

THE ASSIGNMENT OF PRIORITIES TO TEACHER
COMPETENCIES IN BUSINESS EDUCATION

by

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DEDICATION

This manuscript is dedicated to my husband Ulysses, whose patience, understanding, and support enabled me to achieve my objective.

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CHAPTER I

AN OVERVIEW OF THE PROBLEM

Efforts in this country to improve the quality of education have resulted in a plethora of research studies related to teacher competence. Bradley et al. (1967:7) stated that "no other aspect of education has been explored with greater energy and persistence."

The state of Virginia's commitment to quality education is evidenced by the General Assembly's enactment of legislation to this effect (Virginia General Assembly, 1972). It seems reasonable to assume that well-qualified and competent teachers will be the dominating force in the implementation of this commitment. The challenge to business teacher education is that of providing quality programs for the preparation of business teachers who will be capable of implementing the requirements of the Standards of Quality.

In past years, numerous research investigations have been conducted for the purpose of determining the quality of business teacher education programs. Many of these studies focused on improving the professional preparation of business teachers. For example, researchers have investigated such elements of professional training as organizational structure, administration and supervision, evaluation, and curriculum development (Hibler, 1971; Pyke, 1971; Black, 1969; Drennan, 1969). Few studies, however, have been done in the area of teacher competencies for business teachers. Kessel (1957:18) made the following observation in the 1950's:

Research related to the competence and evaluation of business teachers as an exclusive group is exceedingly limited.

Approximately fifteen years later, Weber (1970) pointed out that research studies in the area of vocational and technical education related to specific teacher competencies were limited.

One of the weaknesses of teacher education programs, according to Brown (1974), is the lack of a proper data base for making program decisions. Two studies completed since 1970 have contributed to alleviating this weakness in vocational and technical education programs insofar as teacher competency data are concerned.

One study, conducted by Cotrell et al. (1971), was concerned with identifying teacher competencies considered essential for vocational and technical education teachers. By means of occupational analysis and expert judgment, Cotrell identified 237 competencies.

The other study, which was conducted by Black et al. (1974), went a step beyond Cotrell's study. In addition to factor analyzing hundreds of teaching competencies deemed important for vocational and technical education teachers, Black clustered these competencies under three major categories: (1) teachers' instructional activities, (2) teachers' ancillary activities, and (3) student behavior problems. Lynch (1973:36) pointed out that "Once competencies are identified, some form of clustering--or grouping--of competencies is usually necessary in order that they be manageable for education or training purposes."

Although researchers (Black et al., 1974; Cotrell et al., 1971) have identified a number of teacher competencies deemed important for vocational and technical education teachers, it appears that they have not provided strategies for assigning priorities to these competencies.

Such strategies, based upon research, are desirable in view of the limited amount of time in which teacher educators have to work with prospective business teachers in developing or strengthening competencies. Maximum efficiency in planning for curriculum, programs, materials, and equipment may be realized through their use.

In addition, researched-based strategies may be used in effecting mutual understanding between groups--or among groups--of business educators involved in the preparation of business teachers. For example, cooperating teachers in the secondary schools assume a major responsibility for evaluating the competence of prospective business education teachers. Common agreement as to the emphasis that should be given to teacher competencies should result in more meaningful working relationships between cooperating teachers and business teacher educators.

STATEMENT OF THE PROBLEM

This study was conducted to determine how selected groups of business educators assign priorities to teacher competencies and to examine the extent of agreement of priorities across three groups: (1) business teacher educators, (2) cooperating teachers, and (3) local supervisors of business education.

To accomplish the purposes of the study, answers to the following specific questions were sought:

1. How do the groups rank selected clusters of teacher competencies?
2. How do the groups rank selected competencies within clusters?

