselor, years of experience as a classroom teacher, years of work experience outside of education, licensed subject area, and school location--and the perceptions counselors' had toward Virginia's Marketing Education programs?

## **Population**

The population of this study was secondary school counselors in Virginia employed in schools where a Marketing Education program was offered. In order to identify the schools for the study, a list of the schools offering a Marketing Education program was obtained from the 1993 Directory of Marketing Education Personnel produced by the Virginia Department of Education and the Virginia Association of Marketing Educators. In this census study, the researcher's population size was unknown due to the fact that an exact number of counselors can not be obtained within the state. There were 285 counselors that participated in this study. This population was determined from a letter sent to a selected marketing teacher in each school asking him or her for the number of counselors in his or her school. Those teachers whose names were familiar or the researcher knew personally were selected. If a school had a marketing teacher the researcher did not know, then a letter was sent to whomever was listed first in the directory for that particular school. A letter was sent to each marketing teacher requesting him or her to ask the counselors in his or her school to participate in the study and to serve as a disseminator of the survey instrument. A cover letter for the packet requested that the marketing teacher disseminate the instruments and be responsible for collecting the completed instruments and returning them (see Appendix A).

## **Instrumentation**

The instrument used in this study was developed to identify the perceptions secondary school counselors had toward the Marketing Education program in their schools. A review of literature for this study revealed that

several studies had been conducted to determine counselors' attitudes toward other subjects and the perceptions that other audiences had toward Marketing Education. After reviewing some of those studies and their instruments and using two panels of experts consisting of marketing teachers and counselors in the field, the instrument was developed.

The nominal group technique (NGT) was used with two different panels to determine possible statements which could be used on the survey instrument. The NGT process had basically five steps. The first step was the silent generation of ideas in writing. The panel members wrote key ideas silently and independently. The researcher presented them with a question in written form and told the group to begin the generation of ideas. Step two involved round-robin recording of the ideas after the group had exhausted their generation of ideas. Round-robin recording meant going around the table and asking for one idea from one member at a time. The researcher wrote the idea of each group member on a flip chart and then proceeded to ask for one idea from the next member. No discussion took place during this step. Step three involved the serial discussion for clarification. Each item is then discussed among members in turn. Serial discussion meant taking each idea listed on the flip chart in order and allowing a short period of time for the discussion of each idea. The researcher read the item out loud and asked for any clarification among the members. The purpose of this discussion was to make sure each member of the group had the same understanding of the item (but minimize influence based on verbal prominence)(Huber & Delbecq, 1972). During this step, members also combined like items. The last step in the process was to select a number of most important items and prioritize the items by ranking the items from most

important to least important. The NGT is an appropriate group technique in: (1) identifying elements of a problem situation, (2) identifying elements of a solution program, (3) and establishing a list of priorities (Huber & Delbecq, 1972). Once the results of the group were combined and ranked, the researcher then developed the instrument.

### *Construction of the Instrument*

An instrument with three sections was developed for this study. Section one was designed to obtain background demographic information from the secondary school counselors. Section two was designed to determine the attitudes of Virginia's secondary school counselors toward Marketing Education. Section three was developed to assess the knowledge secondary school counselors have about the Marketing Education program. Each section is described below.

#### Section One

The background section of the instrument, in which research question number three was addressed, was used to collect selected demographic information from each high school counselor such as:

1. Geographical location of school in the State
2. Number of students in the school
3. Years of experience in Counseling
4. Years of classroom teaching experience and licensed subject area(s)
5. Years of work experience outside of education

This information may be important in understanding how counselors perceive the Marketing Education program.

### Section Two

In the second section of the instrument (see Appendix F), attitudes toward Marketing Education were determined using a Likert-type scale. Answers to research question number 1 were addressed in this section. In this study, the attitude section contained both positive and negative attitude items that were validated by a panel of experts. Attitudinal statements toward the Marketing Education program were created from a review of literature, a prioritized list generated from a panel of marketing teachers, and a prioritized list generated from a panel of counselors. One of the prioritized list of statements pertained to misconceived ideas or common misconceptions about the Marketing Education program (see Appendix B). These statements were used in the study as negative statements. The statements were then combined on the instrument in sections two and three (see Appendix F). The high school counselors selected a response from those statements in which they felt described the Marketing Education program. Each attitude statement was rated using a five-point Likert-type rating scale. According to Wiersma (1975), the number of possible responses in the scale was arbitrary. Five or seven responses were common. The advantage of additional responses was that the greater variance in scores seemed to make the score more sensitive to differences in attitudes.

Respondents indicated their degree of agreement or disagreement by marking the responses that most clearly represented their beliefs on the opscan form. The options were:

5 = Strongly Agree

4 = Agree

3 = Undecided

2 = Disagree

1 = Strongly Disagree

A positive attitude statement was represented by a value of 5 for Strongly Agree, 4 for Agree, 3 for undecided, 2 for Disagree, and 1 for Strongly Disagree. The reverse was the case for a negatively stated item. The undecided category split the scale into equal portions of agreement and disagreement. The overall mean attitude score of the respondents and frequency of each statement were computed. The scores for all items represented were summed to obtain the individual's overall attitude score toward the Marketing Education program.

### Section Three

The responses to the third section of the instrument (see Appendix F) answered research question number 2, which tried to determine what the high school counselors knew about the Marketing Education program. A panel, consisting of five (Moore, 1987) marketing teachers using the nominal group research technique was used to formulate a list of statements about the characteristics of the Marketing Education program that they believed the high school counselors should know (see Appendix C). Knowledge statements were also generated from the prioritized list mentioned earlier looking at common



misconceptions of the Marketing Education program (see Appendix B). From section three the high school counselors' responses were evaluated for frequencies and percentages. An overall score was determined for the counselors. The following scale was used in this section of the instrument:

1 = Answered Correctly

0 = Answered Incorrectly

Missing Data = I Don't Know

A correctly answered statement was represented by the value of 1, an incorrectly answered statement by the value of 0, and if the counselor really did not know then it was counted as missing data. The overall mean knowledge score and frequency was then computed for each respondent. The scores for each item were summed to obtain a total knowledge score for each respondent in this section of the instrument.

### *Pilot Testing*

Since a questionnaire was developed by the researcher for this study, it was necessary to pilot test it for clarity, simplicity, communicability, acceptability, appropriateness, and practicability before its initial use (Ary et al, 1979; Finch & Crunkilton, 1984). The instrument was piloted with 30 high school counselors from 8 schools in Virginia from the following geographical locations: Northern Virginia Area, Richmond Area, Danville Area, Southwest Virginia Area, and the Tidewater Area. These counselors' data were not used in the final analysis. The marketing teacher serving as a disseminator was given instructions for dissemination in a cover letter which was included in the pilot

survey packet (see Appendix D). In addition to completing the questionnaire, the participants were asked in a cover letter to evaluate whether the instrument was clear and concise in each of the sections (see Appendix E). The pilot study participants were also asked to provide any recommendations for improving the clarity of the instrument. A copy of the instrument used during the pilot test is included in Appendix F. Follow-up letters were sent to the schools in the pilot study asking them to please collect and return survey instruments (see Appendix G). Revisions of the questionnaire were based on the results of the pilot test. Several comments were made about the length of the survey. The length of the survey was shortened by nine questions after the analysis of the pilot was conducted (see Appendix H). Seven items that showed a negative correlation when determining internal consistency were deleted. Two items were deleted because of repetition. Cronbach's alpha for internal consistency was used to determine the reliability for each section of the survey instrument. Cronbach's alpha was found to be 0.91 for Section 2 (attitude) of the survey and 0.86 for Section 3 (knowledge) of the survey (see Appendix J). A copy of the final questionnaire that was used in this study is presented in Appendix I. For the actual data collection, a marketing teacher at each of the schools was contacted to serve as a disseminator and collector of the surveys for counselors in his or her school. The marketing teacher distributed the surveys to the secondary school counselors with a cover letter asking them to participate in this study by completing the revised survey instrument. The survey instrument was mailed to 186 schools in Virginia offering a Marketing Education program.

### *Content Validity*

Content validity is concerned with whether an instrument is measuring the content of interest (Tull & Hawkins, 1987). Tull & Hawkins (1987) stated that the most common type of content validity was with multi-item measures. Each of the sections was judged by experts in the field as to whether the instrument is acceptable. Sax (1974) indicated that content validity of items on the Likert-type scale was easily determined by having a panel of raters agree on the content of the statements. In this study, the content validity of the instrument was determined by a panel of marketing teachers. The panel of teachers reviewed the instrument individually and provided either oral or written evaluations of the content. Any items with inconsistent evaluations were corrected and used in the pilot test instrument. Those items which were ambiguous and with varied ratings were eliminated. Several statements and individual section instructions were reworded to improve clarity. No other suggestions were made by the panel.

### **Data Collection Procedures**

The data were collected at the end of the 1992-1993 school year. The survey instruments were mailed out during the last few weeks of the school year, May 1993. The appropriate number of survey instruments was included in a packet and mailed to one marketing teacher in each of the 194 schools offering a Marketing Education program in which he or she served as a disseminator. The packet contained two memo style cover letters; one cover letter for the marketing teacher and one for each of the school counselors (see Appendix K). The cover letters explained the purpose of the study to each group. The cover letter for the

teachers also tried to encourage the marketing teachers to distribute and collect the completed instruments and then mail the packets back to the researcher. Additionally, the survey instruments, and a stamped self-addressed return envelope were included in the packet. The marketing teachers were briefed through the cover letter on making sure the potential respondents know that their individual responses will be kept confidential. However, the return envelopes were numerically coded for follow-up purposes.

Two weeks after the initial mailing, a short letter was sent to all marketing teachers serving as disseminators in the schools reminding them to collect and return the surveys (see Appendix L). After another two weeks passed, all non-respondent schools were mailed a second questionnaire with a new cover letter (see Appendix M) and a stamped self-addressed return envelope in case the original questionnaire was misplaced or lost in the mail. One week following this third mailing, phone calls were made to the non-respondent schools with no success. Messages were left for the disseminators to collect and return any surveys or call for more information. No return calls were received possibly due to vacation leave starting for both teachers and counselors.

### **Analysis of Data**

Data collected from the respondents were entered on the provided opscan computer survey instrument. The data were analyzed via the Measurement and Testing Center at Virginia Tech using SAS and SPSS programs on the mainframe.

Section One. The first section of the instrument covering demographics was analyzed by computing the mean, variance, and range for each of the variables except geographical location. Pearson r correlations were figured to help describe the relationship between the interval demographic variables described in research question number three and the attitude toward and knowledge of the Marketing Education program. The categorical demographic variables were analyzed by looking at the means and standard deviations, since these variables were not suitable for correlations.

Section Two. The attitude section provided data for research question number 1. A Likert-type scale was used to measure the attitudes of high school counselors in Virginia's secondary schools offering a Marketing Education program. Once the data was collected the researcher, along with the assistance of a consulting researcher divided each of the items into areas of the Marketing Education program. These areas were used to analyze further any attitudes about specific dimensions of the Marketing Education program beyond just an overall attitude score. These areas were: academic development, social intelligence, DECA, co-op, career development, career education, and program image. The attitude items were summed to determine an overall mean score for counselors and an area mean score for counselors in each of the areas in which the attitude items were grouped. Frequencies were calculated for each item. All of the negatively stated items were reverse coded on the computer before any calculations and analysis was conducted.

**Section Three.** Section three provided data for research question number 2. The knowledge high school counselors have of the Marketing Education program was determined from the responses to true or false statements. Correct responses were coded as 1 and incorrect responses were coded as 0. Once the data was collected the researcher, along with the assistance of a consulting researcher divided each of the items into areas of the Marketing Education program. Those areas included: academic development, purpose and mission, teacher expectations, DECA, co-op, and curriculum. This analysis allowed the researcher to look further into what the counselors know about specific areas of the Marketing Education program. Each respondent received an overall knowledge score and an area knowledge score from this section.

### **Summary**

This chapter presented a description of the research design, population, instrumentation, data collection procedures, and statistical analysis. The population for this census descriptive study was counselors in high schools in Virginia where a Marketing Education program was offered.

The instrument was designed with assistance from two panels of experts using the nominal group research technique. The instrument was pilot tested with 30 high school counselors in schools offering a Marketing Education program in Virginia and these data were not used in the final analysis of the study. The appropriate number of instruments were sent to a marketing teacher in each of the remaining 186 schools offering a Marketing Education program. Appropriate statistics are used to assess and analyze the data of the instruments returned.

## **Chapter IV**

### **ANALYSIS OF THE DATA**

The purpose of this study was to ascertain the perceptions selected Virginia Secondary School Counselors have toward the Virginia Marketing Education program. Three research questions were asked:

1. What are high school counselors' attitudes toward the Marketing Education program?
2. What do high school counselors know about the Marketing Education program?
3. What is the relationship between selected demographic characteristics--years of experience as a counselor, years of experience as a classroom teacher, years of work experience outside of education, licensed subject area, and school location--and the perceptions counselors' have toward the Virginia Marketing Education program?

This chapter is organized into five parts: (1) background of participants, (2) review of the instrument used, (3) findings for research question number one, (4) findings from research question number two, and (5) findings from research question number three. Each part will be discussed in this order.

#### **Background of Participants**

The population for this study consisted of 285 counselors from 194 schools in Virginia offering a Marketing Education program. Of the 194 schools offering a Marketing Education program, eight schools were used in piloting the survey. The

eight pilot schools were not used to collect final data for this study. Therefore the actual population is the counselors in the remaining 186 schools in Virginia offering a Marketing Education program. These 186 schools were mailed the final survey instrument. There were 115 or 62% of the schools offering a Marketing Education program that participated in this study. Two hundred and eighty five secondary school counselors completed and returned the questionnaire, but only 275 responses were usable due to respondents returning only one section of the survey instrument. The computed reliabilities of the final survey instrument were alpha of .80 for the attitude section and an alpha of .90 for the knowledge section (see Appendix X for reliabilities by individual areas). The *N* varies on some questions due to individual participants failing to answer these questions on the survey.

Table 1 shows the geographical distribution of the 275 counselors whose responses were used in the study. Counselors self-identified the region within Virginia where they were located in by placing a check in the choice that was appropriate in Section 1 of the survey instrument. The distribution varied between the five regions in the state with the lowest number coming from the Danville area.

According to Table 2, there were more rural counselors that responded than there were urban counselors. Table 2 also shows that the number of secondary school counselors responding were distributed among rural and urban locations from all regions within Virginia.



**Table 1**  
**Distribution of Counselors By Regions within Virginia**

School Site	Frequency	%
Northern Virginia Area	57	21
Richmond Area	71	26
Danville Area	24	8
Southwest Virginia Area	47	17
Tidewater Area	76	28

**Table 2**  
**Distribution of Counselors By School Site Location in Virginia**

School Location	Frequency	%
RURAL	154	56
URBAN	121	44

Table 3 reveals that Virginia's secondary school counselors varied when looking at years experience as a secondary school counselor. The largest portion of counselors had between 11 and 20 years of experience. The range with the smallest percentage was those counselors with over 21 years experience as a counselor.

**Table 3**  
**Years of Experience as a School Counselor (N=256)**

Years Experience	Frequency	%
1-5	65	25.5
6-10	64	25.1
11-20	92	36.1
21 +	34	13.3

NOTE: See Appendix N for complete breakdown by years.

Information in Table 4 shows that 31% of the counselors had 2 or less years of teaching experience. Sixty-nine percent had three or more years of teaching experience in the classroom. Twenty-six percent of the counselors responding

**Table 4**  
**Years of Experience as a Classroom Teacher (N=272)**

Years Experience	Frequency	%
0	24	8
1-2	61	23
3-5	52	19
6-10	65	24
11 +	70	26

NOTE: See Appendix O for complete breakdown by years.

were very experienced teachers with 11 or more years of experience in the classroom. Table 5 shows that 60% of the counselors had three or less years of work experience outside of education. This leaves only 40% who have obtained more than three years of work experience outside of education.

**Table 5**  
**Years of Paid Work Experience Outside of Education (N=275)**

Years Experience	Frequency	%
0	49	18
1-3	115	42
4-6	38	14
7-10	47	17
11+	26	9

NOTE: See Appendix P for complete breakdown by years.

Not only were counselors asked about years of experience in the field and outside of education, but they were also asked to report in which area or areas were they licensed to teach. As shown in Table 6, the largest percent of the counselors had their license to teach academic subjects (78.9%). Only 13.1% of the counselors had a vocational background. There were only a few, less than 10%, of counselors who were actually licensed or had taught in both an academic area as well as a vocational area. Almost five percent (4.6%) were not licensed to teach in any subject area.

**Table 6**  
**Counselors' Licensed Subject Area (N=226)**

Subject Area	Frequency	%
ACADEMIC	187	78.9
VOCATIONAL	31	13.1
BOTH	8	3.4
NO AREA	11	4.6

### **Instrument Review**

The 275 counselors responded to a questionnaire that contained three sections: Section 1-Demographic Information, Section 2-Attitudes, and Section 3-Knowledge. Each section of the instrument that was used to collect data is described below.

Section 1 gathered demographic information on Virginia's secondary school counselors. This information could be used to analyze any relationships that might exist between the demographic variables and the perceptions of the responding counselors.

Section 2 examined counselors' attitudes toward Marketing Education. A Likert-type scale was used in this section of the survey instrument. The scale was a five point scale providing the following choices: 5=Strongly Agree, 4=Agree, 3=Undecided, 2=Disagree, and 1=Strongly Disagree. The counselors responded to items based on their degree of agreement or disagreement. Those counselors that had no opinion concerning the items indicated their neutrality by selecting the

"undecided" choice (#3) on the survey instrument. This section had 60 attitudinal items. A total attitude score depicting each counselor's perception about Marketing Education was calculated by summing each item. Analysis in Section 2 consisted of calculating frequencies and percentages for each of the attitudinal items.

In addition to the overall attitude score, once the survey was returned the items were sorted into areas related to the Marketing Education program. These areas were: academic development, social intelligence, DECA, co-op, career development, career education, and program image. These areas according to the conceptual theory behind the multi-attribute model, enabled the researcher to look further into the overall attitude of the counselors and analyze counselors' attitudes of each individual area of the Marketing Education program. The number of items in each area were: academic development-16; social intelligence-6; DECA-4; co-op-9; career development-9; career education-9, and program image-7.(see Appendix V). The academic development area of the Marketing Education program refers to the students' developing academic skills while enrolled in a marketing course. Social intelligence was an area that was formed from the survey dealing with the development and use of social skills necessary to succeed in the business world and in society. DECA is the vocational student organization that allows students to apply theories and concepts learned from classroom instruction. The cooperative education (co-op) area refers to the on-the-job training that takes place in the Marketing Education program. The co-op area is operated by the marketing teacher through planned coordination activities. Career development examines the ability the Marketing Education program has in preparing those students enrolled for a successful career choice. Career education includes all

those activities that take place in the classroom oriented and geared toward allowing the student to explore and investigate an array of possible marketing career choices. The last area was program image. program image refers to what counselors' assume other people think about the Marketing Education program. Frequencies and percentages were calculated for each of these areas within the attitude section.

Section 3 of the instrument addressed what secondary school counselors know about Virginia's Marketing Education programs? In order to ascertain the counselors' knowledge about Marketing Education, they were asked to indicate whether they believed a statement to be true or false. A correctly answered statement was represented by the value of 1, an incorrectly answered statement by the value of 0, and if the counselor really did not know, then the value was coded as missing. A total knowledge score was calculated by summing the items marked correctly by the respondents. In addition, all the items in the knowledge section were also divided into areas relating to the Marketing Education program. Those areas included: academic development, purpose and mission, teacher expectations, DECA, co-op, and curriculum. These areas allowed for the researcher to look further into what the counselors know about the Marketing Education program. The grouping of areas for the knowledge section and the number of items on the survey were: academic development-4; purpose and mission-8; teacher expectations-3; DECA-7; co-op-14; and curriculum-21 (see Appendix W). These areas were defined previously except for purpose and mission and teacher expectations. Purpose and mission refer to what counselors think the goals and mission are of the Marketing Education program. For example, the Marketing Education program prepares competent workers. The

teacher expectations area looks at the qualifications that are necessary for a marketing teacher, such as, work experience required in getting licensed to teach marketing. Frequencies and percentages were calculated for each of these areas within the knowledge section.

The rest of this chapter presents the analysis of data and findings, in three sections that seek to find the answers to the three research questions for this study. Research question three, is addressed in Section 1 on the survey instrument. This section pertains to the selected demographic characteristics of the 275 secondary school counselors responding in this study. In Section 2, the first research question, What are Virginia Secondary School Counselors' attitudes toward Marketing Education? is addressed. In Section 3, research question two, seeks to ascertain what Virginia's secondary school counselors know about Virginia's Marketing Education program. When analyzing the 275 questionnaires returned, some of the counselors did not respond to all of the items on the survey. Therefore, the *N* varied from item to item on the survey findings and was reported with the findings.

**Research Question #1:**     What are Virginia's high school counselors' attitudes toward the Marketing Education program?

The nominal group research technique (NGT) was used with a panel of experts and produced a prioritized list of attitudinal statements about the Marketing Education program. From the use of the NGT, with a panel of experts, and through a thorough literature review, 60 statements were created and incorporated into the attitude portion of the final survey instrument. Virginia's secondary school counselors were asked to indicate their beliefs toward the

statements on a Likert-type scale. Table 7 describes the those statements ranked by the means when looking at strongest degree of agreement. Ninety three percent of the counselors agreed that Marketing Education courses and activities help students in the future and are valuable assets to them. Three of the remaining nine item statements related to specific skills the students could learn from the Marketing Education program. A vast majority of counselors agreed (83%) that there is a definite need for Marketing Education in all schools.

Table 8, on the other hand, displays attitudinal statements which were ranked by the lowest means when looking at the degree of agreement or disagreement among Virginia's secondary school counselors. The item with the lowest mean with over 90% (92.7%) of the counselors selecting this choice was: I am reluctant to counsel students into marketing careers. Several of the other statements with the lowest means chosen by the secondary school counselors, which indicates that they disagree with the attitudinal statement, dealt with low socio-economic backgrounds of the students or the non-college bound student population. Also in Table 8, there was agreement in the disagree range (71.8%) among counselors as to whether students had to give up needed academic classes in order to participate in the cooperative education (co-op) part of the program.



Table 7  
Attitude Items with Highest Rating

Statement	N	Mean	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
			Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Some marketing education courses and activities, serve as valuable assets to students' future.	275	4.32	126	45.8	130	47.3	6	2.2	8	2.9	5	1.8
Knowledge of marketing careers help students determine possible career choices.	275	4.17	73	26.5	190	69.1	2	0.7	7	2.5	3	1.1
Marketing Education courses are available to all students.	273	4.09	75	27.5	172	63.0	5	1.8	18	6.6	3	1.1
The marketing teacher's experience help to get students organized and prepared for specific job skills needed in business and industry.	273	4.05	57	20.9	189	69.2	15	5.5	10	3.7	2	0.7
There is a definite need for marketing education in all schools.	273	4.04	77.2	28.2	150	54.9	31	11.4	10	3.7	5	1.8
DECA competitive events help students apply concepts to real world situations.	270	4.00	59	21.9	167	60.7	35	13.0	5	1.9	4	1.5
Students should earn additional credits for co-op in the marketing education program.	272	3.99	62	22.8	165	60.7	29	10.7	13	4.8	3	1.1
The marketing education program helps students develop interpersonal skills.	275	3.97	36	13.1	207	75.3	23	8.4	8	2.9	1	0.4
Co-op training plans are designed for the student and assist them in getting the necessary skills needed for a career in marketing.	269	3.97	45	16.7	189	70.3	19	7.1	14	5.2	2	0.7
The marketing education program helps to develop communications skills.	275	3.94	34	12.4	205	74.5	25	9.1	10	3.6	1	0.4

NOTE: See Appendix P for all ranked statements of agreement.

Table 8  
Attitude Items with Lowest Rating

Statement	N	Mean	Strongly Agree Freq.	Strongly Agree %	Agree Freq.	Agree %	Undecided Freq.	Undecided %	Disagree Freq.	Disagree %	Strongly Disagree Freq.	Strongly Disagree %
I am reluctant to counsel students into marketing careers.	274	1.61	10	3.6	6	2.2	4	1.5	102	37.2	152	55.5
Marketing courses appeal only to non-college bound students.	274	1.89	10	3.6	18	6.5	6	2.2	139	50.5	102	37.1
Careers in marketing appeal more to student of low socio-economic status.	274	2.03	6	2.2	22	8.0	23	8.4	147	53.6	76	27.7
Careers in marketing are rather limited.	275	2.04	8	2.9	19	6.9	19	6.9	159	57.8	70	25.5
Marketing education is primarily a work-release program for students to get out of school early.	273	2.13	4	1.5	36	13.2	17	6.2	152	55.7	64	23.4
When compared to other educational programs marketing education is not very cost efficient.	271	2.20	3	1.1	16	5.9	73	26.9	120	44.3	59	21.8
Enrollment in marketing education is only appropriate if there are marketing opportunities available for the students in the community.	275	2.25	3	1.1	43	15.6	20	7.3	165	60.0	44	16.0
Marketing students must give up needed academic classes in exchange for leaving school early.	273	2.29	8	2.9	36	13.2	33	12.1	148	54.2	48	17.6
Classroom management policies are less likely to be defied in the marketing education program.	271	2.30	1	0.4	27	10.0	66	24.4	136	50.2	41	15.1
The marketing education program seems to be established for lower academic level students.	271	2.33	8	3.0	40	14.8	27	10.0	157	57.9	39	14.4

NOTE: See Appendix Q for all ranked statements of agreement.

Table 9 reveals the overall attitude Virginia's secondary school counselors have toward Marketing Education. Based on the scale mentioned earlier the frequencies were calculated by using the means which fell into a range based on the 1 to 5 point scale with 5 being strongly agree. Percentages were then calculated by dividing total  $N$  (275) into the number of counselors that fell into each range.

**Table 9**  
**Counselors Overall Attitude Toward Marketing Education Based on Grouping of Means ( $N=275$ )**

	Range of Attitude Means	Frequency	%
<i>Positive</i>	4.5 - 5.00	32	12
<i>Slightly Positive</i>	3.5 - 4.49	151	59
<i>Undecided</i>	2.5 - 3.49	70	25
<i>Slightly Negative</i>	1.5 - 2.49	11	4
<i>Negative</i>	1.0 - 1.49	1	0

Note: See Appendix S for complete list of individual attitude and knowledge scores.  
(Based on scale from 1 to 5 with 5 being Strongly Agree)

In order to determine if counselors had a more positive attitude in a particular area of the Marketing Education program, each area was analyzed. Tables 10-16 show each of the areas, by looking at the attitude means, frequencies and percentages within each area of the Marketing Education program.

Table 10 shows counselors' attitudes toward academic development in the Marketing Education program. Sixty-eight percent have a slightly positive or

above attitude toward academic development activities that take place within the Marketing Education program. The remaining counselors are more undecided and lean toward a neutral or a negative attitude of the academic development within the Marketing Education program.

Table 10

Counselors Attitude Toward the Academic Development Area of the Marketing Education program

	Attitude Mean	Frequency	%
<i>Positive</i>	4.5 - 5.00	6	2
<i>Slightly Positive</i>	3.5 - 4.49	181	66
<i>Undecided</i>	2.5 - 3.49	84	31
<i>Slightly Negative</i>	1.5 - 2.49	4	1
<i>Negative</i>	1.0 - 1.49	0	0

Note: See Appendix T for complete list of individual attitude and knowledge scores within each area. (Based on scale from 1 to 5 with 5 being Strongly Agree)

Table 11 shows the analysis of counselors' attitudes about social intelligence development within the Marketing Education program. Fifty-five percent of the counselors have a slightly positive to positive attitude about the social intelligence activities that are taught or are a part of the Marketing Education program. Only 2% have a slightly negative attitude about social intelligence development within the Marketing Education program.

Table 11

Counselors Attitude Toward the Social Intelligence Area of the Marketing Education program

	Range of Attitude Means	Frequency	%
<i>Positive</i>	4.5 - 5.00	15	5
<i>Slightly Positive</i>	3.5 - 4.49	138	50
<i>Undecided</i>	2.5 - 3.49	116	43
<i>Slightly Negative</i>	1.5 - 2.49	6	2
<i>Negative</i>	1.0 - 1.49	0	0

Note: See Appendix T for complete list of individual attitude and knowledge scores within each area. (Based on scale from 1 to 5 with 5 being Strongly Agree)

Counselors' attitudes are evaluated in reference to their attitudes toward the vocational student organization, (DECA), within the Marketing Education program in Table 12. Seventy-seven percent of the counselors' believe that DECA is a positive aspect of the Marketing Education program. Less than 30% of the

counselors are undecided or lean more toward a negative attitude about DECA in the Marketing Education program.

Table 12

Counselors Attitude Toward the DECA Component of the Marketing Education program

	Range of Attitude Means	Frequency	%
<i>Positive</i>	4.5 - 5.00	29	11
<i>Slightly Positive</i>	3.5 - 4.49	163	60
<i>Undecided</i>	2.5 - 3.49	75	27
<i>Slightly Negative</i>	1.5 - 2.49	5	2
<i>Negative</i>	1.0 - 1.49	1	0

Note: See Appendix T for complete list of individual attitude and knowledge scores within each area. (Based on scale from 1 to 5 with 5 being Strongly Agree)

Table 13 shows the attitudes counselors have toward the cooperative education, (co-op), area of the Marketing Education program. On the positive side of the attitude spectrum, 58% of the counselors believe it is a positive area of the Marketing Education program. Only 42% of the counselors are undecided about the role co-op plays in the program.

Table 13

**Counselors Attitude Toward the Co-op Component of the Marketing Education program (N=275)**

	Range of Attitude Means	Frequency	%
<i>Positive</i>	4.5 - 5.00	5	2
<i>Slightly Positive</i>	3.5 - 4.49	155	56
<i>Undecided</i>	2.5 - 3.49	113	41
<i>Slightly Negative</i>	1.5 - 2.49	2	1
<i>Negative</i>	1.0 - 1.49	0	0

Note: See Appendix T for complete list of individual attitude and knowledge scores within each area. (Based on scale from 1 to 5 with 5 being Strongly Agree)

Another area of the Marketing Education program that was examined in the study was the area of career development. Table 14 reveals that 88% of the counselors believe that the Marketing Education program indeed helps their students develop a career plan. Only 10% were undecided and 2% leaned toward a negative attitude in this area.

Table 15 examines the sixth area that was determined from the items in the survey. This area looks at counselors' attitudes toward career education in Marketing Education. Sixty-nine percent of the counselors lean toward having a positive attitude toward the career education area of the Marketing Education program.

Table 14

Counselors Attitude Toward the Career Development Area of the Marketing Education program (N=275)

	Range of Attitude Means	Frequency	%
<i>Positive</i>	4.5 - 5.00	29	11
<i>Slightly Positive</i>	3.5 - 4.49	213	77
<i>Undecided</i>	2.5 - 3.49	28	10
<i>Slightly Negative</i>	1.5 - 2.49	5	2
<i>Negative</i>	1.0 - 1.49	0	0

Note: See Appendix T for complete list of individual attitude and knowledge scores within each area. (Based on scale from 1 to 5 with 5 being Strongly Agree)

Table 15

Counselors Attitude Toward the Career Education Area of the Marketing Education program (N=275)

	Range of Attitude Means	Frequency	%
<i>Positive</i>	4.5 - 5.00	23	8
<i>Slightly Positive</i>	3.5 - 4.49	169	61
<i>Undecided</i>	2.5 - 3.49	80	29
<i>Slightly Negative</i>	1.5 - 2.49	4	2
<i>Negative</i>	1.0 - 1.49	0	0

Note: See Appendix T for complete list of individual attitude and knowledge scores within each area. (Based on scale from 1 to 5 with 5 being Strongly Agree)



Table 16 reveals counselors' attitudes toward the image they believe others to have of the Marketing Education program. Fifty-seven percent of the counselors are undecided as to what they think is the image of the Marketing Education program . Only 39% of the counselors lean toward having a positive attitude about the image of the Marketing Education program.

Table 16

Counselors Attitude Toward the Image of the Marketing Education program  
(*N*=275)

	Range of Attitude Means	Frequency	%
<i>Positive</i>	4.5 - 5.00	5	2
<i>Slightly Positive</i>	3.5 - 4.49	102	37
<i>Undecided</i>	2.5 - 3.49	158	57
<i>Slightly Negative</i>	1.5 - 2.49	10	4
<i>Negative</i>	1.0 - 1.49	0	0

Note: See Appendix T for complete list of individual attitude and knowledge scores within each area. (Based on scale from 1 to 5 with 5 being Strongly Agree)

*Summary*

The answer to research question 1, What are Virginia's high school counselors' attitudes toward the Marketing Education program?, was that overall Virginia's secondary school counselors leaned toward having a positive attitude about the Marketing Education program. When the researcher divided the Marketing Education program down into areas, the results of the study showed

that counselors' mean attitudes were positive in all areas except one. The area of program image fell into the undecided category. Virginia's counselors were not really sure about or were neutral in what they believed about the image of Marketing Education in Virginia.

**Research Question #2: What do Virginia's high school counselors know about the Marketing Education program?**

The nominal research group technique, personal knowledge, and a thorough review of related literature were used to develop true and false statements about Marketing Education. Fifty-six knowledge statements were developed and included in Section 3 of the instrument. There were 31 true statements and 25 false statements.

Information in Table 17 shows the responses to those statements that received a score of 80% or less, when answering the true knowledge statements on the survey instrument. The five statements which were accurately indicated, scored above 80%, as true by a majority of the counselors dealt with: (1) the mission of Marketing Education in preparing competent workers; (2) marketing students earning credit for cooperative education part of the program; (3) Marketing Education Students' image is reflective of the total school; (4) college bound students are allowed to take Marketing Education Courses, and (5) marketing being a people oriented field. On the other hand, there were four other true statements in which a clear majority missed or did not realize that they were true. Three of the four item statements indicated that Virginia's secondary school counselors did not know what the Marketing Education Curriculum included. The counselors did not know that sports and recreation, travel and tourism, and finance

and credit were a part of the Virginia Marketing Education Curriculum. The other statement incorrectly marked as false was in the area of teacher expectations and qualification of a marketing teacher.

**Table 17**  
**True Knowledge Statements to Which 80% or Less Responded Accurately**

Statement	True		False		I Don't Know	
	N	Freq. %	Freq.	%	Freq.	%
Part of the mission of marketing education is to assist in the improvement of marketing techniques.	273	219 80.2	9 3.3	45 16.5		
Marketing teachers teach 3 or 4 class periods.	274	212 77.4	21 7.7	41 15.0		
Marketing programs in Virginia offer courses in Marketing Management.	273	182 66.3	11 4.0	81 29.7		
Marketing education serves adults as well as high school students.	272	177 65.1	41 15.1	54 19.9		
Students do not have to work to be enrolled in the marketing program.	272	168 61.8	78 28.7	26 9.6		
Marketing programs in Virginia offer courses in Entrepreneurship.	273	166 60.8	13 4.8	94 34.4		
A large segment of education for marketing is provided through four year universities.	269	158 58.7	20 7.4	91 33.8		
The cooperative education component is one of three parts of the program.	272	156 57.4	10 3.7	106 39.0		
Marketing programs in Virginia offer courses in Hotel-Motel Management.	274	148 54.0	19 6.9	107 39.1		
Marketing programs in Virginia offer courses in Real Estate Marketing.	274	146 53.3	15 5.5	113 41.2		
Marketing programs in Virginia offer courses in International Marketing.	274	146 53.3	12 4.4	116 42.3		
Marketing programs in Virginia offer courses in Supermarket Marketing.	274	144 52.6	15 5.5	115 42.0		
Marketing programs in Virginia offer courses in Finance & Credit.	273	126 46.2	16 5.9	131 48.0		
Marketing programs in Virginia offer courses in Travel & Tourism.	273	122 44.7	23 8.4	128 46.9		
Marketing teachers are required to have occupational experience in order to be a marketing teacher coordinator.	273	88 32.2	41 15.0	144 52.7		
Marketing students are required to participate in DECA.	273	87 31.9	95 34.8	91 33.3		
Marketing programs in Virginia offer courses in Sports & Recreation.	271	76 28.0	47 17.3	148 54.6		

Table 18 shows counselors' responses to those statements scoring 70% or less, when answering the false knowledge statements. There were 12 false statements in which the majority of counselors either missed completely or did not know whether the statements were true or false. The statement with the largest percentage marked true when it is actually false dealt with the mission of Marketing Education--that Marketing Education's mission is to find students jobs. Another one of the 12 false statements with over 50% of the counselors missing dealt with co-op area of Marketing Education. The item stated that the Marketing Education program is basically a work release program. Two of the false statements correctly marked as false by 80% of the counselors related to the curriculum area and academic development that takes place in the Marketing Education program. The statements looked at whether fashion merchandising is being perceived as a Marketing Education course and whether Marketing Education is perceived as a program that offers courses basically for lower academic level students.

Table 19 shows the frequency distribution of the knowledge scores for Virginia's secondary school counselors who participated in the study. Out of 275 counselors, none were extremely knowledgeable of the Marketing Education program. Using 70% as a basic knowledge level, a majority of the counselors indicated that they were below this level in their knowledge of Virginia's Marketing Education programs?-approximately 56%. Only 17% of the participants were actually knowledgeable about Marketing Education, while the largest number of counselors seem to know very little about the Marketing Education program.

**Table 18**  
**False Knowledge Statements to Which 70% or Less Responded Accurately**

Statement	True		False		I Don't Know	
	N	Freq. %	Freq.	%	Freq.	%
Marketing students must give up academic classes/electives in order to be in the cooperative education part of the program.	271	82 30.3	183	67.5	6	2.2
The marketing education program is a non-competency based approach to instructional curriculum.	271	20 7.4	181	66.8	70	25.8
Marketing education is not included in Tech-Prep.	274	37 13.5	150	54.7	87	31.8
DECA and Marketing Education are synonymous.	270	77 28.5	138	51.1	55	20.4
DECA is an extra-curricular activity like cheerleading and participating in athletics.	268	110 41.0	124	46.3	34	12.7
Marketing education is a part of the overall business education curriculum.	268	120 44.8	113	42.2	35	13.1
Approximately 50% of all high school students are involved in the cooperative on-the-job training program in the country.	274	26 9.5	99	36.1	149	54.4
The marketing education program is basically a work release program.	273	164 60.1	90	33.0	19	7.0
Marketing education courses are only taught on the secondary level.	274	114 41.6	80	29.2	80	29.2
The DECA program teaches marketing as one of its courses.	269	101 37.5	64	23.8	104	38.7
There are only a few adult marketing education programs left in Virginia.	274	37 13.5	65	23.7	172	62.8
Part of the mission of the marketing education program is to find students jobs.	271	181 66.8	62	22.9	28	10.3
Marketing programs in Virginia offer courses in Accounting.	274	96 35.0	38	13.9	140	51.1
Marketing programs in Virginia offer courses in Business Management.	271	129 47.1	31	11.3	114	41.6
Marketing programs in Virginia offer courses in Computer Information Processing.	273	99 36.3	30	11.0	144	52.7
The enrollments for the marketing education program are increasing in Virginia	273	104 38.1	26	9.5	143	52.4
Marketing programs in Virginia offer courses in Technology Trends.	273	118 43.2	21	7.7	134	49.1

All of the knowledge item statements were grouped together as they were in the attitude section of the study. However, there were six areas that came out of the knowledge section compared to seven in the attitude section of the survey instrument. This breakdown of areas allowed the researcher to take a closer look at what the counselors knew about specific areas of the Marketing Education program. The grouped areas of the knowledge items on the survey are: academic development, purpose and mission, teacher expectations, DECA , co-op, and the curriculum area of the Marketing Education program.

**Table 19**  
**Counselors Knowledge of Marketing Education Based on Knowledge Scores**

Knowledge Level		Range of Knowledge Score	Frequency	%
<i>Over</i>	<i>80%</i>	46 - 56	0	0
	<i>70 - 79%</i>	40 - 45	45	17
	<i>60 - 69%</i>	35 - 39	80	27
	<i>50 - 59%</i>	30 - 34	75	29
	<i>40 - 49%</i>	29 - 20	58	21
<i>Below</i>	<i>39%</i>	19 or below	<u>17</u>	<u>6</u>
			N=275	100%

Note: See Appendix S for list of individual knowledge scores.  
(Based on Maximum score of 56)

Table 20 examines counselors' knowledge of any academic development that takes place within the Marketing Education program. Forty-three percent of the counselors scored above 80% on those particular items relating to academic development. Overall 78% of the counselors scored above 70% on the knowledge items relating to academic development. Twenty-two percent were not very knowledgeable of any academic development that takes place in the Marketing Education program.

**Table 20**  
**Counselors Knowledge of Academic Development within the Marketing Education program**

Knowledge Level		Range of Knowledge Score	Frequency	%
<i>Over</i>	<i>80%</i>	3.20 - 4.00	115	43
	<i>70 - 79%</i>	2.80 - 3.19	96	35
	<i>60 - 69%</i>	2.40 - 2.79	1	0
	<i>50 - 59%</i>	2.00 - 2.39	47	17
	<i>40 - 49%</i>	1.60 - 1.99	12	4
<i>Below</i>	<i>39%</i>	1.59 or below	<u>2</u>	<u>1</u>
			<i>N=274</i>	<i>100%</i>

Note: See Appendix T for list of individual knowledge scores.  
(Maximum score = 4.00)



Table 21 looks at what the counselors' know about the purpose and mission of the Marketing Education program. Fifty-one percent of the counselors scored above 70% when responding to those questions pertaining to the purpose and mission of Marketing Education. On the other hand, 49% of the counselors scored below 70%, indicating that they are not knowledgeable about the purpose and mission of Marketing Education in Virginia.

**Table 21**  
**Counselors Knowledge of the Purpose and Mission of the Marketing Education program**

Knowledge Level %		Range of Knowledge Score	Frequency	
<i>Over</i>	80%	6.40 - 8.00	46	17
	70 - 79%	5.60 - 6.39	94	34
	60 - 69%	4.80 - 5.59	83	30
	50 - 59%	4.00 - 4.79	32	12
	40 - 49%	3.20 - 3.99	3	1
<i>Below</i>	39%	3.19 or below	<u>16</u>	<u>6</u>
			<i>N</i> =274	100%

Note: See Appendix T for list of individual knowledge scores.  
(Maximum score = 8.00)

Table 22 shows the knowledge counselors have about the qualifications or teacher expectations of the marketing teacher. Scoring below 70% on these particular items, were 48% of the counselors. Thirty percent of the counselors scored below 40% when responding to statements about the expectations of the marketing teacher. Only 21% of the counselors knew over 80% of the information pertaining to the expectations of the marketing teacher.

Table 22  
Counselors Knowledge of Teacher Expectations in the Marketing Education program

Knowledge Level		Range of Knowledge Score	Frequency	%
<i>Over</i>	80%	2.40 - 3.00	59	21
	70 - 79%	2.10 - 2.39	0	0
	60 - 69%	1.80 - 2.09	133	48
	50 - 59%	1.50 - 1.79	1	1
	40 - 49%	1.20 - 1.49	0	0
<i>Below</i>	39%	1.19 or below	<u>82</u>	<u>30</u>
			<i>N=275</i>	100%

Note: See Appendix T for list of individual knowledge scores.  
(Maximum score = 3.00)

One of the major areas of the Marketing Education program is the vocational student organization area, DECA. Table 23 reveals how much counselors know about this particular area. Only 40% of the counselors scored above 70% on those statements related to DECA. Sixty percent of the counselors scored below 70% on those same statements. Thirty percent of the counselors knew about half of the information pertaining to the DECA area of the Marketing Education program.

**Table 23**  
**Counselors Knowledge of the DECA Area in the Marketing Education program**

Knowledge Level		Range of Knowledge Score	Frequency	%
<i>Over</i>	<i>80%</i>	5.60 - 7.00	46	17
	<i>70 - 79%</i>	4.90 - 5.59	64	23
	<i>60 - 69%</i>	4.20 - 4.89	4	1
	<i>50 - 59%</i>	3.50 - 4.19	83	30
	<i>40 - 49%</i>	2.80 - 3.49	51	19
<i>Below</i>	<i>39%</i>	2.79 or below	<u>27</u>	<u>10</u>
			<i>N=275</i>	<i>100%</i>

Note: See Appendix T for list of individual knowledge scores.  
(Maximum score = 7.00)

Table 24 shows that 46% of the counselors answered between 70% and 80% of the items correctly examining the co-op area of the Marketing Education program. Fifty-four percent of the counselors answered above 70% of the statements correctly. On the other hand, 46% of the counselors answered below 70% of the statements correctly.

**Table 24**  
**Counselors Knowledge of the Co-op Area in the Marketing Education program**

Knowledge Level		Range of Knowledge Score	Frequency	%
<i>Over</i>	80%	11.20 - 14.00	23	8
	70 - 79%	9.80 - 11.19	127	46
	60 - 69%	8.40 - 9.79	39	14
	50 - 59%	7.00 - 8.39	56	20
	40 - 49%	5.60 - 6.99	5	2
<i>Below</i>	39%	5.59 or below	<u>25</u>	<u>10</u>
			N=275	100%

Note: See Appendix T for list of individual knowledge scores.  
(Maximum score = 14.00)

Table 25 looks at counselors' knowledge about the curriculum in the Marketing Education program. Forty percent of the counselors knew less than 40% of the information related to the Marketing Education curriculum. Only 13% of the counselors knew 70% or more of the information in the statements dealing with the curriculum of the Marketing Education program.

**Table 25**  
**Counselors Knowledge of the Curriculum Area in the Marketing Education program**

Knowledge Level		Range of Knowledge Score	Frequency	%
<i>Over</i>	<i>80%</i>	16.80 - 21.00	8	3
	<i>70 - 79%</i>	14.70 - 16.79	25	10
	<i>60 - 69%</i>	12.60 - 14.69	42	15
	<i>50 - 59%</i>	10.50 - 12.59	51	20
	<i>40 - 49%</i>	8.40 - 10.49	32	12
<i>Below</i>	<i>39%</i>	8.39 or below	<u>107</u>	<u>40</u>
			<i>N=275</i>	100%

Note: See Appendix T for list of individual knowledge scores.  
(Maximum score = 21.00)

### *Summary*

The answer to research question 2, What do Virginia's high school counselors know about the Marketing Education program? was that Virginia's secondary school counselors are not very knowledgeable about the Marketing

Education program. Counselors do seem to be aware of how the Marketing Education program helps students develop academically. Counselors also are knowledgeable about the purpose and mission of the Marketing Education program. The counselors know less about the expectations and qualifications of a marketing teacher. Counselors do not know a great about the DECA area of Marketing Education. On the other hand, Virginia's secondary school counselors know a great deal about the cooperative education (co-op) area of the Marketing Education program.

**Research Question #3:** What is the relationship between selected demographic characteristics--years of experience as a school counselor, years of teaching experience, years of work experience outside of education, licensed subject area, and school site location-- and the perceptions counselors have toward Virginia's Marketing Education programs?

In section one of the survey instrument selected demographic information about Virginia's secondary school counselors who participated in the study was obtained. The demographic variables were classified as either interval variables or categorical variables. The interval variables were: years of experience as a counselor, years of experience as a classroom teacher, and years of work experience outside of education. Pearson r coefficients were used to determine the relationship between the selected interval demographic variables and the attitude and knowledge scores calculated from Virginia's secondary school counselors' responses. Table 26 presents the Pearson r coefficients for each of the selected

demographic interval variables. The results indicated that no statistical relationships exist between the selected demographic interval variables and the counselors' attitudes toward or knowledge of Marketing Education in Virginia.

Table 26

Pearson (r) Coefficients for all Interval Demographic Variables

	Yrs. Experience as Counselor		Yrs. Experience as Classroom Teacher		Yrs. Experience Outside of Education	
	N	r	N	r	N	r
Attitude	256	0.067	251	0.029	226	0.003
Knowledge	253	0.112	248	-0.056	224	-0.127

Note: N's vary due to missing data

(see Appendix U for coefficients of the grouped areas of Marketing Education)

The other selected demographic variables, location of school (urban or rural), school site (region within the state), and licensed subject area of the counselors, were categorical variables. Since these items were categorical, correlational analysis was not suitable. Therefore analysis for these variables were determined by calculating means and standard deviations of each variable in reference to each area of the Marketing Education program. Table 27 presents information concerning one categorical variable, location of school (urban or rural), as it pertains to counselors' attitudes toward Marketing Education and Virginia's secondary school counselors' knowledge of Virginia's Marketing Education program. The findings indicate that it did not matter whether their schools were located in an urban or rural settings when comparing their attitudes toward Marketing Education and their knowledge of Virginia's Marketing Education program.

Table 27

Means and Standard Deviations of Rural versus Urban Counselors

	N	Attitude Score		Knowledge Score	
		Mean	SD	Mean	SD
URBAN	121	216.15	18.33	32.77	7.30
RURAL	154	219.04	24.37	33.11	7.10

Table 28 also shows that little difference existed between Virginia's secondary school counselors attitudes toward and knowledge of Marketing Education in the various school sites or regions within the state. Means and standard deviations for Virginia's secondary school counselors' in each region as well as attitude scores and knowledge scores calculated for each region are included in Table 28. Attitude scores were derived from the attitude scale in section two of the survey instrument, and knowledge scores were derived from the knowledge scale in section three of the survey instrument. Both the attitude scores and knowledge scores are indicated by school site regions within Virginia. The mean score for the Tidewater Area, 220, was the highest score for Virginia's secondary school counselors and the lowest mean score, 214, was from Southwest Virginia's secondary schools. The highest knowledge mean score for Virginia's secondary school counselors was 30.14 for the Northern Virginia Area and the lowest knowledge mean score was 28.21 for the secondary school counselors in the Southwest Region of Virginia. The findings suggest that there is little



difference between attitudes toward and knowledge of Marketing Education for counselors among regions.

**Table 28**  
**Means and Standard Deviations for School Site Region in Virginia**

<u>Region</u>	<u>N</u>	<u>Attitude Score</u>		<u>Knowledge Score</u>	
		<u>Mean</u>	<u>SD</u>	<u>Mean</u>	<u>SD</u>
Northern VA	57	215	21.26	30.14	6.70
Richmond Area	70	218	21.68	29.41	6.42
Danville Area	24	219	24.60	29.04	5.76
Southwest VA	47	214	25.62	28.21	7.68
Tidewater Area	76	220	19.32	29.19	5.50

(See Appendix U for breakdown of Regions by Marketing Education Areas)

Table 29 outlines Virginia's secondary school counselors attitude and knowledge scores by years of experience as a secondary school counselor. Those counselors with 6 to 20 years of experience tended to have slightly more positive attitudes toward Marketing Education. Likewise, those counselors with 6 to 10 years of counseling experience and those counselors with more than 20 years of counseling experience were slightly more knowledgeable of the Marketing Education program.

Table 29

Attitude and Knowledge Scores with Attitude Mean and Standard Deviation from Counselors Years of Experience as a School Counselor (N=256)

Range of Years Experience	N	Attitude Score		N	Knowledge Score	
		Mean	SD		Mean	SD
1-5	65	212.23	0.835	64	31.48	7.206
6-10	64	220.57	0.301	64	34.67	6.524
11-20	92	221.73	0.495	91	32.93	8.056
21 +	34	214.42	0.4431	33	35.00	4.860

Table 30 refers to the means and standard deviations of counselors attitude scores and knowledge scores based on their actual classroom teaching experiences. The numbers were closely distributed across the ranges when looking at the groups attitude scores. The largest number of counselors had over 11 years of experience and had about the same positive attitude toward Marketing Education as those with less years of experience. On the other hand, those counselors with no years of teaching experience in the classroom had both lower attitude scores and knowledge scores than did counselors with previous classroom experience. All of the counselors in each range lean slightly toward a positive attitude of Marketing Education by having a score of at least 210, which indicates a positive attitude..

**Table 30**  
**Scores, Means and Standard Deviations of Counselors Years of Experience as a Classroom Teacher (N=272)**

Range of Yrs Experience	N	Attitude Score		N	Knowledge Score	
		Mean	SD		Mean	SD
0	24	213.92	0.3247	24	30.58	6.710
1-2	61	218.16	0.7543	61	32.57	7.166
3-5	53	216.24	0.0402	52	34.42	7.258
6-10	66	219.51	0.3862	65	33.78	7.551
11 +	71	218.26	0.6219	70	32.27	6.795

Note: A score of 210 indicates a positive attitude

Table 31 describes counselors' attitude scores and knowledge scores by years of work experience outside of education. Those counselors with 0 to 3 years of work experience and those counselors with 11 or more years of work experience had slightly higher attitude scores. Those counselors having 7 to 10 years of work experience outside of education had a slightly less positive attitude toward Marketing Education based on their attitude scores. The same group of counselors had a little higher knowledge score than those counselors with over 11 years of work experience. Ironically, those counselors with the most and least years of work experience outside of education have the best attitudes toward Marketing Education. Counselors with the most experience seem to be less knowledgeable about the Marketing Education program.

Table 31

Attitude and Knowledge Scores, Attitude Mean and Standard Deviation of Counselors Years Paid Work Experience Outside of Education (N=226)

Range of Years Experience	N	Attitude Score		N	Knowledge Score	
		Mean	SD		Mean	SD
0-3	114	219.05	0.6447	114	33.78	7.506
4-6	38	218.20	0.3631	38	33.57	8.594
7-10	47	215.90	0.6478	47	33.21	6.079
11 +	26	219.65	0.3371	25	30.76	7.628

Note: A score of 210 indicates a positive attitude

Tables 32 and 33 describe the last selected demographic variable, counselors' licensed subject area, by looking at counselors' mean scores overall and within each area. Negible differences were found between those counselors licensed in an academic subject area and those in a vocational subject area concerning their attitude toward or knowledge of Virginia's Marketing Education program. Even when looking at the grouped areas of Marketing Education, only slight differences were found between any of the areas and a licensed subject area. However, those counselors that were licensed in both an academic area and a vocational area had higher means in both attitudes toward and knowledge of the Marketing Education program.

Table 32

Attitude Means and Standard Deviations for Licensed Subject Area of Counselors by Marketing Education Areas

Licensed Area	N	Overall		Image Mean (SD)	Social Mean (SD)	Career Dev. Mean (SD)	Career Ed. Mean (SD)	DECA Mean (SD)	Co-op Mean (SD)	Academic Dev. Mean (SD)
		Mean (SD)	SD							
Academic	18	3.66 (0.49)	23.59 (3.68)	20.89 (3.31)	35.37 (4.42)	33.43 (4.63)	14.56 (3.73)	32.14 (7.10)	57.08 (7.10)	
Vocational	31	3.58 (0.29)	23.74 (3.15)	20.67 (2.38)	35.06 (3.62)	32.70 (3.48)	14.39 (2.39)	31.67 (3.69)	56.67 (6.13)	
Both Academic & Vocational	8	3.81 (0.19)	26.12 (2.35)	22.12 (3.39)	35.75 (3.32)	34.62 (4.17)	16.12 (1.96)	33.62 (2.72)	60.25 (4.13)	
No Area	49	3.73 (0.84)	23.75 (3.11)	20.40 (3.18)	35.00 (3.39)	33.36 (4.08)	14.67 (2.07)	31.96 (3.13)	58.31 (5.59)	
			Max Score 35	Max Score 30	Max Score 45	Max Score 45	Max Score 20	Max Score 45	Max Score 80	

Note: All mean scores are based on a scale from 1 to 5 with 5 being Strongly Agree

Table 33

Knowledge Means and Standard Deviations for Licensed Subject Area of Counselors by Marketing Education Areas

Licensed Area	<i>N</i>	Overall Mean (SD)	Mission Mean (SD)	Co-op Mean (SD)	Curriculum Mean (SD)	DECA Mean (SD)	Teacher Expect. Mean (SD)	Academic Dev. Mean (SD)
Academic	187	32.94 (7.18)	5.37 (1.39)	9.13 (2.06)	9.49 (4.27)	4.05 (1.41)	1.89 (0.76)	3.12 (0.95)
Vocational	31	34.32 (6.64)	5.44 (1.43)	9.30 (1.87)	9.93 (3.59)	4.78 (1.50)	1.80 (0.75)	3.16 (0.86)
Both Academic & Vocational	8	37.25 (5.23)	5.50 (0.53)	10.25 (1.48)	11.08 (4.98)	4.95 (0.93)	1.86 (0.99)	3.75 (0.46)
No Area	49	31.47 (6.26)	5.46 (1.39)	8.81 (1.65)	8.61 (4.31)	4.14 (1.42)	1.84 (0.89)	3.02 (0.98)
		Max Score 56	Max Score 8	Max Score 14	Max Score 21	Max Score 7	Max Score 3	Max Score 4

### *Summary*

The answer to research question 3, What is the relationship between selected demographic characteristics--years of experience as a school counselor, years of teaching experience, years of work experience outside of education, licensed subject area, and school site location-- and the perceptions counselors have toward Virginia's Marketing Education programs? is that negligible relationships exist between the selected demographic variables and counselors' attitudes toward and knowledge of Virginia's Marketing Education programs? Urban counselors perceived Marketing Education the same as Rural counselors. Counselors' years experience in counseling, years experience in the classroom, or their licensed subject area did not seem to reveal much difference in their attitudes toward or knowledge of the Marketing Education programs?

### **Chapter Summary**

As indicated in Chapter 1, the purpose of this study was to determine Virginia's secondary school counselors' perceptions towards Virginia's Marketing Education program. A mail survey was developed and distributed to 186 schools offering a Marketing Education program in Virginia. The survey instrument was divided into three sections--(1) selected demographics of Virginia's secondary school counselors; (2) Virginia's secondary school counselors' attitudes toward Marketing Education; and (3) Virginia's secondary school counselors' knowledge about Marketing Education.

When completing Section 1 of the survey instrument, participants supplied information concerning selected demographic variables. Data obtained from Section 1 were used to determine if differences existed between these selected

demographic variables and Virginia's secondary school counselors' attitudes toward Virginia's Marketing Education program. When completing Section 2, participants used a 5 item Likert-type scale to indicate their attitudes toward Virginia's Marketing Education program. When completing Section 3--Virginia's secondary school counselors' knowledge of Virginia's Marketing Education program--participants selected true, false, or don't know to indicate their knowledge of Virginia's Marketing Education program.

Two hundred and eighty-five counselors in 62% of the schools offering a Marketing Education program in Virginia participated in the study. The respondents were closely distributed, in numbers, as to whether their schools were located in an urban or rural setting. Sixty percent of the participating counselors have three or less years actual work experience outside of education. Almost 80% of the counselors responding were considered to be licensed to teach an academic subject area in the secondary schools.

Research question 1 found that most of the counselors responding have a positive attitude toward Virginia's Marketing Education programs? Research question 2, seeking information on what secondary school counselors know about Marketing Education found that even though their attitudes may be positive, they are not knowledgeable about the Marketing Education program. Counselors do seem to know about the ability of the Marketing Education program in helping students to develop academically. Counselors also indicated by their responses that they are aware of the purpose and mission of the Marketing Education program. Counselors do not know about teacher expectations and qualifications needed to become a marketing teacher.



Research question 3 concerning selected demographic variables in relation to counselors' attitudes toward and knowledge of Marketing Education found that very small differences exist between the selected demographic variables and Virginia's secondary school counselors' attitudes toward and knowledge of Virginia's Marketing Education program.

## **Chapter V**

### **SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS**

This chapter contains the following six sections: (1) summary of the study, (2) summary of the findings, (3) considerations, (4) conclusions and discussion, (5) recommendations, and (6) suggestions for future research.

#### **Summary of the Study**

The researcher looked at Virginia's Secondary School Counselors' perceptions of Virginia's Marketing Education program. The findings of the study will assist marketing teachers in developing informational and promotional strategies for implementation in their informational or promotional plans. In addition to assisting the teachers, the study will make teachers aware of the fact that counselors need more information about Marketing Education. Results of the study may possibly get the counselors and marketing teachers acquainted or reacquainted with each other and working together for the welfare of the students. Three research questions were asked:

1. What are high school counselors' attitudes toward the Marketing Education program?
2. What do high school counselors know about the Marketing Education program?
3. What is the relationship between selected demographic characteristics--years of experience as a counselor, years of experience as a classroom teacher, years of work experience outside

of education, licensed subject area, and school location--and the perceptions counselors' have toward Virginia's Marketing Education programs?

The study shows Virginia's secondary school counselors' attitudes toward and knowledge of Virginia's Marketing Education program. Their attitudes toward the Marketing Education program were determined by 60 attitudinal statements on the survey instrument. There was also a knowledge section on the survey which asked Virginia's secondary school counselors to determine whether 56 statements about Marketing Education were true or false. Counselors' attitudes were determined using a 5-point Likert scale. Counselors' knowledge was determined by using a scale of 3 choices: I don't know=missing data, an incorrect answer=0, or a correct answer=1.

In addition, selected demographic information about the secondary school counselors, such as years experience as a counselor, years experience as a classroom teacher, years work experience outside of education, and school site location (urban or rural) was collected. The selected demographic information helped determine if relationships existed between the selected demographic variables and the counselors' attitudes toward and knowledge of the Marketing Education program.

The population of the study consisted of Virginia's secondary school counselors in those schools offering a Marketing Education program (N=194). Two hundred eighty-five counselors participated in the study. Permission was secured from one marketing teacher in each school to serve as a disseminator and collector of the instrument from the counselors. The surveys were sent to the

schools in care of the marketing teacher who served as a disseminator for the study.

Research questions 1 and 2 were analyzed by examining the means, standard deviations and frequency distribution of responses of each attitude and knowledge statement and for the overall scale. Further analysis was conducted by sorting both attitudes and knowledge statements into areas of Marketing Education. Means, standard deviations, and frequencies are available for each area. Analysis of research question 3 required frequency distributions, percentages, and means of the counselors in each variable. Pearson coefficients of correlation were used to examine relationships of selected demographic variables to overall attitude and knowledge scores. The remaining demographic variables were not suitable for correlations, therefore, they were analyzed by computing means and standard deviations.

### **Summary of Findings**

An examination of the analyses of the data produced the following findings:

1. Counselors leaned toward having a overall positive attitude toward the Marketing Education programs in Virginia.
2. Virginia's secondary school counselors have a slightly more positive attitude in 6 out of the 7 areas in Marketing Education. Counselors' attitudes were slightly positive in all the Marketing Education areas except for program image, in which they were undecided.
3. Ninety-three percent of the counselors agreed to strongly agreed that specific skills learned by students enrolled in the Marketing Education program were very valuable.

4. Eighty-three percent of the counselors agreed that there is a definite need for Marketing Education in all schools.
5. Little differences exist between counselors' licensed subject area (academic or vocational), the number of years of counseling experience, or any of the other demographics, and their attitudes toward or knowledge of Virginia's Marketing Education programs.
6. Overall, counselors are not knowledgeable about the Marketing Education program.
7. Virginia's secondary school counselors are not especially knowledgeable about the Marketing Education program when it relates to the areas of curriculum, teacher expectations, and DECA.
8. Counselors were knowledgeable about the Marketing Education program in the areas of co-op, academic development, and the purpose and mission.

### **Considerations**

In interpreting the remainder of this chapter the reader should consider that:

1. It may be possible that the more conscientious marketing teachers were more likely to have the instruments completed and returned. Therefore, the study may be biased toward the stronger Marketing Education programs in the State.
2. The internal consistency of several of the subscales was relatively low. Interpreting findings from those subscales should be done very carefully.

## Conclusions and Discussion

Contrary to what Virginia marketing teachers believe, counselors do have a positive attitude toward Marketing Education. On the other hand, Virginia's secondary school counselors are not knowledgeable about the Marketing Education program. This should tell the marketing teachers that they need to provide counselors with more information about the program and keep the counselors informed of any modifications taking place in the program and activities that are going on within their individual programs. Marketing teachers should not assume that counselors are getting information about their program from another source.

A common misconception was that counselors in urban and rural areas perceive Marketing Education differently (Marketing Teacher Panel, 1993). The findings show that this is not true. This study supplies evidence that rural and urban counselors have basically the same attitudes toward the Marketing Education program. Teachers believe that rural counselors may not see the importance and realize the need for the Marketing Education program. Results from this study show evidence that this is not the case. Therefore, the researcher concludes that it really does not matter whether a counselor is urban or rural, they basically have the same attitudes toward and have about the same level of knowledge about Virginia's Marketing Education programs.

The researcher also found it interesting to see that little differences exist between Virginia's secondary school counselors' attitudes toward or knowledge of Marketing Education and the school site location (region) in Virginia. In the past, marketing teachers would assume that one region had more resources than another for all kinds of activities including promotion ( Marketing Teacher Panel, 1993).

No big differences were found to indicate that counselors in one region of the state thought more favorably of Marketing Education than in any other region.

Therefore, the researcher concludes that selected counselors in all parts of the state basically have the same attitudes toward and knowledge of Virginia's Marketing Education program.

When considering the years of experience that counselors have in the schools, the Morris and DeBennetti (1988) study could lead one to assume that older, more experienced counselors would have more positive attitudes toward a vocational program than younger counselors. This study shows evidence that this finding does not apply to Marketing Education in Virginia. That doesn't necessarily hold true. Another common belief is that counselors who do not have a vocational background do not know as much about Marketing Education as those who had some vocational experience. It would be reasonable to assume that counselors' experiences in the classroom or their work experiences would affect their attitudes toward and understanding of the Marketing Education program. The results of this study lead to the conclusion that counselors' licensed subject area (vocational or academic) or prior experiences have no bearing on their attitudes toward or knowledge of Marketing Education in Virginia.

This study revealed that half of the counselors are not sure whether the program is called Marketing Education or DECA. DECA, the association of marketing students, is an integral part of the Marketing Education program. In addition, over half of the counselors think that DECA is an extra-curricular activity when in fact it is very much co-curricular and important to the success of the program. A majority of the counselors tend to agree that DECA is beneficial to the students in providing leadership and social activities, but are not sure

exactly what the purpose of DECA entails. Counselors as well as others in the schools need to be informed that the difference between the two is that the curriculum is marketing and the vocational student organization is DECA. The program involves both, the organization and the curriculum, and is called the Marketing Education program. In the past marketing teachers have been called "DECA teachers" or their marketing students have been referred to as "DECA students" (Marketing Teacher Panel, 1993). The correct titles should have been "marketing teachers" and Marketing Education students" or "DECA Advisors" and "DECA Members." The marketing teacher should make sure to correct this situation whenever possible and provide information to the counselors and get them involved in DECA competitive events and activities, so that they can better make the distinction between the two. Counselors need more information about how DECA is integrated into the Marketing Education curriculum.

Virginia's secondary school counselors believe that the Marketing Education program helps students develop academically. They realize that Marketing Education has a lot to offer students. Counselors believe that students acquire the necessary skills needed to enter the world of work and that the activities and courses in Marketing Education are valuable assets to the students. Some marketing teachers have the impression that counselors don't see the need for the Marketing Education program. This is not the case at all. Counselors do indeed see a need for the program and some of the counselors believe it should be offered in all schools.

Counselors are not knowledgeable about the composition of the Marketing Education program. For instance, they don't realize how the program operates. The Marketing Education program operates through: (1) classroom instruction, (2)



on-the-job training, and (3) DECA (National Marketing Education Curriculum Framework, 1987). The results of the study indicate that counselors do not realize what courses marketing teachers in Virginia offer to high school students.

Likewise, counselors believe that Marketing Education courses are only taught on the secondary level. In addition, the researcher found that a great number of the counselors believe that Marketing Education is part of the Business Education program. In some schools Marketing Education may be housed in a business education department or as part of a business cluster. Therefore, counselors' may know the difference between the two, but look at the department as business education with different programs being offered within the big umbrella. When considering the curriculum, counselors really do not know what is taught or can be taught in the Marketing Education program. In addition, 25% of the counselors don't know that the Marketing Education program utilizes a competency-based curriculum. It is clear that counselors do not have enough information about courses offered in Marketing Education.

Counselors were aware of the career development and career education activities activities that take place in the Marketing Education program. Based on the findings of this study, the researcher concludes that whether students are searching for a career choice or are already focused on a career, counselors recognize the fact that these activities take place in the Marketing Education program in Virginia.

On-the-job training (co-op) is an important part of the program that was addressed in the study. This study showed that 32% of the counselors don't know that in order to become a marketing teacher, you must have prior work experience in the marketing field. Also, almost 40% of the counselors do not realize that

cooperative education (co-op) is an integral part of the Marketing Education program. Most counselors did not realize that students can work on weekends to get credit for the cooperative education part of the program. Counselors think that part of the mission of Marketing Education is finding students jobs, when in reality that is a method for developing competencies that is utilized by the marketing teacher and not part of the overall mission. Counselors seem to have a narrow focus of Marketing Education and do not realize all the occupational areas that are addressed by the Marketing Education program. This may be due to the fact that they are involved in so many activities in the school that they have little or no time allotted to actually learn about all the different programs offered in a particular school. The researcher was surprised to find that counselors knew a great deal about the cooperative education area of Marketing Education, but didn't really understand how it works within the school framework.

Marketing teachers need to be aware of the fact that counselors depend on the marketing teacher to help keep them up-to-date and informed about changes and activities within their programs. The marketing teachers are the experts in the school on Marketing Education. Open channels of communication are needed between the marketing teachers and counselors to keep the counselors informed. Marketing teachers need to take a look at what they are presently doing to keep counselors informed about their programs. They need to evaluate the effectiveness of activities presently implemented and make changes where they are needed. Marketing teachers need to be aware that counselors have positive attitudes toward Marketing Education but they need additional information regularly to keep them informed and help to maintain their positive attitudes about the program in the future.

## **Recommendations**

The following recommendations are suggested based on the findings and conclusions of this study:

1. Marketing teachers should design complete informational plans aimed at reaching each of the counselors in their schools. These informational plans directed at Virginia's secondary school counselors should emphasize the course offerings available for each individual Marketing Education program.
2. Marketing teachers should provide current information to counselors on careers in marketing and requirements needed to enter and advance in that field. Teachers should indicate possible future careers and education options available to students enrolled in the Marketing Education program. For example, counselors should be made aware if a college degree is required or additional training at a post-secondary institution is required for specific marketing careers.
3. Virginia's secondary school counselors already have a positive attitude toward the Marketing Education program. Therefore, the informational/promotional plan should include a campaign to continuously provide information of activities, accomplishments, rewards, etc. of the Marketing Education program.
4. At least twice a year, the marketing teacher should meet with the school counselors and discuss program goals and successes. Emphasis should be placed on the requirements students need in the classroom and for future career paths of the students.
5. The marketing teacher needs to inform the counselors of the overall flexibility and importance of the co-op component to the program. Counselors

should be aware that students can take full academic loads and still be a part of the Marketing Education program, without having to take early work release.

6. Marketing teachers need to do a better job of informing counselors of the distinction between the program curriculum and the vocational student organization.

7. Marketing teachers need to involve counselors in DECA activities, competitive events, professional events, and classroom projects so that counselors can experience the importance of the co-curricular organization first hand.

8. Marketing teachers need to provide counselors with curriculum changes, outcomes, purposes of the program, and the mission of the program so that they can make a distinction between Marketing Education and Business Education.

9. Marketing teachers should make the counselors aware of adult classes they are teaching and use the counselors as resources whenever possible to keep them informed.

### **Suggestions for Future Research**

1. This study should be replicated in other vocational and technical education service areas to determine secondary school counselors perceptions toward these programs.

2. The present survey should be replicated on a regional or national basis to compare what counselors attitudes toward Marketing Education are in one part of the country to another.

3. Research should be undertaken to determine what informational plans or promotional strategies and aids are already being used and to determine

their effectiveness in improving school counselors' attitudes toward and knowledge of the Marketing Education program..

4. Findings of the study should be compared to studies looking at perceptions other school personnel have toward Marketing Education to see if differences exist. The comparisons would help determine which audience needs to be targeted for future promotional campaigns.

5. Research should be conducted to find out perceptions employers and parents have toward Marketing Education.

6. Additional research should be conducted to determine how much influence counselors are actually having on students' decisions to enroll in the Marketing Education program.

7. Follow-up studies should be conducted to assess the outcomes of informational plans for counselors on enrollments in the Marketing Education program.

8. Research should be conducted to determine college bound student's attitudes toward and knowledge of the Marketing Education program.

9. Additional work is needed to strengthen the instrument used in this study and increase the reliabilities of the areas of the instrument.

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***APPENDICES***

## *Appendix A*

### *Packet Cover Letter*



**Division of Vocational and Technical Education**

College of Education  
Blacksburg, Virginia 24061-0254  
Fax: (703) 231-3292

**TO:** Selected Marketing Teacher-Coordiators

**FROM:** L. Keith Goins, Principal Investigator & *LKG*  
Dr. Betty Heath-Camp, Associate Professor *BHC*

**DATE:** March 10, 1993

**RE:** Research Study looking at Virginia Secondary School Counselors' Perceptions of the Virginia Marketing Education Program

I hope your school year is moving along smoothly. I'm writing to ask if you would be willing to serve as a disseminator for a research study I'm undertaking. The study will be examining Virginia secondary school counselors' perceptions of the marketing education program. If you agree to assist me in this endeavor, you would be responsible for informing the counselors about the study, requesting that they complete the survey, and then returning the completed surveys to me. I will take care of the postage.

The results of this study will be valuable to you in the development and future planning of promotional and recruitment strategies for your program. If you are willing to assist me in this study please fill out the attached form and return it in the enclosed envelope. If you are unable to assist in this study, would you please ask another marketing teacher-coordinator in your school, if available, to take on this responsibility.

I will provide a written explanation of the study in the form of a letter to be given to the counselors at your school so they will know that the study is not being conducted by you or your department but that you are only a personal contact within the school.

Your help is greatly appreciated and needed to make this study a success.

## ***Appendix B***

### ***List of Common Misconceptions from Teacher's Panel***

#### **Rank**

- 1 Marketing is a easy course.
- 2 You can not fit your college requirements or top diploma requirements into students schedule while taking a marketing course.
- 3 Great elective for alternative education and special education students.
- 4 Marketing students are not and can not be college bound.
- 5 Marketing teachers don't do as much as other teachers and they only teach 3 or 4 classes.
- 6 Marketing is for lower academic level students.
- 7 Students can't earn additional credits for co-op.
- 8 Students have to take early release from school.
- 9.5 Just a work-release program not a cooperative education program.
- 9.5 Students do not realize DECA is an important part of marketing education.
- 11.5 Some training stations abuse the program with long hours, late hours, and low wages.
- 11.5 The teacher will and is required to find the student a job.
- 13 The only courses in the marketing program are general and advanced marketing.
- 14 You have to have a part-time job in order to take any marketing class.
- 15 Marketing is not a part of the Tech-Prep program.
- 16 Marketing Education is the same as Business Education.

## *Appendix C*

### *List of Program Characteristics from Teacher's Panel*

**Rank**

- 1 Individual school counselors should know the course offerings in the marketing program.
- 2 College-bound students may take marketing without hurting their education college requirements.
- 3 Marketing is a cooperative education program in which students receive credit for classroom instruction and job training.
- 4 Marketing students affect the image of the school in the business community.
- 5 Marketing is not just a crypt course with no academic requirements.
- 6 Students do not have to co-op to be involved in the marketing program.
- 7 Counselors should know what a marketing teacher does during coordination visits and extended contract time.
- 8 Students should follow marketing classroom policies and co-op training agreement for it to be beneficial to them.
- 9 An additional Math or Science credit can be earned with the successful completion of a marketing sequence.
- 10.5 DECA is the co-curricular organization associated with marketing and student participation is required.
- 10.5 Students co-op job must be in a marketing related area.
- 12 Students do not have to co-op to be involved in the marketing program.
- 13 Include Marketing Education in Tech-Prep and not just Business Education.
- 14 Class size should be kept within the state guidelines in order to keep education individualized.
- 15 Marketing co-op jobs are supervised by the marketing teacher and are not just jobs for students.

*Appendix D**Pilot Study Cover Letter for Disseminator*

Division of Vocational and Technical Education

College of Education  
Blacksburg, Virginia 24061-0254  
Fax: (703) 231-3292

**MEMORANDUM**

**TO:** Virginia Selected Marketing Education Teachers

**FROM:** L. Keith Goins, Principal Investigator

**DATE:** May 17, 1993

**RE:** Secondary School Counselors' Perceptions of the Virginia Marketing Education Program

Included in this packet you will find copies of a survey instrument for each counselor in your school, a cover letter, and a return envelope. Your school has been selected as one of five schools in Virginia to provide preliminary data for the study before it is mailed out to the other schools in the state. Please take about ten to fifteen minutes to do the following:

1. Pass out the surveys to your counselors.
2. Give them at least a day and then check to see if they have completed the survey. (Due to the limited number of days left in the school year in Virginia, it is very important that you collect the surveys as soon as possible.)
3. Collect surveys and return in enclosed return envelope.

Please return as soon as you can so that their feedback can be incorporated into the instrument. Thanks for your assistance in providing this valuable service so that this study can be conducted. Feel free to fax any responses back to me at (703) 231-3292, however, please mail originals also. Thanks once again.

## ***Appendix E***

### ***Pilot Study Cover Letter for Counselors***



**Division of Vocational and Technical Education**

**College of Education  
Blacksburg, Virginia 24061-0254  
Fax: (703) 231-3292**

**TO: Selected Secondary School Counselors**

**FROM: L. Keith Goins, Principal Investigator**

**DATE: May 17, 1993**

**RE: Secondary School Counselors' Perceptions of the Virginia Marketing Education Program**

Attached you will find a survey instrument for a research study I'm conducting on the topic of "Virginia Secondary School Counselors' Perceptions of the Virginia Marketing Education Program." You are one of 30 counselors in Virginia selected to provide feedback as it pertains to the attached survey. Please take about ten to fifteen minutes to do the following:

- 1. Complete the survey.**
- 2. Comment on whether the directions for each section were clear and understandable.**
- 3. Check the statements on the instrument to make sure they are clear and understandable and make suggestions on how to improve them.**
- 4. Make suggestions, in general, for improving the instrument.**

Please write any comments on the survey. Thanks for providing this valuable service to improve the instrument before it goes out to your colleagues. Once you have completed the survey and made any comments you wish to make, please return to the marketing teacher who gave it to you.



## Appendix F

### Pilot Study Survey Instrument

#### School Counselors' Perceptions of Marketing Education

Please complete and return this survey to the Marketing Teacher who gave it to you within the next couple of days.

**Section I**

- |                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. School Site Information:</p> <p>a. Geographic Location</p> <p>    ___ Northern VA</p> <p>    ___ Central VA (Richmond Area)</p> <p>    ___ South Central VA (Danville Area)</p> <p>    ___ Southwest VA</p> <p>    ___ Tidewater Area</p> <p>    _____ (Other)</p> <p>b. Number of students in your school. _____</p> | <p>2. Counselor's Profile</p> <p>a. Years experience as a school counselor. _____ years.</p> <p>b. Years experience as a classroom teacher _____ years.</p> <p>c. Subject area(s) in which you are credentialed _____</p> <p>d. Years paid work experience other than education. _____ years.</p> <p>    Occupation(s) included in this experience.<br/>    List: _____</p> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Section II**

*Directions:* This scale has been prepared so that you may indicate the extent to which you agree or disagree with a series of statements about the Marketing Education program and/or counseling students toward careers in the field of marketing. Please circle the choice which corresponds the closest to your extent of agreement or disagreement about each statement.

SA = Strongly Agree      A = Agree      U = Undecided      D = Disagree      SD = Strongly Disagree

<i>Example:</i> There are too many careers in the field of marketing.	SA	A	U	D	SD
1. All students in a secondary school should be exposed to marketing careers.	SA	A	U	D	SD
2. All students in a secondary school should be exposed to at least one marketing education course.	SA	A	U	D	SD
3. There are unlimited career choices for students prepared in marketing.	SA	A	U	D	SD
4. Marketing courses appeal only to non-college bound students.	SA	A	U	D	SD
5. Courses in marketing education will help students become socially adjusted.	SA	A	U	D	SD
6. When compared to other educational programs marketing education is not very cost efficient.	SA	A	U	D	SD
7. I am reluctant to counsel students into careers in marketing.	SA	A	U	D	SD
8. Some marketing education courses and activities, serves as an valuable asset to students' future.	SA	A	U	D	SD
9. Marketing education students seem to have greater or better communication skills than do other high school students.	SA	A	U	D	SD
10. The Marketing Education Program helps students develop problem solving skills.	SA	A	U	D	SD
11. The Marketing Education Program helps students develop decision making skills.	SA	A	U	D	SD
12. Knowledge of marketing careers helps students determine possible future career choices.	SA	A	U	D	SD
13. School programs should offer courses which address a variety of careers in marketing.	SA	A	U	D	SD
14. Marketing is a career choice with more advantages than disadvantages.	SA	A	U	D	SD
15. Counseling students about enrolling in marketing education courses depends on their long range goals.	SA	A	U	D	SD
16. Enrollment in marketing education is only appropriate if there are marketing opportunities available for the students in the community.	SA	A	U	D	SD
17. Careers in marketing appeal more to students of low socio-economic status.	SA	A	U	D	SD
18. Careers in marketing are rather limited.	SA	A	U	D	SD
19. The marketing education program has as much status as any other school program.	SA	A	U	D	SD
20. Marketing courses tend to reinforce the basic academic skills.	SA	A	U	D	SD
21. Marketing education students must give up other desired elective courses in exchange for a co-op job.	SA	A	U	D	SD
22. Marketing education students seem to have greater or better communication skills than do other students enrolled in a vocational program	SA	A	U	D	SD

## *Appendix F (cont'd)*

### *Pilot Study Survey Instrument*

23.	The marketing education program prepares students only for entry level jobs.	SA A U D SD
24.	The marketing education program prepares students for lifelong learning.	SA A U D SD
25.	The marketing education program helps students develop interpersonal skills.	SA A U D SD
26.	The marketing program helps students develop communication skills.	SA A U D SD
27.	The marketing program helps students develop scientific skills.	SA A U D SD
28.	Co-op training plans are effective in assisting students to learn.	SA A U D SD
29.	Marketing students typically take the minimum amount of hours to graduate.	SA A U D SD
30.	The marketing program helps students develop mathematical skills.	SA A U D SD
31.	The marketing program helps students develop analytical skills.	SA A U D SD
32.	There is a definite need for marketing education in all schools.	SA A U D SD
33.	Marketing education is primarily a work-release program for students to get out of school early.	SA A U D SD
34.	The marketing teacher's experience in dealing with business and industry plays an important role in whether I encourage students to enroll in the program.	SA A U D SD
35.	Marketing students must give up needed academic classes in exchange for leaving school early.	SA A U D SD
36.	Marketing education courses are great electives for alternative and special education students.	SA A U D SD
37.	Allotted coordination periods given to the marketing teacher are used for other activities than coordination visits.	SA A U D SD
38.	Students enrolled in marketing education have less free time because of job obligations.	SA A U D SD
39.	Colleges may not accept marketing courses as one of required entrance credits.	SA A U D SD
40.	Marketing students should be required to participate in DECA.	SA A U D SD
41.	Students gain knowledge and understanding of the meaning of economic growth by enrolling in a marketing course.	SA A U D SD
42.	Marketing students must make sacrifices to meet the demands of school and work.	SA A U D SD
43.	Marketing education courses are available to all students.	SA A U D SD
44.	Marketing education courses are easy electives for students.	SA A U D SD
45.	Marketing education and business education curriculums should be combined.	SA A U D SD
46.	Marketing courses include academic skills in their curriculum.	SA A U D SD
47.	Marketing teachers get a head start on future planning during their extended contract period.	SA A U D SD
48.	DECA competitive events discriminates and gives visibility only to those high ability level students.	SA A U D SD
49.	Most college bound students can't fit marketing courses into their schedules.	SA A U D SD
50.	Students will gain an appreciation for the global economy when they enroll in a marketing course.	SA A U D SD
51.	Students learn ways to contribute to society when they participate in marketing courses.	SA A U D SD
52.	The marketing education program seems to be established for lower academic level students.	SA A U D SD
53.	DECA assists the marketing education curriculum by offering fun activities for the students.	SA A U D SD
54.	Students should earn additional credits for co-op in the marketing education program.	SA A U D SD
55.	The marketing program is for at-risk and non-college bound students.	SA A U D SD
56.	The marketing teachers' experiences help to get students organized and prepared for specific job skills needed in business and industry.	SA A U D SD
57.	DECA competitive events help students apply concepts and theories to real world situations.	SA A U D SD
58.	Classroom management policies are less likely to be defined in the marketing education program.	SA A U D SD
59.	Co-op training plans are designed for the students and assist them in getting the necessary skills needed for a career in marketing.	SA A U D SD
60.	The cooperative education instructional method is effective in assisting students to learn.	SA A U D SD

## Appendix F (cont'd)

### Pilot Study Survey Instrument

61.	Additional credits in Math and Science should be earned if a marketing sequence is completed.	SA	A	U	D	SD
62.	Students' relationships with the business community are enhanced through the marketing program.	SA	A	U	D	SD
63.	DECA helps students develop needed leadership skills.	SA	A	U	D	SD
64.	Students must be employed in a marketing occupation to receive co-op credit.	SA	A	U	D	SD
65.	Students should have a job to be involved in the marketing program.	SA	A	U	D	SD
66.	Marketing education's inclusion in the Tech-Prep program is important for all students.	SA	A	U	D	SD
67.	When marketing students work on weekends, they do not have time for social events.	SA	A	U	D	SD
68.	It is critical to keep the marketing class size within the state guidelines in order to have productive individualized learning.	SA	A	U	D	SD
69.	The pressure students face in coping with classroom assignments and job responsibilities provides them with realistic experiences.	SA	A	U	D	SD

#### Section III

*Directions:* Please respond to the following statements below as to what you know to be true or false about the Virginia Marketing Education program. Please circle your response as either (T) for true, (F) for false, or (W) for I don't know for each of the statements below.

		<u>True</u>	<u>False</u>	<u>Don't Know</u>
1.	School and Business/industry partnerships are created through cooperative education.	T	F	W
2.	The enrollments for the marketing education program are increasing in Virginia.	T	F	W
3.	Marketing students must give up academic classes/electives in order to be in the cooperative education part of the program.	T	F	W
4.	College bound students can not fit their college requirements or top diploma requirements into their schedules when taking a marketing education course.	T	F	W
5.	DECA and Marketing Education are synonymous.	T	F	W
6.	There is an opportunity for students to compete on the state and national levels through the DECA competitive events.	T	F	W
7.	A large segment of education for marketing is provided through four year universities.	T	F	W
8.	Marketing education is designed to prepare people for initial and continuing employment in marketing occupations.	T	F	W
9.	Part of the mission of marketing education is to develop competent workers.	T	F	W
10.	College bound students can enroll in marketing education.	T	F	W
11.	Marketing students affect the image of the school in the business community.	T	F	W
12.	The marketing education program is for lower academic level students.	T	F	W
13.	Marketing students earn credits for co-op in the program.	T	F	W
14.	DECA competitive events give students an opportunity to demonstrate job competence.	T	F	W
15.	Marketing education integrates academic skills and knowledge into the courses.	T	F	W
16.	The DECA program teaches marketing as one of its courses.	T	F	W
17.	Teachers are granted release time for coordination visits.	T	F	W
18.	Marketing teachers are required to have occupational experience in order to be a marketing teacher coordinator.	T	F	W
19.	The marketing program requires students to take early release from school.	T	F	W
20.	The cooperative education component is one of three parts of the program.	T	F	W
21.	Co-op training agreements are a part of the cooperative education component of the marketing education program.	T	F	W
22.	DECA is the co-curricular organization associated with marketing education.	T	F	W

## *Appendix F (cont'd)*

### *Pilot Study Survey Instrument*

23.	The marketing education program is a work release program.	T	F	W
24.	DECA is an extra-curricular activity like cheerleading and participating in athletics.	T	F	W
25.	Marketing students are required to participate in DECA.	T	F	W
26.	Marketing teachers supervise co-op students on-the-job for 1 to 2 class periods.	T	F	W
27.	Marketing education serves adults as well as high school students.	T	F	W
28.	Part of the mission of the marketing education program is to find students jobs.	T	F	W
29.	Marketing education is a part of the overall business education curriculum.	T	F	W
30.	Cooperative education purpose is for the students to make extra spending money.	T	F	W
31.	Fashion merchandising is not a potential marketing education program offering.	T	F	W
32.	Marketing is a people-oriented occupational field.	T	F	W
33.	Part of the mission of marketing education is assist in the improvement of marketing techniques.	T	F	W
34.	Marketing courses on the secondary level are only taught in high schools.	T	F	W
35.	Training stations pay co-op students less than minimum wage.	T	F	W
36.	Marketing teachers teach 3 or 4 class periods.	T	F	W
37.	The marketing teacher is required to find the student a job.	T	F	W
38.	Marketing programs in Virginia offer courses in Sports & Recreation.	T	F	W
39.	Marketing programs in Virginia offer courses in Travel & Tourism.	T	F	W
40.	Marketing programs in Virginia offer courses in Computer Information Systems.	T	F	W
41.	Marketing programs in Virginia offer courses in Entrepreneurship.	T	F	W
42.	Marketing programs in Virginia offer courses in Supermarket Marketing.	T	F	W
43.	Marketing programs in Virginia offer courses in Accounting and Supervision.	T	F	W
44.	Marketing programs in Virginia offer courses in Finance and Credit.	T	F	W
45.	Marketing programs in Virginia offer courses in International Marketing.	T	F	W
46.	Marketing programs in Virginia offer courses in Real Estate Marketing.	T	F	W
47.	Marketing programs in Virginia offer courses in Business Management.	T	F	W
48.	Marketing programs in Virginia offer courses in Hotel-Motel Management.	T	F	W
49.	Marketing programs in Virginia offer courses in Technology Trends.	T	F	W
50.	Marketing programs in Virginia offer courses in Marketing Management.	T	F	W
51.	Marketing education is not included in Tech-Prep.	T	F	W
52.	There are only a few adult marketing education programs left in Virginia.	T	F	W
53.	Approximately 50% of all high school students are involved in the cooperative on-the-job training program in the country.	T	F	W
54.	Marketing is not a major at the four year universities in Virginia.	T	F	W
55.	The marketing education program in a non-competency based approach to instructional curriculum.	T	F	W
56.	Students do not have to work to be enrolled in the marketing education program.	T	F	W

*Thank you for taking time out of your busy schedule to complete this survey. Please seal in a blank envelope and return to the marketing teacher who gave it to you. Thanks again and have a great school closing and exciting summer!*

## *Appendix G*

### *Pilot Study Follow-Up Letter*



Division of Vocational and Technical Education  
College of Education  
Blacksburg, Virginia 24061-0254  
Fax: (703) 231-3292

**TO:** Selected Marketing Teacher-Coordinators

**FROM:** L. Keith Goins, Principal Investigator &  
Dr. Betty Heath-Camp, Associate Professor

**DATE:** April 26, 1993

**RE:** Research Study looking at Virginia Secondary School Counselors'  
Perceptions of the Virginia Marketing Education Program

I sent to your school, approximately three weeks ago, an information form asking for you or someone else in your department to serve as a disseminator for a research study I am doing to satisfy requirements for my doctorate at Virginia Tech. I know how the mail system works from time to time so I am enclosing another form. If you could take a few minutes and complete the form and return it to me in the business reply envelope it would be greatly appreciated.

The study will be examining Virginia secondary school counselors' perceptions of the marketing education program. If you agree to assist me in this endeavor, you would be responsible for informing the counselors about the study, requesting that they complete the survey, and then returning the completed surveys to me. I will take care of the postage.

The results of this study will be valuable to you in the development and future planning of promotional and recruitment strategies for your program. If you are willing to assist me in this study please fill out the attached form and return it in the enclosed envelope. If you are unable to assist in this study, would you please ask another marketing teacher-coordinator in your school, if available, to take on this responsibility.

I will provide a written explanation of the study in the form of a letter to be given to the counselors at your school so they will know that the study is not being conducted by you or your department but that you are only a personal contact within the school.

Your help is greatly appreciated and needed to make this study a success.

## ***Appendix H***

### ***Items Deleted from Pilot Survey Instrument***

1. **Students' relationships with the business community are enhanced through the marketing program.**
2. **DECA helps students develop leadership skills.**
3. **Students must be employed in a marketing occupation to receive co-op credit.**
4. **Students should have a job to be involved in the marketing program.**
5. **Marketing education's inclusion in the Tech-Prep program is important for all students.**
6. **When marketing students work on weekends, they do not have time for social events.**
7. **The pressure students face in coping with classroom assignments and job responsibilities provides them with realistic experiences.**
8. **Marketing teachers get a head start on future planning during their extended contract period.**
9. **The marketing program is for at-risk students and non-college bound students.**

# Appendix I

## Final Survey Instrument

VIRGINIA TECH		School Counselors' Perceptions of Marketing Education						
Please complete and return this survey to the Marketing Teacher who gave it to you within the next couple of days.								
<b>Section I</b>								
1. School Site Information				2. Counselor's Profile				
a. Geographic Location				a. Years experience as a school counselor.				
___ Northern VA				_____ years.				
___ Central VA				b. Years experience as a classroom teacher				
___ South Central VA (Danville Area)				_____ years.				
___ Southwest VA (Richmond Area)				c. Subject area(s) in which you are				
___ Tidewater Area				credentialed _____				
___ Other _____				d. Years paid work experience other than				
b. Number of students in your school.				education. _____ years.				
_____				Occupation(s) included in this				
				experience. List: _____				
<b>Section II</b> Directions: This scale has been prepared so that you may indicate the extent to which you agree or disagree with a series of statements about the Marketing Education program and or counseling students toward careers in the field of marketing. Please circle in the choice which corresponds the closest to your extent of agreement or disagreement about each statement.								
5 = Strongly Agree    4 = Agree    3 = Undecided    2 = Disagree    1 = Strongly Disagree								
<b>Example:</b> There are too many careers in the field of marketing. 1 ● 3 4 5								
10	1	2	3	4	5	6	7	8
11	1	2	3	4	5	6	7	8
12	1	2	3	4	5	6	7	8
13	1	2	3	4	5	6	7	8
14	1	2	3	4	5	6	7	8
15	1	2	3	4	5	6	7	8
16	1	2	3	4	5	6	7	8
17	1	2	3	4	5	6	7	8
18	1	2	3	4	5	6	7	8
19	1	2	3	4	5	6	7	8
20	1	2	3	4	5	6	7	8
21	1	2	3	4	5	6	7	8
22	1	2	3	4	5	6	7	8
23	1	2	3	4	5	6	7	8
24	1	2	3	4	5	6	7	8
25	1	2	3	4	5	6	7	8
26	1	2	3	4	5	6	7	8
27	1	2	3	4	5	6	7	8
28	1	2	3	4	5	6	7	8
29	1	2	3	4	5	6	7	8

## Appendix I (cont'd)

### Final Survey Instrument

31.	The marketing program helps students develop analytical skills.	30	1	2	3	4	5	6	7	8	9
32.	There is a definite need for marketing education in all schools.	31	1	2	3	4	5	6	7	8	9
33.	Marketing education is primarily a work-release program for students to get out of school.	32	1	2	3	4	5	6	7	8	9
34.	The marketing teacher's experience in dealing with business and industry plays an important role in whether I encourage students to enroll in the program.	33	1	2	3	4	5	6	7	8	9
35.	Marketing students must give up needed academic classes in exchange for leaving school early.	34	1	2	3	4	5	6	7	8	9
36.	Marketing education courses are great electives for alternative and special education students.	35	1	2	3	4	5	6	7	8	9
37.	Allotted coordination periods given to the marketing teacher are used for other activities than coordination visits.	36	1	2	3	4	5	6	7	8	9
38.	Students enrolled in marketing education have less free time because of job obligations.	37	1	2	3	4	5	6	7	8	9
39.	Colleges may not accept marketing courses as one of required entrance credits.	38	1	2	3	4	5	6	7	8	9
40.	Marketing students should be required to participate in DECA.	39	1	2	3	4	5	6	7	8	9
41.	Students gain knowledge and understanding of the meaning of economic growth by enrolling in a marketing course.	40	1	2	3	4	5	6	7	8	9
42.	Marketing students must make sacrifices to meet the demands of school and work.	41	1	2	3	4	5	6	7	8	9
43.	Marketing education courses are available to all students.	42	1	2	3	4	5	6	7	8	9
44.	Marketing education courses are easy electives for students.	43	1	2	3	4	5	6	7	8	9
45.	Marketing education and business education curriculums should be combined.	44	1	2	3	4	5	6	7	8	9
46.	Marketing courses include academic skills in their curriculum.	45	1	2	3	4	5	6	7	8	9
47.	Additional credits in Math and Science should be earned if a marketing sequence is completed.	46	1	2	3	4	5	6	7	8	9
48.	DECA competitive events discriminates and gives visibility only to those high ability level students.	47	1	2	3	4	5	6	7	8	9
49.	Most college bound students can't fit marketing courses into their schedules.	48	1	2	3	4	5	6	7	8	9
50.	Students will gain an appreciation for the global economy when they enroll in a marketing education course.	49	1	2	3	4	5	6	7	8	9
51.	Students learn ways to contribute to society when they participate in marketing courses.	50	1	2	3	4	5	6	7	8	9
52.	The marketing education program seems to be established for lower academic level students.	51	1	2	3	4	5	6	7	8	9
53.	DECA assists the marketing education curriculum by offering fun activities for the students.	52	1	2	3	4	5	6	7	8	9
54.	Students should earn additional credits for co-op in the marketing education program.	53	1	2	3	4	5	6	7	8	9
55.	Marketing education's inclusion in the Tech-Prep program is important for all students.	54	1	2	3	4	5	6	7	8	9
56.	The marketing teachers' experiences help to get students organized and prepared for specific job skills needed in business and industry.	55	1	2	3	4	5	6	7	8	9
57.	DECA competitive events help students apply concepts to real world situations.	56	1	2	3	4	5	6	7	8	9
58.	Classroom management policies are less likely to be defined in the marketing education program.	57	1	2	3	4	5	6	7	8	9
59.	Co-op training plans are designed for the students and assist them in getting the necessary skills needed for a career in marketing.	58	1	2	3	4	5	6	7	8	9
60.	It is critical to keep the marketing class size within the state guidelines in order to have productive individualized learning.	59	1	2	3	4	5	6	7	8	9



### Appendix I (cont'd)

## Final Survey Instrument

### VIRGINIA TECH

**Section III Directions** Please respond to the following statements below as to what you know to be true or false about the Virginia Marketing Education program. Please circle in your response to the left as either (3) for true, (2) for false, or (1) for I don't know for each of the statements below.

- |     |                                                                                                                                                          |   |   |   |   |   |   |   |   |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|---|---|---|
| 1.  | School and Business/industry partnerships are created through cooperative education.                                                                     | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 2.  | The enrollments for the marketing education program are increasing in Virginia.                                                                          | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 3.  | Marketing students must give up academic classes/electives in order to be in the cooperative education part of the program.                              | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 4.  | College bound students can not fit their college requirements or top diploma requirements into their schedules when taking a marketing education course. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 5.  | DECA and Marketing Education are synonymous.                                                                                                             | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 6.  | There is an opportunity for students to compete on the state and national levels through the DECA competitive events.                                    | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 7.  | A large segment of education for marketing is provided through four year universities.                                                                   | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 8.  | Marketing education is designed to prepare people for initial and continuing employment in marketing occupations.                                        | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9.  | Part of the mission of marketing education is to develop competent workers.                                                                              | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 10. | College bound students can enroll in marketing education.                                                                                                | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 11. | Marketing students affect the image of the school in the business community.                                                                             | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 12. | The marketing education program is for lower academic level students.                                                                                    | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 13. | Marketing students earn credits for co-op in the program.                                                                                                | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 14. | DECA competitive events give students an opportunity to demonstrate job competence.                                                                      | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 15. | Marketing education integrates academic skills and knowledge into the courses.                                                                           | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 16. | The DECA program teaches marketing as one of its courses.                                                                                                | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 17. | Teachers are granted release time for coordination visits.                                                                                               | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 18. | Marketing teachers are required to have occupational experience in order to be a marketing teacher coordinator.                                          | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 19. | The marketing program requires students to take early release from school.                                                                               | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 20. | The cooperative education component is one of three parts of the program.                                                                                | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 21. | Co-op training agreements are a part of the cooperative education component of the marketing education program.                                          | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 22. | DECA is the co-curricular organization associated with marketing education.                                                                              | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 23. | The marketing education program is a work release program.                                                                                               | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 24. | DECA is an extra-curricular activity like cheerleading and participating in athletics.                                                                   | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 25. | Marketing students are required to participate in DECA.                                                                                                  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 26. | Marketing teachers supervise co-op students on-the-job for 1 to 2 class periods.                                                                         | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 27. | Marketing education serves adults as well as high school students.                                                                                       | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 28. | Part of the mission of the marketing education program is to find students jobs.                                                                         | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 29. | Marketing education is a part of the overall business education curriculum.                                                                              | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |

### Appendix I (cont'd)

### Final Survey Instrument

		30	1	2	3	4	5	6	7	8
30.	Cooperative education's purpose is for the students to make extra spending money.	31	1	2	3	4	5	6	7	8
31.	Fashion merchandising is not a potential marketing education program offering	32	1	2	3	4	5	6	7	8
32.	Marketing is a people-oriented occupational field.	33	1	2	3	4	5	6	7	8
33.	Part of the mission of marketing education is assist in the improvement of marketing techniques.	34	1	2	3	4	5	6	7	8
34.	Marketing courses on the secondary level are only taught in high schools.	35	1	2	3	4	5	6	7	8
35.	Training stations pay co-op students less than minimum wage.	36	1	2	3	4	5	6	7	8
36.	Marketing teachers teach 3 or 4 class periods.	37	1	2	3	4	5	6	7	8
37.	The marketing teacher is required to find the student a job.	38	1	2	3	4	5	6	7	8
38.	Marketing programs in Virginia offer courses in Sports & Recreation.	39	1	2	3	4	5	6	7	8
39.	Marketing programs in Virginia offer courses in Travel & Tourism.									
40.	Marketing programs in Virginia offer courses in Computer Information Systems.	40	1	2	3	4	5	6	7	8
41.	Marketing programs in Virginia offer courses in Entrepreneurship.	41	1	2	3	4	5	6	7	8
42.	Marketing programs in Virginia offer courses in Supermarket Marketing.	42	1	2	3	4	5	6	7	8
43.	Marketing programs in Virginia offer courses in Accounting and Supervision.	43	1	2	3	4	5	6	7	8
44.	Marketing programs in Virginia offer courses in Finance and Credit.	44	1	2	3	4	5	6	7	8
45.	Marketing programs in Virginia offer courses in International Marketing.	45	1	2	3	4	5	6	7	8
46.	Marketing programs in Virginia offer courses in Real Estate Marketing.	46	1	2	3	4	5	6	7	8
47.	Marketing programs in Virginia offer courses in Business Management.	47	1	2	3	4	5	6	7	8
48.	Marketing programs in Virginia offer courses in Hotel-Motel Management.	48	1	2	3	4	5	6	7	8
49.	Marketing programs in Virginia offer courses in Technology Trends.	49	1	2	3	4	5	6	7	8
50.	Marketing programs in Virginia offer courses in Marketing Management.	50	1	2	3	4	5	6	7	8
51.	Marketing education is not included in Tech-Prep.									
52.	There are only a few adult marketing education programs left in Virginia.	51	1	2	3	4	5	6	7	8
53.	Approximately 50% of all high school students are involved in the cooperative on-the-job training program in the country.	52	1	2	3	4	5	6	7	8
54.	Marketing is not a major at the four year universities in Virginia.	53	1	2	3	4	5	6	7	8
55.	The marketing education program is a non-competency based approach to instructional curriculum.	54	1	2	3	4	5	6	7	8
56.	Students do not have to work to be enrolled in the marketing education program.	55	1	2	3	4	5	6	7	8
		56	1	2	3	4	5	6	7	8
		57	1	2	3	4	5	6	7	8
		58	1	2	3	4	5	6	7	8
		59	1	2	3	4	5	6	7	8

*Thank you for taking time out of your busy schedule to complete this survey. Please return to the marketing teacher who gave it to you. Thanks again and have a great summer!*

## Appendix J

### Correlations of Pilot Survey Instrument

SEQ. NO.	SCALE NO.	SUMMATED SCALES					
		S1	S2				
1	1	0.52 30	0.04 30	23	23	0.13 30	0.29 30
2	2	0.19 30	0.19 30	24	24	0.55 30	0.39 30
3	3	0.35 30	0.04 30	25	25	0.83 30	0.27 30
4	4	0.21 30	0.19 30	26	26	0.76 30	0.34 30
5	5	0.60 30	0.06 30	27	27	0.61 30	0.64 30
6	6	0.16 30	0.13 30	28	28	0.79 30	0.13 30
7	7	0.43 30	0.22 30	29	29	0.46 30	0.07 30
8	8	0.78 30	0.24 30	30	30	0.56 30	0.16 30
9	9	0.24 30	0.16 30	31	31	0.46 30	0.41 30
10	10	0.38 30	0.42 30	32	32	0.65 30	0.02 30
11	11	0.68 30	0.24 30	33	33	0.49 30	0.45 30
12	12	0.66 30	0.29 30	34	34	0.33 30	0.27 30
13	13	0.73 30	0.31 30	35	35	0.20 30	0.16 30
14	14	0.50 30	0.06 30	36	36	0.06 30	0.13 30
15	15	0.29 30	0.31 30	37	37	0.14 30	0.46 30
16	16	0.55 30	0.01 30	38	38	-0.44 30	0.52 30
17	17	0.09 30	0.06 30	39	39	0.04 30	0.44 30
18	18	0.47 30	0.17 30	40	40	0.54 30	0.02 30
19	19	0.38 30	0.19 30	41	41	0.52 30	0.35 30
20	20	0.48 30	0.29 30	42	42	0.26 30	0.15 30
21	21	0.17 30	0.22 30				
22	22	-0.17 30	0.06 30				

*Appendix J (cont'd)*

*Correlations of Pilot Survey Instrument*

43	43	0.68	0.08
		30	30
44	44	0.33-0.17	
		30	30
45	45	0.20	0.39
		30	30
46	46	0.75	0.56
		30	30
47	47	-0.45-0.47	
		30	30
48	48	0.57	0.06
		30	30
49	49	0.72	0.10
		30	30
50	50	0.35	0.32
		30	30
51	51	0.77	0.17
		30	30
52	52	0.70	0.23
		30	30
53	53	0.23	0.18
		30	30
54	54	0.37	0.16
		30	30
55	55	0.19	0.42
		30	30
56	56	0.73	0.17
		30	30
57	57	0.61	0.28
		30	30
58	58	0.68	0.36
		30	30
59	59	0.67	0.00
		30	30
60	60	0.52	0.27
		30	30
61	61	0.38-0.11	
		30	30
62	62	0.73	0.19
		30	30
63	63	0.79	0.09
		30	30
64	64	0.23-0.08	
		30	30
65	65	-0.31	0.02
		30	30
66	66	0.67	0.22
		30	30
67	67	0.08	0.01
		30	30
68	68	0.59	0.70
		30	30
69	69	0.75	0.16
		30	30
70	1	0.00	0.17
		30	30
71	2	0.32	0.34
		30	30
72	3	-0.24-0.16	
		30	30
73	4	0.19	0.19
		30	30
74	5	0.36	0.40
		30	30
75	6	0.54	0.21
		30	30
76	7	-0.07	0.28
		30	30
77	8	0.10	0.02
		30	30
78	9	*****	
		30	30
79	10	*****	
		30	30
80	11	-0.11	0.42
		30	30
81	12	-0.15	0.18
		30	30
82	13	-0.27	0.21
		30	30
83	14	0.54	0.28
		30	30
84	15	0.34	0.17
		30	30
85	16	0.13	0.35
		30	30
86	17	0.46	0.28
		30	30
87	18	0.19	0.37
		30	30
88	19	0.04	0.35
		30	30
89	20	0.10	0.41
		30	30

*Appendix J (cont'd)*

*Correlations of Pilot Survey Instrument*

90	21	0.00 30	0.16 30		110	41	-0.01 30	0.65 30
91	22	0.38 30	0.42 30		111	42	-0.33 30	0.42 30
92	23	-0.05 30	0.20 30		112	43	-0.17 30	0.43 30
93	24	0.28 30	0.16 30		113	44	0.26 30	0.74 30
94	25	0.20 30	0.03 30		114	45	-0.12 30	0.50 30
95	26	0.43 30	0.10 30		115	46	-0.12 30	0.52 30
96	27	0.23 30	0.41 30		116	47	0.16 30	0.59 30
97	28	0.14 30	0.27 30		117	48	0.35 30	0.75 30
98	29	0.24 30	0.38 30		118	49	-0.11 30	0.53 30
99	30	-0.03 30	0.04 30		119	50	0.19 30	0.54 30
100	31	0.14 30	0.43 30		120	51	0.15 30	0.35 30
101	32	-0.23 30	0.47 30		121	52	0.14 30	0.31 30
102	33	-0.05 30	0.13 30		122	53	-0.02 30	0.04 30
103	34	0.14 30	0.39 30		123	54	0.51 30	0.20 30
104	35	0.02 30	0.09 30		124	55	0.31 30	0.38 30
105	36	-0.02 30	0.25 30		125	56	0.04 30	0.53 30
106	37	-0.04 30	0.49 30					
107	38	0.42 30	0.61 30					
108	39	0.00 30	0.65 30					
109	40	0.03 30	0.51 30					

*Appendix J (cont'd)**Cronbach Alphas for Pilot Survey Instrument*

## SUMMATED SCALE SCORE STATISTICS FOR ALL RESPONDERS

SCALE	S1	S2
N OF OBS.	30	30
MEAN	255.467	131.267
STD. DEV.	19.4239	13.2765
MEAN OMITTS	0.000	0.000
MAXIMUM	290	156
MINIMUM	216	102
COEF. ALPHA	0.9092	0.8595

## *Appendix K*

### *Final Survey Cover Letters*


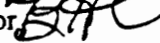


Division of Vocational and Technical Education

College of Education  
Blacksburg, Virginia 24061-0254  
Fax: (703) 231-3292

<b>MEMORANDUM</b>
-------------------

**TO:** Virginia Marketing Education Teachers

**FROM:** L. Keith Goins, Principal Investigator   
Betty Heath-Camp, Associate Professor 

**DATE:** June 3, 1993

**RE:** Secondary School Counselors' Perceptions of the Virginia Marketing Education Program

Included in this packet you will find copies of a cover letter, a survey instrument for each counselor in your school, and a return envelope. Thank you for assisting me in conducting this census study. I know each of you are busy this time of year and are ready to get out of school for the summer, but if you could disseminate the enclosed surveys to your guidance staff, collect the completed instruments in a few days, and return the surveys in the envelope enclosed I would greatly appreciate it. Please assist me by doing the following:

1. Pass out the surveys to your counselors.
2. Give them at least a day and then check to see if they have completed the survey. (Due to the limited number of days left in the school year in Virginia, it is very important that you collect the surveys as soon as possible.)
3. Collect surveys and return in enclosed return envelope.


Thanks for your assistance in providing this valuable service so that this study can be conducted. Feel free to fax any responses back to me at (703) 231-3292, however, please mail originals also. Thanks once again.

**Appendix K (cont'd)****Final Survey Cover Letters**

Division of Vocational and Technical Education

College of Education  
Blacksburg, Virginia 24061-0254  
Fax: (703) 231-3292

**TO:** Secondary School Counselors

**FROM:** L. Keith Goins, Principal Investigator 

**DATE:** June 3, 1993

**RE:** Secondary School Counselors' Perceptions of the Virginia Marketing Education Program

Attached you will find a survey instrument for a research study I'm conducting on the topic of "Virginia Secondary School Counselors' Perceptions of the Virginia Marketing Education Program." I realize that you are extremely busy this time of year and I apologize for the timing of the survey. In conducting a census study it is essential to get everyone's input. Please take about twenty minutes and complete the attached survey using a number two pencil and then return the survey to the marketing teacher which gave it to you. Thank you for your time and cooperation in assisting me with this study.



## *Appendix L*

### *First Follow-Up Letter*





Division of Vocational and Technical Education

College of Education  
Blacksburg, Virginia 24061-0254  
Fax: (703) 231-3292

<b>MEMORANDUM</b>
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**TO:** Virginia Marketing Education Teachers

**FROM:** L. Keith Goins, Principal Investigator   
Betty Heath-Camp, Associate Professor 

**DATE:** June 10, 1993

**RE:** Secondary School Counselors' Perceptions of the Virginia Marketing Education Program

You received last week a packet containing a cover letter, survey instruments for your guidance staff, and a return envelope. If you have disseminated the surveys to your guidance staff, could you please collect the completed surveys and return to me as quickly as you can. Once again, I know how extremely busy you are this time of year, but thank you for assisting me in collecting this data for the census study.

Thanks for your assistance in providing this valuable service so that this study can be conducted. Feel free to fax any responses back to me at (703) 231-3292, however, please mail originals also.

## *Appendix M*

### *Second Follow-Up Letter*




Division of Vocational and Technical Education

College of Education  
Blacksburg, Virginia 24061-0254  
Fax: (703) 231-3292

<b>MEMORANDUM</b>
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**TO:** Virginia Marketing Education Teacher-Coordinators

**FROM:** L. Keith Goins, Principal Investigator   
Betty Heath-Camp, Associate Professor

**DATE:** June 28, 1993

**RE:** Collection of Surveys

About three weeks ago I wrote to you seeking your assistance in disseminating surveys that would provide me with the perceptions of school counselors in your school have toward the Virginia Marketing Education Program. As of today we have not yet received your school's completed surveys.

This research project was undertaken in efforts to provide feedback to marketing teachers across the state in order to develop future marketing strategies for recruitment and promotion of the program. I believe counselors' opinions should be taken into account in the formation and development of future promotional plans for the marketing education program in each school.

I am writing to you again because of the significance each survey has to the usefulness of this study. Since this is a census study, each school is asked to send in as many completed surveys as possible for their school counselor staff. In order for the results to be as representative as possible of what school counselors in Virginia believe it is essential that each school have some of their counselors respond. As mentioned in the last letter, the survey should be completed by school counselors in your school which work with students in advising and planning course schedules.

In the event that the surveys for your school have been misplaced, enclosed are replacement surveys. If you have already returned your completed surveys, please disregard this memorandum and we thank you for your assistance.

Your cooperation is greatly appreciated.

## Appendix N

### Years of Experience as a Counselor

YRS. AS SCHOOL COUNSELOR				
COUNS_A	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	1	0.4	1	0.4
1	11	4.3	12	4.7
2	17	6.6	29	11.3
3	10	3.9	39	15.2
4	12	4.7	51	19.9
5	14	5.5	65	25.4
6	16	6.3	81	31.6
7	14	5.5	95	37.1
8	15	5.9	110	43.0
9	7	2.7	117	45.7
10	12	4.7	129	50.4
11	1	0.4	130	50.8
12	11	4.3	141	55.1
13	8	3.1	149	58.2
14	8	3.1	157	61.3
15	12	4.7	169	66.0
16	13	5.1	182	71.1
17	6	2.3	188	73.4
18	11	4.3	199	77.7
19	9	3.5	208	81.3
20	14	5.5	222	86.8
21	3	1.1	225	87.9
22	4	1.5	229	89.4
23	0	0.0	229	89.4
24	0	0.0	229	89.4
25	0	0.0	229	89.4
26	0	0.0	229	89.4
27	0	0.0	229	89.4
28	1	0.4	230	90.0
29	1	0.4	231	90.4
30	1	0.4	232	90.9
31	1	0.4	233	91.3
32	2	0.8	235	92.1
			236	92.6

Frequency Missing = 19

## Appendix O

### Years of Experience as a Classroom Teacher

YRS. AS CLASSROOM TEACHER				
COUNS_B	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	29	11.6	29	11.6
1	5	2.0	34	13.6
2	27	10.8	61	24.6
3	18	7.2	79	31.8
4	16	6.4	95	37.8
5	19	7.6	114	45.4
6	19	7.6	133	53.0
7	12	4.8	145	57.8
8	12	4.8	157	62.6
9	6	2.4	163	64.9
10	17	6.8	180	71.7
11	9	3.6	189	75.3
12	12	4.8	201	80.1
13	10	4.0	211	84.1
14	8	3.2	219	87.3
15	8	3.2	227	90.4
16	5	2.0	232	92.4
17	9	3.6	241	96.0
18	4	1.6	245	97.6
19	1	0.4	246	98.0
20	3	1.2	249	99.2
21	1	0.4	250	99.6
25	1	0.4	251	100.0

Frequency Missing = 24

*Appendix P*

*Years of Work Experience Outside of Education*

YRS. PAID WORK EXCEPT ED.

COUNS_D	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	99	43.8	99	43.8
1	16	7.1	115	50.9
2	19	8.4	134	59.3
3	19	8.4	153	67.7
4	13	5.8	166	73.5
5	9	4.0	175	77.4
6	9	4.0	184	81.4
7	5	2.2	189	83.6
8	3	1.3	192	85.0
9	1	0.4	193	85.4
10	7	3.1	200	88.5
11	4	1.8	204	90.3
14	2	0.9	206	91.2
15	7	3.1	213	94.3
20	5	2.2	218	96.5
23	1	0.4	219	96.9
24	1	0.4	220	97.3
25	2	0.9	222	98.2
26	1	0.4	223	98.7
27	1	0.4	224	99.1
30	1	0.4	225	99.6
33	1	0.4	226	100.0

Frequency Missing = 49

## Appendix Q

## Responses to Attitude Statements

Statement	N	Mean	Strongly Agree Freq.	Agree %	Agree Freq.	Undecided %	Undecided Freq.	Disagree %	Disagree Freq.	Strongly Disagree %	Strongly Disagree Freq.	
All students in a secondary school should be exposed to marketing careers.	275	3.45	52	18.9	110	40.0	36	13.1	64	23.3	13	4.7
All students in a secondary school should be exposed to at least one marketing course.	275	2.95	32	11.6	61	22.2	55	20.0	117	42.5	10	3.6
There are unlimited career choices for students prepared in marketing.	274	3.34	38	13.9	108	39.4	50	18.2	65	23.7	13	4.7
Marketing courses appeal only to non-college bound students.	274	1.89	10	3.6	18	6.5	6	2.2	139	50.5	102	37.1
Courses in marketing education will help students become socially adjusted.	275	3.57	28	10.2	140	50.9	74	26.9	28	10.2	5	1.8
When compared to other educational programs marketing education is not very cost efficient.	271	2.20	3	1.1	16	5.9	73	26.9	120	44.3	59	21.8
I am reluctant to counsel students into marketing careers.	274	1.61	10	3.6	6	2.2	4	1.5	102	37.2	152	55.5
Some marketing education courses and activities, serve as valuable assets to students' future.	275	4.32	126	45.8	130	47.3	6	2.2	8	2.9	5	1.8
Marketing education students seem to have greater or better communication skills than do other high school students.	274	2.74	10	3.6	42	15.3	99	36.1	114	41.6	9	3.3
The marketing education program helped students develop problem solving skills.	275	3.85	27	9.8	187	68.0	55	20.0	4	1.5	2	0.7
The marketing education program helps to develop decision making skills.	274	1.89	10	3.6	18	6.5	6	2.2	139	50.5	102	37.1
Knowledge of marketing careers help students determine possible career choices.	275	4.17	73	26.5	190	69.1	2	0.7	7	2.5	3	1.1

*Appendix Q (cont'd)*  
**Responses to Attitude Statements**

Statement	N	Mean	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
			Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
School programs should offer courses which address a variety of careers in marketing.	275	3.87	40	14.5	179	65.1	40	14.5	13	4.7	3	1.1
Marketing is a career choice with more advantages than disadvantages.	275	3.83	50	18.2	145	52.7	69	25.1	6	2.2	5	1.8
Counseling students about enrolling in marketing education courses depends on their long range goals.	275	3.39	28	10.2	143	52.0	25	9.1	67	24.4	12	4.4
Enrollment in marketing education is only appropriate if there are marketing opportunities available for the students in the community.	275	2.25	3	1.1	43	15.6	20	7.3	165	60.0	44	16.0
Careers in marketing appeal more to students of low socio-economic status.	274	2.03	6	2.2	22	8.0	23	8.4	147	53.6	76	27.7
Careers in marketing are rather limited.	275	2.04	8	2.9	19	6.9	19	6.9	159	57.8	70	25.5
The marketing education program has as much status as any other school program.	275	3.19	23	8.4	109	39.6	47	17.1	91	33.1	5	1.8
Marketing courses tend to reinforce the basic academic skills.	275	3.72	19	6.8	185	67.3	50	18.2	18	6.5	3	1.1
Marketing education students must give up other desired elective courses in exchange for a co-op job.	275	2.73	15	5.5	78	28.4	29	10.5	124	45.1	29	10.5
Marketing education students seem to have greater or better communication skills than do other students enrolled in a vocational program.	273	2.83	10	3.7	48	17.6	106	38.8	102	37.4	7	2.6
The marketing education program prepares students for entry level jobs.	275	2.63	9	3.3	53	19.3	55	20.0	144	52.4	14	5.1
The marketing education program prepares students for lifelong learning.	272	3.91	35	12.9	193	71.0	30	11.0	13	4.8	1	0.4

*Appendix Q (cont'd)*  
**Responses to Attitude Statements**

Statement	N	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
		Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
The marketing education program helps students develop interpersonal skills.	275	36	13.1	207	75.3	23	8.4	8	2.9	1	0.4
The marketing education program helps to develop communications skills.	275	34	12.4	205	74.5	25	9.1	10	3.6	1	0.4
The marketing program helps students develop scientific skills.	275	7	2.5	67	24.4	134	48.7	58	21.1	9	3.3
Co-op training plans are effective in assisting students to learn.	275	56	20.4	176	64.0	34	12.4	6	2.2	3	1.1
Marketing students typically take the minimum amount of hours needed to graduate.	273	7	2.6	62	22.7	27	9.9	153	56.0	24	8.8
The marketing program helps students develop mathematical skills.	273	20	7.3	187	68.5	52	19.0	13	4.8	1	0.4
The marketing program helps students develop analytical skills.	273	12	4.4	173	63.4	74	27.1	12	4.4	2	0.7
There is a definite need for marketing education in all schools.	273	77	28.2	150	54.9	31	11.4	10	3.7	5	1.8
Marketing education is primarily a work-release program for students to get out of school early.	273	4	1.5	36	13.2	17	6.2	152	55.7	64	23.4
The marketing teacher's experience in dealing with business and industry plays an important role in whether I encourage students to enroll in the program.	273	45	16.5	95	34.8	41	15.0	80	29.3	12	4.4
Marketing students must give up needed academic class in exchange for leaving school early.	273	8	2.9	36	13.2	33	12.1	148	54.2	48	17.6
Marketing education courses are great electives for alternative and special education students.	272	12	4.4	102	37.5	62	22.8	83	30.5	13	4.8



## Appendix Q (cont'd)

### Responses to Attitude Statements

Statement	N	Mean	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
			Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Allotted coordination periods given to the marketing teacher are used for other activities than coordination visits.	271	2.62	8	3.0	33	12.2	109	40.2	89	32.8	32	11.8
Students enrolled in marketing education have less free time because of job obligations.	272	3.29	11	4.0	144	52.9	41	15.1	65	23.9	11	4.0
College may not accept marketing courses as one of the required entrance credits.	271	3.16	17	6.3	114	42.1	50	18.5	76	28.0	14	5.2
Marketing students should be required to participate in DECA.	272	3.29	27	9.9	102	37.5	74	27.2	68	22.1	9	3.3
Students gain knowledge and understanding of the meaning of economic growth by enrolling in a marketing course.	272	3.94	36	13.2	196	72.1	30	11.0	44	16.2	3	1.1
Marketing students must make sacrifices to meet the demands of school and work.	272	3.62	24	8.8	171	62.9	30	11.0	44	16.2	3	1.1
Marketing Education courses are available to all students.	273	4.09	75	27.5	172	63.0	5	1.8	18	6.6	3	1.1
Marketing education courses are easy electives for all students.	272	2.60	9	3.3	51	18.7	49	18.0	149	54.8	14	5.1
Marketing education and business education curriculums should be combined.	272	2.97	14	5.9	70	25.7	98	36.0	75	27.6	15	5.5
Marketing courses include academic skills in their curriculum.	272	3.79	19	7.0	197	72.4	40	14.7	14	5.1	2	0.7
Additional Math and Science credits should be earned if a marketing sequence is completed.	272	3.19	25	9.2	104	38.2	58	21.3	69	25.4	16	5.9
DECA's competitive events discriminate and give visibility only to those high ability level students.	273	2.41	3	1.1	25	9.2	88	32.2	123	45.1	34	12.5

## Appendix Q (cont'd)

## Responses to Attitude Statements

Statement	N	Mean	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
			Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Most college bound students can't fit marketing courses into their schedules.	272	2.83	20	7.4	79	29.0	27	9.9	128	47.1	18	6.6
Students will gain an appreciation for the global economy when they enroll in a marketing education course.	271	3.69	20	7.4	163	60.1	76	28.0	9	3.3	3	1.1
Students learn ways to contribute to society when they participate in marketing courses.	272	3.73	22	8.1	178	65.4	54	19.9	14	5.1	4	1.5
The marketing education program seems to be established for lower academic level students.	271	2.33	8	3.0	40	14.8	27	10.0	157	57.9	39	14.4
DECA assists the marketing education curriculum by offering fun activities for the students.	272	3.73	28	10.3	168	61.8	57	21.0	13	4.8	6	2.2
Students should earn additional credits for co-op in the marketing education program.	272	3.99	62	22.8	165	60.7	29	10.7	13	4.8	3	1.1
The marketing teacher's experiences help to get students organized and prepared for specific job skills needed in business and industry.	273	4.05	57	20.9	189	69.2	15	5.5	10	3.7	2	0.7
DECA competitive events help students apply concepts to real world situations.	270	4.00	59	21.9	167	61.9	35	13.0	5	1.9	4	1.5
Classroom management policies are less likely to be defined in the marketing education program.	271	2.30	1	0.4	27	10.0	66	24.4	136	50.2	41	15.1
Co-op training plans are designed for the students and assist them in getting the necessary skills needs for a career in marketing.	269	3.97	45	16.7	189	70.3	19	7.1	14	5.2	2	0.7
It is critical to keep the marketing class size within the state guidelines in order to have productive individualized learning.	272	3.95	62	22.8	156	57.4	37	13.6	12	4.4	5	1.8

## Appendix R

## Responses to Knowledge Statements

Statement	True		False		I Don't Know	
	N	%	N	%	N	%
School and Business/Industry partnerships are created through cooperative education.	272	87.9	10	3.7	23	8.5
The enrollments for the marketing education program are increasing in Virginia	273	38.1	26	9.5	143	52.4
Marketing students must give academic classes/electives in order to be in the cooperative education part of the program.	271	30.3	183	67.5	6	2.2
College Bound students can not fit their college requirements or top diploma requirements into their schedules when taking a marketing education course.	271	22.0	211	77.3	2	0.7
DECA and Marketing Education are synonymous.	270	28.5	138	51.1	55	20.4
There is an opportunity for students to compete on the State and National levels through the DECA competitive events.	270	91.1	7	2.6	17	6.3
A large segment of education for marketing is provided through four year universities.	269	58.7	20	7.4	91	33.8
Marketing education is designed to prepare people for initial and continuing employment in marketing education.	269	58.7	20	7.4	91	33.8
Part of the mission of marketing education is to develop competent workers.	270	94.1	2	0.7	14	5.2
College bound students can enroll in marketing education.	272	92.3	7	2.6	14	5.1
Marketing students effect the image of the school in the business community.	273	94.1	4	1.5	17	6.2
The marketing education program is for lower academic level students.	273	7.7	240	87.9	12	4.4
Marketing students earn credits for co-op in the program.	271	93.4	5	1.8	13	4.8
DECA's competitive events give students an opportunity to demonstrate job competence.	273	89.4	2	0.7	27	9.9
Marketing education integrates academic skills and knowledge into the courses.	272	91.5	4	1.5	19	7.0
The DECA program teaches marketing as one of its courses.	269	37.5	64	23.8	104	38.7

*Appendix R (cont'd)*

Statement	N		True		False		I Don't Know	
	N	Freq.	%	Freq.	%	Freq.	%	
Teachers are granted release time for coordination visits.	272	238	87.5	6	2.2	28	10.3	
Marketing teachers are required to have occupational experience in order to be a marketing teacher coordinator.	273	88	32.2	41	15.0	144	52.7	
The marketing program requires students to take early release from school. cooperative education part of the program.	273	27	9.9	230	84.2	16	5.9	
The cooperative education component is one of three parts of the program.	272	156	57.4	10	3.7	106	39.0	
Co-op training agreements are a part of the cooperative education component of the marketing education program.	272	240	88.2	2	0.7	30	11.0	
DECA is the co-curricular organization associated with the marketing education program.	272	226	83.1	15	5.5	31	11.4	
The marketing education program is basically a work release program.	273	164	60.1	90	33.0	19	7.0	
DECA is an extra-curricular activity like cheerleading or participating in athletics.	268	110	41.0	124	46.3	34	12.7	
Marketing students are required to participate in Di:CA.	273	87	31.9	95	34.8	91	33.3	
Marketing education serves adults as well as high school students.	272	177	65.1	41	15.1	54	19.9	
Part of the mission of the marketing education program is to find students jobs.	271	181	66.8	62	22.9	28	10.3	
Marketing education is a part of the overall business education curriculum.	268	120	44.8	113	42.2	35	13.1	
Cooperative education's purpose is for the students to make extra spending money.	274	19	6.9	247	90.1	8	2.9	
Fashion merchandising is not a potential marketing education program offering.	275	9	3.3	244	88.7	22	8.0	
Marketing is a people oriented occupational field.	273	250	91.6	5	1.8	18	6.6	
Part of the mission of marketing education is to assist in the improvement of marketing techniques.	273	219	80.2	9	3.3	45	16.5	

## Appendix R (cont'd)

Statement	N		True		False		I Don't Know	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Marketing education courses are only taught on the secondary level.	274	114	41.6	80	29.2	80	29.2	
Training stations pay co-op students less than minimum wage.	274	11	4.0	198	72.3	65	23.7	
Marketing teachers teach 3 or 4 class periods.	274	212	77.4	21	7.7	41	15.0	
The marketing teacher is required to find the student a job.	275	34	12.4	212	77.1	29	10.5	
Marketing programs in Virginia offer courses in Sports & Recreation.	271	76	28.0	47	17.3	148	54.6	
Marketing programs in Virginia offer courses in Travel & Tourism.	273	122	44.7	23	8.4	128	46.9	
Marketing programs in Virginia offer courses in Computer Information Systems.	273	99	36.3	30	11.0	144	52.7	
Marketing programs in Virginia offer courses in Entrepreneurship.	273	166	60.8	13	4.8	94	34.4	
Marketing programs in Virginia offer courses in Supermarket Marketing.	274	144	52.6	15	5.5	115	42.0	
Marketing programs in Virginia offer courses in Accounting.	274	96	35.0	38	13.9	140	51.1	
Marketing programs in Virginia offer courses in Finance & Credit.	273	126	46.2	16	5.9	131	48.0	
Marketing programs in Virginia offer courses in International Marketing.	274	146	53.3	12	4.4	116	42.3	
Marketing programs in Virginia offer courses in Real Estate Marketing.	274	146	53.3	15	5.5	113	41.2	
Marketing programs in Virginia offer courses in Business Management.	271	129	47.1	31	11.3	114	41.6	
Marketing programs in Virginia offer courses in Hotel-Motel Management.	274	148	54.0	19	6.9	107	39.1	
Marketing programs in Virginia offer courses in Technology Trends.	273	118	43.2	21	7.7	134	49.1	

**Appendix R (cont'd)**  
**Responses to Knowledge Statements**

Statement	True		False		I Don't Know	
	N	Freq. %	Freq.	%	Freq.	%
Marketing programs in Virginia offer courses in Marketing Management.	273	181 66.3	11	4.0	81	29.7
Marketing education is not included in Tech-Prep.	274	37 13.5	150	54.7	87	31.8
There are only a few adult marketing education programs left in Virginia.	274	37 13.5	65	23.7	172	62.8
Approximately 50% of all high school students are involved in the cooperative on-the-job training program in the country.	274	26 9.5	99	36.1	149	54.4
Marketing is not a major at the four universities in Virginia.	274	17 6.2	230	83.9	27	9.9
The marketing education program is a non-competency based approach to instructional curriculum.	271	168 61.8	78	28.7	26	9.6
Students do not have to work to be enrolled in the marketing program.	272	168 61.8	78	28.7	26	9.6

## Appendix S

## Individual Attitude and Knowledge Scores

ID	ATTITUDE	ATTMEAN	ATT_OMT	KNOWLEDG	DONTKNOW	KNOW_OMT
1	261.000	4.35000	0	33		0
2	226.780	3.84372	1	36		0
3	218.000	3.63333	0	40		0
4	225.000	3.75000	0	39		0
5	224.746	3.80925	1	39		0
6	277.000	4.61667	0	46		0
7	238.000	3.96667	0	45		0
8	187.000	3.11667	0	40		0
9	188.136	3.18874	1	27	1	0
10	123.000	2.05000	0	23	10	1
11	251.000	4.18333	0	37		0
12	235.000	3.91667	0	42	6	0
13	242.000	4.03333	0	37	3	0
14	215.000	3.58333	0	32	13	0
15	205.000	3.41667	0	37	1	2
16	206.441	3.49899	1	26	12	0
17	223.000	3.71667	0	40		0
18	175.000	2.91667	0	39	5	0
19	246.102	4.17122	1	29	10	0
20	205.000	3.41667	0	45		0
N1	243.000	4.05000	0	44	0	0
N2	221.000	3.68333	0	35	1	0
N3	228.000	3.80000	0	39	6	0
N4	231.000	3.85000	0	39	1	0
N5	239.000	3.98333	0	38	5	0
N6	212.000	3.53333	0	40	4	0
N7	215.000	3.58333	0	40	4	0
N8	232.000	3.86667	0	41	4	0
N9	231.000	3.85000	0	43	2	0
30	234.000	3.90000	0	38	3	0
31	204.000	3.40000	0	31	13	0
32	210.000	3.50000	0	32	8	0
33	210.000	3.50000	0	35	8	0
34	251.000	4.18333	0	41	0	0
35	251.000	4.18333	0	41	0	0
36	251.000	4.18333	0	16	22	0
37	213.000	3.55000	0	41	10	0
38	213.000	3.55000	0	30	10	0
39	213.000	3.55000	0	33	9	0
40	214.000	3.56667	0	43	2	0
41	214.000	3.56667	0	43	2	0
42	210.000	3.50000	0	26	17	0
43	208.000	3.41667	0	21	20	0
44	201.356	3.41281	1	26	17	0
45	222.000	3.70000	0	27	12	0
46	247.000	4.11667	0	38	5	0
47	213.000	3.55000	0	38	1	0
48	243.000	4.05000	0	16	21	0
49	218.000	3.63333	0	30	10	0
50	264.828	4.13199	31	37	4	0
51	226.000	3.76667	0	37	4	0
52	220.000	3.66667	0	29	14	0
53	199.000	3.31667	0	37	7	0
54	233.000	3.88333	0	38	4	0
55	215.000	3.58333	0	32	13	0

*Appendix S (cont'd)*

*Individual Attitude and Knowledge Scores*

ID	ATTITUDE	ATTMEAN	ATT_OMT	KNOWLEDG	DONTKNOW	KNOW_OMT
56	230.000	3.83333	0	39	3	0
57	235.932	3.99885	0	36	0	0
58	209.000	3.48333	1	21	27	0
59	206.000	3.43333	0	42	3	0
60	209.000	3.48333	0	43	2	0
61	202.000	3.36667	0	20	18	0
62	204.000	3.40000	0	34	5	0
63	218.000	3.63333	0	27	15	0
64	215.000	3.58333	0	24	15	2
65	266.000	4.43333	0	34	7	0
66	212.000	3.53333	0	13	30	0
67	211.000	3.51667	0	42	0	0
68	218.947	3.84118	3	32	13	0
69	218.644	3.70583	1	32	13	0
70	226.000	3.76667	0	30	10	0
71	264.000	4.40000	0	31	10	0
72	212.000	3.53333	0	31	10	0
73	218.000	3.63333	0	34	10	0
74	215.455	4.89669	16	34	7	0
75	199.000	3.31667	0	38	6	0
76	198.000	3.30000	0	36	8	0
77	226.000	3.76667	0	26	14	0
78	228.000	3.80000	0	31	10	1
79	217.000	3.61667	0	36	8	0
80	255.000	4.25000	0	40	4	0
81	201.000	3.35000	0	35	4	1
82	173.000	2.88333	0	39	3	1
83	217.000	3.61667	0	34	7	1
84	216.000	3.60000	0	38	6	0
85	212.727	3.86777	5	41	5	0
86	210.000	3.75000	32	30	9	1
87	223.000	3.71667	0	32	8	1
88	197.000	3.28333	0	19	16	0
89	227.000	3.78333	0	37	7	0
90	218.644	3.70583	1	37	7	0
91	228.000	3.76667	0	37	12	0
92	241.000	4.01667	0	34	12	0
93	216.000	3.60000	0	32	10	0
94	252.000	4.20000	0	39	5	0
95	153.000	2.55000	0	26	10	4
96	153.000	2.55000	0	16	22	0
97	207.000	3.45000	0	16	25	0
98	192.000	3.20000	0	32	6	0
99	192.000	3.20000	0	33	5	0
100	234.000	3.90000	0	37	5	0
101	221.000	3.68333	0	30	10	1
102	204.000	3.40000	0	22	14	0
103	217.000	3.61667	0	39	10	0
104	217.000	3.61667	0	38	14	0
105	211.000	3.51667	0	34	6	0
106	211.000	3.51667	0	44	3	0
107	214.000	3.56667	0	39	3	0
108	215.000	3.58333	0	39	3	0
109	216.000	3.60000	0	38	4	0
110	196.000	3.26667	0	42	1	0



## Appendix S (cont'd)

## Individual Attitude and Knowledge Scores

ID	ATTITUDE	ATTMEAN	ATT_OMT	KNOWLEDG	DONTKNOW	KNOW_OMT
111	195.000	3.25000	0	43	1	0
112	194.000	3.23333	0	43	1	0
113	215.000	3.58333	0	38	1	0
114	216.610	3.67136	1	38	1	0
115	250.000	4.16667	0	37	6	0
116	230.000	3.83333	0	35	8	0
117	194.000	3.23333	0	35	17	0
118	209.000	3.48333	0	27	16	0
119	206.441	3.49899	1	42	1	0
120	213.000	3.55000	0	39	6	0
121	278.000	4.63333	0	39	6	0
122	226.000	3.76667	0	32	10	1
123	241.000	4.01667	0	22	18	0
124	262.000	4.36667	0	1	1	0
125	235.000	3.91667	0	33	11	0
126	221.000	3.68333	0	33	11	0
127	189.153	3.20598	1	19	17	0
128	225.000	3.75000	0	33	10	0
129	198.000	3.30000	0	35	3	0
130	244.000	4.06667	0	34	2	0
131	239.000	3.98333	0	34	2	0
132	220.678	3.74030	1	36	1	0
133	220.000	3.66667	0	43	3	1
134	228.000	3.80000	0	25	1	0
135	228.000	3.80000	0	35	1	0
136	225.000	3.75000	0	37	1	0
137	225.000	3.75000	0	27	17	0
138	196.000	3.26667	0	34	7	0
139	196.000	3.26667	0	38	8	0
140	198.000	3.30000	0	19	19	0
141	192.000	3.20000	0	32	9	0
142	199.000	3.31667	0	32	9	0
143	209.000	3.48333	0	32	8	0
144	233.000	3.88333	0	38	8	0
145	183.000	3.05000	0	38	9	0
146	225.000	3.75000	0	32	9	0
147	238.000	3.96667	0	38	9	0
148	226.000	3.76667	0	38	9	0
149	239.000	3.98333	0	41	8	0
150	196.000	3.26667	0	30	11	0
151	212.000	3.53333	0	33	10	0
152	233.000	3.88333	0	31	10	0
153	219.000	3.65000	0	35	10	0
154	238.000	3.96667	0	30	9	0
155	238.000	3.96667	0	37	8	0
156	234.000	3.90000	0	32	7	0
157	211.000	3.51667	0	30	4	0
158	201.000	3.35000	0	31	12	0
159	237.000	3.95000	0	28	14	0
160	230.000	3.83333	0	27	16	0
161	201.000	3.35000	0	29	11	0
162	208.000	3.46667	0	39	3	0
163	178.000	2.96667	0	40	3	0
164	248.000	4.13333	0	47	3	0
165	199.000	3.31667	0	34	4	0

Appendix S (cont'd)

Individual Attitude and Knowledge Scores

ID	ATTITUDE	ATTMEAN	ATT_OMT	KNOWLEDG	DONTKNOW	KNOW_OMT
166	209.000	3.48333	0	32	12	0
167	220.000	3.66667	0	35	10	1
168	222.000	3.70000	0	38	2	2
169	227.000	3.78333	0	40	0	0
170	227.000	3.78333	0	36	7	0
171	222.000	3.70000	0	38	3	0
172	208.000	3.46667	0	29	9	1
173	221.000	3.68333	0	31	8	1
174	187.000	3.11667	0	21	11	0
175	204.000	3.40000	0	33	8	0
176	213.000	3.55000	0	31	11	0
177	203.000	3.38333	0	38	0	0
178	208.000	3.46667	0	35	1	0
179	209.492	3.55070	1	30	13	0
180	203.000	3.38333	0	30	6	0
181	228.000	3.80000	0	42	1	0
182	195.000	3.25000	0	42	1	0
183	218.000	3.63333	0	34	11	0
184	227.000	3.78333	0	33	10	0
185	222.000	3.70000	0	33	10	0
186	176.000	3.93333	0	15	18	0
187	176.000	3.93333	0	15	18	0
188	149.000	3.48333	0	23	15	1
189	213.000	3.55000	0	29	14	0
190	232.000	3.86667	0	36	5	0
191	221.000	3.68333	0	34	9	0
192	217.000	3.61667	0	31	14	0
193	231.000	3.85000	0	45	1	0
194	259.000	4.31667	0	20	23	0
195	217.000	3.61667	0	35	1	0
196	206.000	3.43333	0	23	15	0
197	225.000	3.75000	0	34	9	0
198	239.000	3.98333	0	38	4	0
199	133.000	3.21667	0	24	15	0
200	226.000	3.76667	0	25	15	0
2001	215.000	3.58333	0	33	12	0
2002	234.000	3.90000	0	34	11	0
2003	223.000	3.71667	0	37	3	0
2004	208.000	3.46667	0	33	9	0
2005	215.000	3.58333	0	39	3	0
2006	198.305	3.36110	1	22	16	0
2007	199.322	3.37834	1	22	16	0
2008	209.000	3.48333	0	40	4	0
2009	211.000	3.51667	0	30	9	1
2010	223.000	3.71667	0	39	2	0
2011	231.000	3.85000	0	42	4	0
2012	224.746	3.80925	1	32	10	0
2013	209.000	3.48333	0	.	1	0
2014	268.000	4.46667	0	.	3	0
2015	231.000	3.85000	0	40	1	0
2016	205.000	3.41667	0	35	1	0
2017	202.000	3.36667	0	27	14	0
2018	224.000	3.73333	0	25	15	0
2019	177.000	3.95000	0	30	10	0
220	214.000	3.56667	0	34	7	0

*Appendix S (cont'd)*

*Individual Attitude and Knowledge Scores*

ID	ATTITUDE	ATTMEAN	ATT_OMT	KNOWLEDG	DONTKNOW	KNOW_OMT
221	190.000	3.16667	0	27	7	0
222	209.000	3.48333	0	47	0	0
223	222.000	3.70000	0	26	10	2
224	204.000	3.40000	0	20	16	0
225	224.746	3.80925	1	23	16	0
226	229.000	3.81667	0	40	4	0
227	208.000	3.46667	0	32	11	0
228	219.000	3.65000	0	34	11	0
229	205.000	3.41667	0	23	18	0
230	211.000	3.51667	0	36	4	1
231	231.000	3.85000	0	39	1	6
232	230.000	3.83333	0	32	12	0
233	113.000	1.88333	0	39	1	0
234	233.000	3.88333	0	23	14	2
235	224.000	3.73333	0	18	24	0
236	223.000	3.71667	0	28	15	0
237	217.000	3.61667	0	26	9	0
238	234.000	3.90000	0	29	10	0
239	216.000	3.60000	0	31	5	0
240	201.000	3.35000	0	29	11	0
241	201.356	3.41281	1	20	19	0
242	201.356	3.41281	1	.	1	2
243	238.000	3.96667	0	42	2	0
244	188.000	3.13333	0	45	1	0
245	222.000	3.70000	0	38	3	1
246	202.000	3.36667	0	30	9	0
247	223.000	3.71667	0	34	10	1
248	222.000	3.70000	0	31	2	1
249	222.000	3.70000	0	33	6	0
250	221.000	3.68333	0	37	6	0
251	219.000	3.65000	0	33	6	0
252	259.322	4.39529	1	13	0	0
253	208.000	3.46667	0	29	15	0
254	266.000	4.43333	0	31	11	1
255	232.000	3.86667	0	32	7	0
256	213.000	3.55000	0	37	5	0
257	235.000	3.91667	0	40	2	0
258	212.000	3.53333	0	27	15	0
259	232.000	3.86667	0	47	2	0
260	252.000	4.20000	0	41	1	1
261	220.000	3.66667	0	37	5	0
262	244.000	4.06667	0	45	2	0
263	228.000	3.80000	0	33	4	0
264	229.000	3.81667	0	27	15	1
265	229.000	3.81667	0	46	0	0
266	224.000	3.73333	0	30	8	0
267	208.000	3.46667	0	32	11	0
268	217.000	3.61667	0	31	5	0
269	232.000	3.86667	0	28	13	0
270	241.000	4.01667	0	37	2	0
271	210.000	3.50000	0	25	14	0
272	243.000	4.05000	0	36	6	0
273	213.214	3.80740	4	25	14	0
274	226.000	3.76667	0	28	11	0
275	233.898	3.96438	1	15	24	2





*Appendix T (cont'd)*  
*Individual Attitude and Knowledge Scores by Marketing Education Areas*

ID	KMOWLEDGE	KO PUMI	KO ACDE	KO UPP	KO UR	KO ECA	KO YCHR	ATTITUDE	YMAQE	SOCLIA	CAREDE	FAREED	ATCDP	ATECA	ATIDEA	ATKDE
95	4.00000	11.0000	2.33333	0	133.000	22.0000	16	20	20	21	24	10.0000	40.0000			
96	3.00000	3.0000	2.00000	1	135.000	22.0000	16	20	20	21	24	10.0000	40.0000			
97	5.00000	3.0000	2.00000	1	237.000	18.0000	20	32	32	31	34	14.0000	38.0000			
98	3.00000	7.0000	4.00000	3	182.000	17.0000	19	34	31	31	31	12.0000	48.0000			
99	5.00000	7.0000	4.00000	3	224.000	25.0000	24	37	35	35	34	13.0000	65.0000			
100	5.71429	11.0000	5.25000	2	221.000	27.0000	19	37	35	35	34	12.0000	61.0000			
101	5.00000	10.0000	5.00000	2	216.000	28.0000	15	37	26	29	30	16.0000	53.0000			
102	5.00000	8.0000	5.00000	2	217.000	25.0000	17	37	27	30	32	16.0000	69.0000			
103	5.00000	11.0000	4.00000	2	211.000	23.0000	21	34	34	32	32	10.0000	61.0000			
104	6.00000	8.0000	4.00000	2	211.000	24.0000	20	34	34	31	32	10.0000	68.0000			
105	6.00000	8.0000	4.00000	2	214.000	23.0000	20	34	34	31	32	10.0000	68.0000			
106	6.00000	10.0000	4.00000	2	218.000	23.0000	22	36	36	32	32	14.0000	57.0000			
107	6.00000	10.0000	4.00000	2	218.000	23.0000	22	36	36	32	32	14.0000	57.0000			
108	6.00000	10.0000	4.00000	2	218.000	23.0000	22	36	36	32	32	14.0000	57.0000			
109	6.00000	11.0000	4.00000	2	218.000	23.0000	22	36	36	32	32	14.0000	57.0000			
110	6.00000	9.4545	4.00000	2	214.000	23.0000	21	35	35	32	32	16.0000	60.0000			
111	6.00000	9.4545	4.00000	2	214.000	23.0000	21	35	35	32	32	16.0000	60.0000			
112	6.00000	9.4545	4.00000	2	214.000	23.0000	21	35	35	32	32	16.0000	60.0000			
113	6.00000	9.4545	4.00000	2	214.000	23.0000	21	35	35	32	32	16.0000	60.0000			
114	6.00000	9.4545	4.00000	2	214.000	23.0000	21	35	35	32	32	16.0000	60.0000			
115	6.00000	10.0000	4.00000	3	194.000	19.0000	18	37	27	26	26	14.0000	59.0000			
116	6.00000	10.0000	4.00000	3	213.000	24.0000	19	36	30	32	32	17.0000	59.0000			
117	6.00000	10.0000	4.00000	3	216.618	24.0000	19	36	30	32	32	17.0000	59.0000			
118	6.00000	10.0000	4.00000	3	228.000	25.0000	28	39	42	35	41	16.0000	62.0000			
119	6.00000	10.0000	4.00000	3	228.000	25.0000	28	39	42	35	41	16.0000	62.0000			
120	6.00000	10.0000	4.00000	3	228.000	25.0000	28	39	42	35	41	16.0000	62.0000			
121	6.00000	10.0000	4.00000	3	228.000	25.0000	28	39	42	35	41	16.0000	62.0000			
122	6.00000	10.0000	4.00000	3	228.000	25.0000	28	39	42	35	41	16.0000	62.0000			
123	6.00000	10.0000	4.00000	3	228.000	25.0000	28	39	42	35	41	16.0000	62.0000			
124	6.00000	10.0000	4.00000	3	228.000	25.0000	28	39	42	35	41	16.0000	62.0000			
125	6.00000	10.0000	4.00000	3	228.000	25.0000	28	39	42	35	41	16.0000	62.0000			
126	6.00000	10.0000	4.00000	3	228.000	25.0000	28	39	42	35	41	16.0000	62.0000			
127	6.00000	10.0000	4.00000	3	228.000	25.0000	28	39	42	35	41	16.0000	62.0000			
128	6.00000	10.0000	4.00000	3	228.000	25.0000	28	39	42	35	41	16.0000	62.0000			
129	6.00000	10.0000	4.00000	3	228.000	25.0000	28	39	42	35	41	16.0000	62.0000			
130	6.00000	10.0000	4.00000	3	228.000	25.0000	28	39	42	35	41	16.0000	62.0000			
131	6.00000	10.0000	4.00000	3	228.000	25.0000	28	39	42	35	41	16.0000	62.0000			
132	6.00000	10.0000	4.00000	3	228.000	25.0000	28	39	42	35	41	16.0000	62.0000			
133	6.00000	10.0000	4.00000	3	228.000	25.0000	28	39	42	35	41	16.0000	62.0000			
134	6.00000	10.0000	4.00000	3	228.000	25.0000	28	39	42	35	41	16.0000	62.0000			
135	6.00000	10.0000	4.00000	3	228.000	25.0000	28	39	42	35	41	16.0000	62.0000			
136	6.00000	10.0000	4.00000	3	228.000	25.0000	28	39	42	35	41	16.0000	62.0000			
137	6.00000	10.0000	4.00000	3	228.000	25.0000	28	39	42	35	41	16.0000	62.0000			
138	6.00000	10.0000	4.00000	3	228.000	25.0000	28	39	42	35	41	16.0000	62.0000			
139	6.00000	10.0000	4.00000	3	228.000	25.0000	28	39	42	35	41	16.0000	62.0000			
140	6.00000	10.0000	4.00000	3	228.000	25.0000	28	39	42	35	41	16.0000	62.0000			
141	6.00000	10.0000	4.00000	3	228.000	25.0000	28	39	42	35	41	16.0000	62.0000			
142	6.00000	10.0000	4.00000	3	228.000	25.0000	28	39	42	35	41	16.0000	62.0000			

*Appendix T (cont'd)*  
*Individual Attitude and Knowledge Scores by Marketing Education Areas*

OB S	U B S	I B	KNO W LE D O	K O F U N I	K O X C D E	K O E O O P	K O C U R R	K O D E C A	K O T C H R	A T Y T I T U D E	A T Y M A O E	A T M O C I A	A T E A R D E	A T C A R E D	A T C O O P	A T B E C A	A T X C D E
9	142	142	32	4	4	10.0000	9.00	4.80000	1	199.000	21	17	33	30.00	31	13	34
9	143	143	32	4	4	11.0000	7.00	3.80000	2	209.000	20	20	36	30.00	29	16	38
9	144	144	38	6	2	10.0000	13.00	4.00000	3	253.000	25	21	42	42.00	32	17	44
9	145	145	38	6	2	10.0000	13.00	4.00000	3	183.000	18	18	29	29.00	26	14	34
9	146	146	32	3	3	10.0000	9.00	3.00000	2	223.000	23	20	37	32.00	34	17	39
10	147	147	38	6	2	10.0000	11.00	3.00000	2	250.000	26	20	38	36.00	34	17	38
10	148	148	34	5	2	9.00000	14.00	6.00000	2	226.000	26	20	38	38.00	32	18	40
10	149	149	39	6	2	7.00000	9.00	3.00000	0	239.000	28	20	41	39.00	32	18	43
10	150	150	37	6	2	7.00000	11.00	4.00000	0	196.000	23	20	26	29.00	33	14	32
10	151	151	37	6	2	7.00000	11.00	4.00000	0	212.000	23	20	26	34.00	33	14	32
10	152	152	37	6	2	7.00000	11.00	4.00000	0	219.000	26	20	36	37.00	32	11	32
10	153	153	37	6	2	7.00000	11.00	4.00000	0	238.000	29	20	36	38.00	32	11	32
10	154	154	37	6	2	7.00000	11.00	4.00000	0	238.000	29	20	36	38.00	32	11	32
10	155	155	37	6	2	7.00000	11.00	4.00000	0	238.000	29	20	36	38.00	32	11	32
10	156	156	37	6	2	7.00000	11.00	4.00000	0	238.000	29	20	36	38.00	32	11	32
10	157	157	37	6	2	7.00000	11.00	4.00000	0	238.000	29	20	36	38.00	32	11	32
10	158	158	37	6	2	7.00000	11.00	4.00000	0	238.000	29	20	36	38.00	32	11	32
10	159	159	37	6	2	7.00000	11.00	4.00000	0	238.000	29	20	36	38.00	32	11	32
10	160	160	37	6	2	7.00000	11.00	4.00000	0	238.000	29	20	36	38.00	32	11	32
10	161	161	37	6	2	7.00000	11.00	4.00000	0	238.000	29	20	36	38.00	32	11	32
10	162	162	37	6	2	7.00000	11.00	4.00000	0	238.000	29	20	36	38.00	32	11	32
10	163	163	37	6	2	7.00000	11.00	4.00000	0	238.000	29	20	36	38.00	32	11	32
10	164	164	37	6	2	7.00000	11.00	4.00000	0	238.000	29	20	36	38.00	32	11	32
10	165	165	37	6	2	7.00000	11.00	4.00000	0	238.000	29	20	36	38.00	32	11	32
10	166	166	37	6	2	7.00000	11.00	4.00000	0	238.000	29	20	36	38.00	32	11	32
10	167	167	37	6	2	7.00000	11.00	4.00000	0	238.000	29	20	36	38.00	32	11	32
10	168	168	37	6	2	7.00000	11.00	4.00000	0	238.000	29	20	36	38.00	32	11	32
10	169	169	37	6	2	7.00000	11.00	4.00000	0	238.000	29	20	36	38.00	32	11	32
10	170	170	37	6	2	7.00000	11.00	4.00000	0	238.000	29	20	36	38.00	32	11	32
10	171	171	37	6	2	7.00000	11.00	4.00000	0	238.000	29	20	36	38.00	32	11	32
10	172	172	37	6	2	7.00000	11.00	4.00000	0	238.000	29	20	36	38.00	32	11	32
10	173	173	37	6	2	7.00000	11.00	4.00000	0	238.000	29	20	36	38.00	32	11	32
10	174	174	37	6	2	7.00000	11.00	4.00000	0	238.000	29	20	36	38.00	32	11	32
10	175	175	37	6	2	7.00000	11.00	4.00000	0	238.000	29	20	36	38.00	32	11	32
10	176	176	37	6	2	7.00000	11.00	4.00000	0	238.000	29	20	36	38.00	32	11	32
10	177	177	37	6	2	7.00000	11.00	4.00000	0	238.000	29	20	36	38.00	32	11	32
10	178	178	37	6	2	7.00000	11.00	4.00000	0	238.000	29	20	36	38.00	32	11	32
10	179	179	37	6	2	7.00000	11.00	4.00000	0	238.000	29	20	36	38.00	32	11	32
10	180	180	37	6	2	7.00000	11.00	4.00000	0	238.000	29	20	36	38.00	32	11	32
10	181	181	37	6	2	7.00000	11.00	4.00000	0	238.000	29	20	36	38.00	32	11	32
10	182	182	37	6	2	7.00000	11.00	4.00000	0	238.000	29	20	36	38.00	32	11	32
10	183	183	37	6	2	7.00000	11.00	4.00000	0	238.000	29	20	36	38.00	32	11	32
10	184	184	37	6	2	7.00000	11.00	4.00000	0	238.000	29	20	36	38.00	32	11	32
10	185	185	37	6	2	7.00000	11.00	4.00000	0	238.000	29	20	36	38.00	32	11	32
10	186	186	37	6	2	7.00000	11.00	4.00000	0	238.000	29	20	36	38.00	32	11	32
10	187	187	37	6	2	7.00000	11.00	4.00000	0	238.000	29	20	36	38.00	32	11	32
10	188	188	37	6	2	7.00000	11.00	4.00000	0	238.000	29	20	36	38.00	32	11	32
10	189	189	37	6	2	7.00000	11.00	4.00000	0	238.000	29	20	36	38.00	32	11	32
10	190	190	37	6	2	7.00000	11.00	4.00000	0	238.000	29	20	36	38.00	32	11	32
10	191	191	37	6	2	7.00000	11.00	4.00000	0	238.000	29	20	36	38.00	32	11	32
10	192	192	37	6	2	7.00000	11.00	4.00000	0	238.000	29	20	36	38.00	32	11	32
10	193	193	37	6	2	7.00000	11.00	4.00000	0	238.000	29	20	36	38.00	32	11	32
10	194	194	37	6	2	7.00000	11.00	4.00000	0	238.000	29	20	36	38.00	32	11	32

*Appendix T (cont'd)*  
*Individual Attitude and Knowledge Scores by Marketing Education Areas*

I	B	K O M L E D O	K O F W Y	K O K C D P	K O C U R R	K O B E C A	K O Y C H R	A T Y I U D E	A T Y M A O E	A T S O C Y A	A T C A R D E	A T C A R E B	A T C O O P	A T B E C A	A T K C D E
189	29	5.00000	9.0000	11.0000	9.0000	6.0000	1.0	213.000	21.0000	20.0000	29.0000	29.0000	39.0000	16.0000	57.0000
190	35	5.00000	11.5000	17.0000	11.5000	4.0000	2.0	232.000	26.0000	22.0000	40.0000	38.0000	31.0000	19.0000	61.0000
191	34	7.00000	6.0000	11.0000	6.0000	5.0000	3.0	221.000	28.0000	22.0000	37.0000	32.0000	32.0000	19.0000	68.0000
192	31	4.00000	17.0000	11.0000	17.0000	6.0000	1.0	231.000	26.0000	21.0000	32.0000	27.0000	27.0000	15.0000	59.0000
193	45	5.00000	6.0000	11.0000	6.0000	3.0000	2.0	259.000	27.0000	22.0000	44.0000	37.0000	38.0000	28.0000	72.0000
194	28	5.00000	6.0000	10.0000	6.0000	5.0000	3.0	217.000	22.0000	22.0000	32.0000	25.0000	34.0000	16.0000	61.0000
195	35	5.00000	3.0000	10.0000	3.0000	4.0000	1.0	208.000	23.0000	19.0000	33.0000	28.0000	31.0000	16.0000	55.0000
196	23	6.00000	8.0000	12.0000	8.0000	7.0000	1.0	225.000	28.0000	24.0000	34.0000	27.0000	37.0000	17.0000	59.0000
197	34	6.00000	11.5000	18.0000	11.5000	4.0000	2.0	235.000	29.0000	24.0000	38.0000	30.0000	36.0000	15.0000	63.0000
198	38	6.00000	4.0000	8.0000	4.0000	3.0000	1.0	135.000	24.0000	9.0000	18.0000	20.0000	22.0000	15.0000	35.0000
199	24	6.00000	4.0000	8.0000	4.0000	7.0000	2.0	226.000	23.0000	21.0000	35.0000	34.0000	38.0000	17.0000	58.0000
200	25	7.00000	5.0000	10.0000	5.0000	4.0000	1.0	215.000	22.0000	21.0000	34.0000	31.0000	37.0000	15.0000	54.0000
201	34	7.00000	17.0000	18.0000	17.0000	4.0000	3.0	231.000	27.0000	21.0000	42.0000	35.0000	37.0000	17.0000	67.0000
202	37	5.00000	12.0000	18.0000	12.0000	5.0000	2.0	223.000	24.0000	21.0000	35.0000	32.0000	34.0000	12.0000	67.0000
203	33	5.00000	12.0000	18.0000	12.0000	5.0000	2.0	208.000	23.0000	19.0000	33.0000	28.0000	31.0000	13.0000	51.0000
204	33	7.00000	12.0000	18.0000	12.0000	6.0000	2.0	208.000	23.0000	19.0000	33.0000	28.0000	31.0000	13.0000	51.0000
205	39	7.00000	4.0000	7.0000	4.0000	6.0000	2.0	198.385	17.0000	15.0000	34.875	34.0000	30.0000	16.0000	52.0000
206	22	5.00000	4.0000	7.0000	4.0000	2.0000	3.0	209.000	18.0000	15.0000	34.875	34.0000	30.0000	16.0000	52.0000
207	22	5.00000	12.0000	18.0000	12.0000	2.0000	3.0	199.322	18.0000	15.0000	34.875	34.0000	30.0000	16.0000	52.0000
208	40	5.00000	6.0000	10.0000	6.0000	4.0000	3.0	209.000	21.0000	21.0000	33.888	33.0000	32.0000	13.0000	58.0000
209	30	5.00000	15.0000	19.0000	15.0000	3.0000	3.0	211.000	21.0000	20.0000	32.888	33.0000	33.0000	14.0000	57.0000
210	39	5.00000	17.0000	19.0000	17.0000	5.0000	2.0	231.000	20.0000	20.0000	37.0000	35.0000	33.0000	14.0000	63.0000
211	42	5.00000	14.0000	18.0000	14.0000	2.0000	2.0	231.000	20.0000	22.0000	36.0000	37.0000	36.0000	16.0000	62.0000
212	32	6.00000	17.0000	17.0000	17.0000	7.0000	2.0	224.746	19.0000	19.0000	34.0000	35.0000	36.0000	15.0000	61.0000
213	.	6.00000	6.1647	6.5000	6.1647	7.0000	3.0	209.000	21.0000	21.0000	35.0000	35.0000	29.0000	15.0000	55.0000
214	48	7.00000	13.0000	19.0000	13.0000	4.0000	1.0	268.000	26.0000	26.0000	41.0000	40.0000	39.0000	20.0000	72.0000
215	35	5.00000	5.0000	9.0000	5.0000	5.0000	2.0	231.888	25.0000	25.0000	37.0000	36.0000	36.0000	19.0000	59.0000
216	27	4.00000	5.0000	9.0000	5.0000	2.0000	1.0	205.000	18.0000	17.0000	32.0000	32.0000	32.0000	18.0000	51.0000
217	27	4.00000	5.0000	9.0000	5.0000	2.0000	1.0	202.000	18.0000	17.0000	32.0000	32.0000	32.0000	18.0000	51.0000
218	25	5.00000	5.0000	9.0000	5.0000	3.0000	0.0	202.000	18.0000	17.0000	32.0000	32.0000	32.0000	18.0000	51.0000
219	34	5.00000	5.0000	9.0000	5.0000	3.0000	0.0	177.000	15.0000	15.0000	32.0000	32.0000	32.0000	18.0000	51.0000
220	34	5.00000	19.0000	19.0000	19.0000	4.0000	2.0	177.000	15.0000	15.0000	32.0000	32.0000	32.0000	18.0000	51.0000
221	27	7.00000	19.0000	19.0000	19.0000	4.0000	2.0	177.000	15.0000	15.0000	32.0000	32.0000	32.0000	18.0000	51.0000
222	27	7.00000	19.0000	19.0000	19.0000	4.0000	2.0	177.000	15.0000	15.0000	32.0000	32.0000	32.0000	18.0000	51.0000
223	26	6.00000	16.0000	18.0000	16.0000	5.0000	1.0	190.000	22.0000	22.0000	36.0000	35.0000	31.0000	16.0000	51.0000
224	28	6.00000	3.5158	4.0000	3.5158	4.0000	1.0	209.000	23.0000	23.0000	36.0000	36.0000	34.0000	16.0000	54.0000
225	28	6.00000	3.5158	4.0000	3.5158	4.0000	1.0	222.000	23.0000	23.0000	39.0000	41.0000	38.0000	12.0000	56.0000
226	23	5.00000	2.0000	3.0000	2.0000	3.0000	1.0	204.000	25.0000	25.0000	31.0000	28.0000	28.0000	12.0000	59.0000
227	48	5.00000	12.0000	18.0000	12.0000	3.0000	3.0	224.746	24.0000	24.0000	38.0000	35.0000	35.0000	14.0000	65.0000
228	34	6.00000	8.0000	10.0000	8.0000	6.0000	2.0	208.000	21.0000	19.0000	34.0000	35.0000	32.0000	14.0000	55.0000
229	23	5.00000	3.0000	8.0000	3.0000	3.0000	1.0	219.000	23.0000	23.0000	34.0000	36.0000	32.0000	15.0000	58.0000
230	34	5.00000	5.0000	8.0000	5.0000	5.0000	1.0	205.000	26.0000	26.0000	34.0000	34.0000	27.0000	14.0000	56.0000
231	39	5.00000	15.0000	15.0000	15.0000	6.0000	2.0	231.000	24.0000	24.0000	37.0000	36.0000	34.0000	14.0000	67.0000
232	32	5.00000	14.0000	11.0000	14.0000	6.0000	2.0	231.000	24.0000	24.0000	37.0000	36.0000	34.0000	14.0000	67.0000
233	39	5.00000	15.0000	19.0000	15.0000	6.0000	2.0	231.000	24.0000	24.0000	37.0000	36.0000	34.0000	14.0000	67.0000
234	23	4.00000	19.0000	19.0000	19.0000	6.0000	1.0	115.000	15.0000	15.0000	14.0000	14.0000	14.0000	19.0000	59.0000
235	18	1.00000	7.0000	5.0000	7.0000	1.0000	1.0	224.000	28.0000	28.0000	36.0000	34.0000	35.0000	17.0000	61.0000



*Appendix T (cont'd)*  
*Individual Attitude and Knowledge Scores by Marketing Education Areas*

ID	KNOWLEDGE	KO FUMI	KO ICDE	KO POP	KO EUR	KO BCHA	KO KCHR	ATTITUDE	ATT SOCIA	ATT CARE	ATT TRADE	ATT POP	ATT RECA	ATT ECDE
236	28	4.0000	5	8.0000	7.0000	5	2	225.000	22	35.000	32.000	31.000	12.0000	62
237	28	4.0000	2	6.0000	8.0000	5	1	217.000	22	35.000	36.000	30.000	13.0000	57
238	29	2.0000	5	4.0000	12.0000	4	3	234.000	21	39.000	38.000	31.000	15.0000	64
239	31	6.0000	3	8.0000	10.0000	3	2	216.000	20	37.000	37.000	29.000	15.0000	56
240	29	5.0000	3	8.0000	8.0000	2	2	201.000	18	38.000	29.000	34.000	14.0000	56
241	29	5.0000	1	7.0000	2.0000	3	2	201.356	19	34.000	30.000	28.000	13.0000	53
242	..	5.3333	2	3.2300	14.3684	0	3	201.356	22	40.000	30.000	28.000	13.0000	53
243	45	7.0000	4	11.0000	14.0000	4	2	258.000	31	28.000	28.000	31.000	19.0000	65
244	45	8.0000	3	9.0000	16.0000	6	2	188.000	23	28.000	28.000	21.000	9.0000	54
245	38	5.71429	4	11.0000	12.0000	3	2	222.000	22	28.000	25.000	24.000	14.0000	62
246	30	6.0000	3	6.0000	10.0000	3	1	202.000	21	37.000	27.000	24.000	12.0000	53
247	34	5.0000	4	10.0000	8.0000	3	2	225.000	21	32.000	35.000	33.000	19.0000	58
248	31	5.0000	3	7.0000	11.5000	3	2	222.000	24	34.000	35.000	32.000	16.0000	60
249	33	6.0000	3	7.0000	13.0000	4	1	222.000	23	34.000	35.000	32.000	14.0000	59
250	33	7.0000	2	8.0000	13.0000	4	1	221.000	22	34.000	36.000	32.000	15.0000	59
251	33	7.0000	2	8.0000	13.0000	4	1	219.000	22	34.000	36.000	32.000	15.0000	59
252	13	1.0000	0	1.0000	8.0000	1	0	259.322	26	34.000	43.875	36.000	19.0000	58
253	29	6.0000	4	8.0000	3.0000	6	2	208.000	21	31.000	37.000	30.000	15.0000	56
254	31	6.0000	4	9.0000	4.2000	5	1	266.000	23	42.000	37.000	30.000	19.0000	73
255	32	5.0000	2	9.0000	11.0000	3	2	232.000	21	37.000	41.000	33.000	16.0000	59
256	37	5.0000	2	11.0000	13.0000	4	2	213.000	21	31.000	36.000	30.000	13.0000	58
257	40	6.0000	4	11.0000	15.0000	4	2	235.000	22	36.000	37.000	37.000	16.0000	60
258	27	6.0000	3	9.0000	4.0000	7	2	212.000	17	32.000	32.000	34.000	14.0000	58
259	47	5.0000	4	12.0000	16.0000	2	3	232.000	25	36.000	31.000	34.000	10.0000	64
260	41	6.0000	3	11.0000	14.7000	4	3	232.000	23	42.000	41.000	35.000	17.0000	62
261	37	5.0000	4	11.0000	15.0000	4	2	220.000	22	37.000	36.000	34.000	15.0000	58
262	45	7.0000	4	11.0000	15.0000	5	3	264.000	21	37.000	35.000	34.000	15.0000	72
263	32	5.0000	4	8.0000	10.0000	6	1	264.000	22	37.000	32.000	34.000	15.0000	72
264	26	7.0000	2	8.0000	10.0000	6	1	229.000	22	37.000	34.000	34.000	15.0000	61
265	46	6.0000	4	12.0000	15.0000	6	3	229.000	22	37.000	34.000	34.000	15.0000	62
266	30	6.0000	4	10.0000	15.0000	6	3	229.000	22	37.000	34.000	34.000	15.0000	62
267	32	6.0000	4	8.6667	7.0000	7	1	208.000	23	33.000	31.000	32.000	13.0000	61
268	31	6.0000	3	9.0000	9.0000	1	3	224.000	23	33.000	33.000	32.000	14.0000	63
269	28	6.0000	3	9.0000	4.0000	5	1	217.000	20	38.000	32.000	33.000	14.0000	63
270	37	6.0000	4	10.0000	11.0000	4	1	241.000	22	35.000	33.000	33.000	15.0000	64
271	25	6.0000	4	7.0000	13.0000	4	1	210.000	22	35.000	33.000	33.000	19.0000	62
272	36	6.0000	4	10.0000	10.0000	3	3	243.000	21	37.000	40.000	37.000	14.0000	59
273	25	6.0000	4	9.0000	12.0000	4	2	213.214	18	37.125	39.000	37.000	18.0000	59
274	28	5.0000	3	9.0000	7.0000	3	1	226.000	21	37.000	33.000	36.000	13.0000	58
275	15	1.14286	4	4.5555	6.0000	1	1	233.498	25	38.250	35.000	35.000	16.0000	58

*Appendix U*

*Attitude Score Analysis of the Grouped Areas of Marketing Education by School Site Regions*

School Site Region	N	Overall		Image		Social		Career Dev.		Career Ed.		DECA		Co-op		Academic Dev.	
		Mean	(SD)	Mean	(SD)	Mean	(SD)	Mean	(SD)	Mean	(SD)	Mean	(SD)	Mean	(SD)	Mean	(SD)
Northern Virginia Area	57	3.62 (0.39)	22.99 (3.12)	20.42 (2.48)	35.65 (3.83)	32.47 (4.31)	14.47 (2.58)	32.03 (3.07)	57.82 (7.15)								
Richmond Area	71	3.78 (0.86)	23.61 (3.49)	21.14 (3.04)	35.55 (3.83)	33.43 (4.31)	14.29 (2.40)	32.06 (4.05)	58.59 (6.34)								
Danville Area	24	3.65 (0.41)	25.12 (3.07)	20.87 (3.36)	35.29 (4.74)	34.37 (4.59)	14.58 (2.90)	32.00 (3.86)	56.78 (7.98)								
Southwest Virginia Area	47	3.58 (0.42)	23.43 (4.19)	20.20 (2.98)	34.72 (4.90)	32.84 (3.91)	14.55 (2.27)	31.79 (3.98)	56.42 (7.57)								
Tidewater Area	76	3.67 (0.32)	24.06 (3.80)	21.17 (3.82)	35.10 (3.56)	34.00 (4.70)	15.03 (2.14)	32.42 (3.23)	58.34 (5.51)								
			Max Score 35	Max Score 30	Max Score 45	Max Score 45	Max Score 20	Max Score 45	Max Score 80								

Note: All mean scores are based on a scale from 1 to 5 with 5 being Strongly Agree

## Appendix U

## Knowledge Score Analysis of the Grouped Areas of Marketing Education by School Site Regions

School Site Region	N	Overall Mean (SD)	Mission Mean (SD)	Co-op Mean (SD)	Curriculum Mean (SD)	DECA Mean (SD)	Teacher Expect. Mean (SD)	Academic Dev. Mean (SD)
Northern Virginia Area	57	34.91 (7.47)	5.49 (1.31)	9.28 (2.24)	10.91 (3.93)	3.97 (1.35)	1.92 (0.76)	3.38 (0.86)
Richmond Area	71	32.84 (7.14)	5.39 (1.31)	9.14 (1.85)	9.54 (4.74)	4.20 (1.40)	1.76 (0.84)	3.19 (0.81)
Danville Area	24	31.83 (6.14)	5.25 (1.35)	9.10 (1.46)	8.91 (3.06)	4.25 (1.60)	1.71 (0.85)	2.83 (0.96)
Southwest Virginia Area	47	32.00 (8.28)	5.50 (1.20)	8.87 (2.10)	8.38 (4.42)	4.44 (1.66)	2.04 (0.69)	2.80 (1.13)
Tidewater Area	76	32.57 (6.45)	5.34 (1.51)	9.16 (1.93)	9.03 (3.91)	4.12 (1.32)	1.88 (0.81)	3.17 (0.85)
		Max Score 56	Max Score 8	Max Score 14	Max Score 21	Max Score 7	Max Score 3	Max Score 4

## *Appendix V*

### *Attitude Statements Grouped by Area*

#### **Academic Development**

4. Marketing courses appeal only to non-college bound students.
10. The Marketing Education program helps students develop problem solving skills.
11. The Marketing Education program helps students develop decision making skills.
20. Marketing courses tend to reinforce the basic academic skills.
27. The marketing program helps students develop scientific skills.
29. Marketing students typically take the minimum amount of hours to graduate.
30. The marketing program helps students develop mathematical skills.
31. The marketing program helps students develop analytical skills.
35. Marketing students must give up needed academic classes in exchange for leaving school early.
39. Colleges may not accept marketing courses as one of required entrance credits.
41. Students gain knowledge and understanding of the meaning of economic growth by enrolling in a marketing course.
46. Marketing courses include academic skills in their curriculum.
47. Additional credits in Math and Science should be earned if a marketing sequence is completed.
49. Most college bound students can't fit marketing courses into their schedules.
50. Students will gain an appreciation for the global economy when they enroll in a Marketing Education course.
60. It is critical to keep the marketing class size within the state guidelines in order to have productive individualized learning.

#### **Career Education**

1. All students in a secondary school should be exposed to marketing careers.
2. All students in a secondary school should be exposed to at least one marketing course.
3. There are unlimited career choices for students prepared in marketing.
7. I am reluctant to counsel students into careers in marketing.
12. Knowledge of marketing careers helps students determine possible career choices.

## *Appendix V (cont'd)*

### *Attitude Statements for Each Area*

#### **Career Education (cont'd)**

13. School programs should offer courses which address a variety of careers in marketing.
14. Marketing is a career choice with more advantages than disadvantages.
15. Counseling students about enrolling in Marketing Education courses depends on their long range goals.
17. Careers in marketing appeal more to students of low socio-economic status.

#### **Career Development**

8. Some Marketing Education courses and activities, serves as an valuable asset to students' future.
16. Enrollment in Marketing Education is only appropriate if there are marketing opportunities available for the students in the community.
18. Careers in marketing are rather limited.
23. The Marketing Education program prepares students only for entry level jobs.
24. The Marketing Education program prepares students for lifelong learning.
32. There is a definite need for Marketing Education in all schools.
43. Marketing education courses are available to all students.
55. Marketing education's inclusion in the Tech-Prep program is an important benefit for all students.
56. The marketing teachers' experiences help to get students organized and prepared for specific job skills needed in business and industry.

#### **Co-op**

21. Marketing education students must give up other desired elective courses in exchange for a co-op job.
28. Co-op training plans are effective in assisting students to learn.
33. Marketing education is primarily a work-release program for students to get out of school.
34. The marketing teacher's experience in dealing with business and industry plays an important role in whether I encourage students to enroll in the program.

## *Appendix V (cont'd)*

### *Attitude Statements for Each Area*

#### **Co-op (cont'd)**

37. Allotted coordination periods given to the marketing teacher are used for other activities than coordination visits.
38. Students enrolled in Marketing Education have less free time because of job obligations.
42. Marketing students must make sacrifices to meet the demands of school and work.
54. Students should earn additional credits for co-op in the Marketing Education program.
59. Co-op training plans are designed for the students and assist them in getting the necessary skills needed for a career in marketing.

#### **DECA**

40. Marketing students should be required to participate in DECA.
48. DECA competitive events discriminate and give visibility only to those high ability level students.
53. DECA assists the Marketing Education curriculum by offering fun activities for the students.
57. DECA competitive events help students apply concepts to real world situations.

#### **Image**

5. Courses in Marketing Education will help students become socially adjusted.
19. The Marketing Education program has as much status as any other school program.
36. Marketing education courses are great electives for alternative and special education students.
44. Marketing education courses are easy electives for students.
45. Marketing education and business education curriculums should be combined.
52. The Marketing Education program seems to be established for lower academic level students.
58. Classroom management policies are less likely to be defined in the Marketing Education program.

*Appendix V (cont'd)*

*Attitude Statements for Each Area*

**Social Intelligence**

6. When compared to other educational programs Marketing Education is not very cost efficient.
9. Marketing education students seem to have greater or better communication skills than do other high school students.
22. Marketing education students seem to have greater or better communication skills than do other students enrolled in a vocational program.
25. The Marketing Education program helps students develop interpersonal skills.
26. The marketing program helps students develop communication skills.
51. Students learn ways to contribute to society when they participate in marketing courses.

## ***Appendix W***

### ***Knowledge Statements Grouped by Area***

#### **Academic Development**

4. College bound students can not fit their college requirements or top diploma requirements into their schedules when taking a Marketing Education course.
7. A large segment of education for marketing is provided through four year universities.
10. College bound students can enroll in Marketing Education.
54. Marketing is not a major at the four year universities in Virginia.

#### **Co-op**

1. School and Business/industry partnerships are created through cooperative education.
3. Marketing students must give up academic classes/electives in order to be in the cooperative education part of the program.
11. Marketing students affect the image of the school in the business community.
13. Marketing students earn credits for co-op in the program
17. Teachers are granted release time for coordination visits.
19. The marketing program requires students to take early release from school.
20. The cooperative education component is one of three parts of the program.
21. Co-op training agreements are a part of the cooperative education component of the Marketing Education program.
26. Marketing teachers supervise co-op students on-the-job for 1 to 2 class periods.
30. Cooperative education's purpose is for the students to make extra spending money.
35. Training stations pay co-op students less than minimum wage.
53. Approximately 50% of all high school students are involved in the cooperative on-the-job training program in the country.
56. Students do not have to work to be enrolled in the Marketing Education program.



*Appendix W (cont'd)*

*Knowledge Statements Grouped by Area*

**Curriculum**

2. The enrollments for the Marketing Education program are increasing in Virginia.
15. Marketing education integrates academic skills and knowledge into the courses.
27. Marketing education serves adults as well as high school students.
31. Fashion merchandising is not a potential Marketing Education program offering.
34. Marketing courses on the secondary level are only taught in high schools.
38. Marketing programs in Virginia offer courses in Sports & Recreation.
39. Marketing programs in Virginia offer courses in Travel & Tourism.
40. Marketing programs in Virginia offer courses in Computer Information Systems.
41. Marketing programs in Virginia offer courses in Entrepreneurship.
42. Marketing programs in Virginia offer courses in Supermarket Marketing.
43. Marketing programs in Virginia offer courses in Accounting and Supervision.
44. Marketing programs in Virginia offer courses in Finance and Credit.
45. Marketing programs in Virginia offer courses in International Marketing.
46. Marketing programs in Virginia offer courses in Real Estate Marketing.
47. Marketing programs in Virginia offer courses in Business Management.
48. Marketing programs in Virginia offer courses in Hotel-Motel Management.
49. Marketing programs in Virginia offer courses in Technology Trends.
50. Marketing programs in Virginia offer courses in Marketing Management.
51. Marketing education is not included in Tech-Prep.
52. There are only a few adult Marketing Education programs left in Virginia.
55. The Marketing Education program is a non-competency based approach to instructional curriculum.

**DECA**

5. DECA and Marketing Education are synonymous.
6. There is an opportunity for students to compete on the state and national levels through the DECA competitive events.
14. DECA competitive events give students an opportunity to demonstrate job competence.
16. The DECA program teaches marketing as one of its courses.
22. DECA is the co-curricular organization associated with Marketing Education.
24. DECA is an extra-curricular activity like cheerleading and participating in athletics.
25. Marketing students are required to participate in DECA.

## *Appendix W (cont'd)*

### *Knowledge Statements Grouped by Area*

#### **Purpose and Mission**

8. Marketing education is designed to prepare people for initial and continuing employment in marketing occupations.
9. Part of the mission of Marketing Education is to develop competent workers.
12. The Marketing Education program is for lower academic level students.
23. The Marketing Education program is a work release program.
28. Part of the mission of the Marketing Education program is to find students jobs.
29. Marketing education is a part of the overall business education curriculum
32. Marketing is a people-oriented occupational field.
33. Part of the mission of Marketing Education is assist in the improvement of marketing techniques.

#### **Teacher Expectations**

18. Marketing teachers are required to have occupational experience in order to be a marketing teacher coordinator.
36. Marketing teachers teach 3 or 4 class periods.
37. The marketing teacher is required to find the student a job.

## *Appendix X*

### *Cronbach Alpha Reliabilities for Final Survey Instrument*

#### Attitude Scale

Overall Alpha - 0.80

#### Knowledge Scale

Overall Alpha - 0.90

#### *Attitude Areas*

Image - 0.38

Social Intelligence - 0.77

Career Development - 0.45

Career Education - 0.45

Both Careers together - 0.60

CO-OP - 0.52

DECA - 0.07

Academic Development - 0.53

#### *Knowledge Areas*

Purpose/Mission - 0.69

Academic Development - 0.01

CO-OP - 0.63

Curriculum - 0.91

DECA - 0.65

Teacher Expectations - 0.25

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**BORN - June 18, 1962**

**EDUCATION**

***Presently Doctor of Education Degree candidate in Vocational and Technical Education with emphasis on Marketing Education*** at Virginia Polytechnic Institute and State University, Blacksburg, Virginia. Expected completion date April 1994.

***Master of Science Degree in Marketing Education with concentration in Marketing Education, Marketing, and Management*** from Virginia Polytechnic Institute and State University, Blacksburg, Virginia--May 1990.

***Bachelor of Science Degree in Marketing Education*** from Appalachian State University, Boone, North Carolina--July 1986.

**PROFESSIONAL EXPERIENCE**

**Assistant Professor of Marketing Education**--Business, Vocational, and technical Education Department--East Carolina University, Greenville, North Carolina, August 1993 to present.

**Graduate Teaching Assistant**--Virginia Polytechnic Institute and State University, Blacksburg, Virginia, August 1990-May 1993.

**Business Internship Supervisor**--Marketing Education Program Area at Virginia Polytechnic Institute and State University in Blacksburg, Virginia, May 1991-May 1993.

**Adjunct Faculty Instructor** --New River Community College, Dublin, Virginia, May 1990 to May 1993.

**Basic Business Instructor**--Federally funded Upward Bound Program at Virginia Polytechnic Institute and State University, Blacksburg, Virginia, Summers 1990-1992.

**Graduate Research Assistant**--National Center for Research in Vocational Education at Virginia Polytechnic Institute and State University, August 1989 to August 1990.

**Business Education Teacher**--Lincolnton High School in Lincolnton, North Carolina, January 1988 to June 1988.

**Marketing Education Teacher-Coordinator**--West Charlotte High School, Charlotte/Mecklenburg School System, Charlotte, North Carolina, August 1986 to January 1988.

**Substitute Teacher**--Charlotte-Mecklenburg School System, Charlotte, North Carolina, May 1986 to June 1986.

**Student Teacher**--North Mecklenburg High School, Huntersville, North Carolina, January 1986 to May 1986.

**Substitute Teacher**--Lincoln County Schools, Lincolnton, North Carolina. August 1980 to January 1983. Substituted throughout the county school system in grades 6-12.

**Produce Manager**--Lowes Food Stores, Inc., Lincolnton, Newton, Hickory and Boone, North Carolina locations, May 1979 to January 1983.

### **PROFESSIONAL MEMBERSHIPS**

Atlantic Coast Marketing Association  
 North Carolina Council of Vocational Teacher Educators  
 North Carolina Marketing Education Association  
 North Carolina Vocational Association  
 Delta Epsilon Chi  
 American Vocational Association  
 Marketing Education Association  
 National Business Education Association  
 National DECA  
 Pi Sigma Epsilon  
 Omicron Tau Theta  
 Virginia Vocational Association --1989-1993  
 Virginia Association of Marketing Educators--1989-1993  
 Delta Pi Epsilon  
 Phi Delta Kappa  
 American Vocational Education Research Association  
 American Education Research Association  
 Phi Beta Lambda

  
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 Lester Keith Goins