3. To what extent do the groups agree with regard to priority ranking of clusters of teacher competencies?

4. To what extent do the groups agree with regard to priority ranking of competencies within clusters?

NEED FOR THE STUDY

Eight state-supported institutions in the state of Virginia are engaged in preparing business education teachers. How well these institutions are able to meet their educational obligations will depend, to a large extent, upon their ability to adapt to factors exerting influence upon them (Culver, 1967). Some of the factors are (1) passage of the Vocational Education Act of 1963 and subsequent Amendments, (2) changes in secondary business education programs, (3) teacher certification reciprocity, (4) accountability in education, (5) competency-based teacher education, and (6) supply and demand of vocational education teachers. Each of these factors is discussed briefly.

Passage of the Vocational Education Act of 1963

Funds made available to business education under Public Law 88-210, better known as the Vocational Education Act of 1963, have been used to upgrade existing business education programs and to introduce new and innovative ones. Whitcraft (1966) predicted that the changes resulting from nationwide implementation of the Act would be extensive. Pierce (1969:3780-A) conducted a study to determine the impact of the Act on business education in the public secondary schools of Missouri. He concluded that one implication for business teacher education programs is that of improving academic preparation. He stated:

The Vocational Education Act of 1963 has had considerable impact on the business teachers who have been motivated by certification requirements to obtain academic preparation in the form of professional vocational courses.

In a similar study, Long (1967:518-A) sought to determine the impact of the Act in relation to office education. He found that:

Most of the teacher educators for office education believed that the emphasis upon the vocational objective of business education would cause office teacher education programs to have greater stature than before the enactment of the Vocational Education Act of 1963.

Changes in Secondary Business Education Programs

Changing instructional patterns in secondary school business education programs, including such innovations as modular scheduling, year-round schools, and block programs, suggest that today's business teacher must be more creative and imaginative as well as better informed. Business teacher education institutions must take the responsibility for preparing future business teachers to be aware of these changes (Brower, 1970:6).

Teacher Certification Reciprocity

Reciprocity in teacher certification among the states points to a real challenge for prospective business education teachers. Although the various states are concentrating at the moment on minimum reciprocal standards, it is safe to assume that these standards will be raised as the reciprocity plan gains momentum. Uniformity in certification requirements will, of necessity, demand some basic agreement as to the kinds and importance of teacher competencies to which prospective business education teachers should be exposed. Keller (1970:15) stated

that "Actual agreements between the various state departments of education will be on minimum standards with the intention of promoting a greater degree of uniformity in practices among the states."

Accountability in Education

Hempel (1970:98) summarized the importance of accountability in the following statement:

Increasing emphasis is being given daily to the topic of today's demands for improving education and for holding all public schools accountable for achievement levels attained by students. These demands are being heard from the President to the parent; from educational administrators and teachers to the student; and from members of Congress to the state legislature. And with this new emphasis on holding schools accountable for student achievement, it is vital that business education recognize the importance, the promise and opportunity, and changes that will take place as a result of this new approach to evaluating the 'productivity' of education.

The implications for prospective teachers of business education are many. Chief among them is the fact that the student teacher, like the classroom teacher, may have to take more responsibility for the results of teaching.

Competency-Based Teacher Education

To meet the pressing demands brought on by the accountability concept, many educational institutions are turning to competency-based teacher education. McDonald (1974:296) stated that the "movement to shift teacher education to a performance base and to make demonstrated teaching competence the criterion for certification began about five years ago." Rosner and Kay (1974:290-291) asserted that the only

justification for competency-based teacher education is to improve the quality of instruction in the nation's schools as a consequence of improved teacher education." Failure to concentrate on improving the preservice education of teachers is to risk the viability of our educational system (Houston and Howsam, 1974:299).

Supply and Demand of Vocational Education Teachers

It appears that Virginia's demand for vocational education teachers will exceed the supply currently being prepared by institutions in the state. A five-year projection of the state's expected demand is presented in Table 1. Projected deficits are also shown in the table.

Twenty-four percent of the total number of vocational education teachers--both new and replacements--needed in the state over the five-year period will be in the area of business and office education. It is interesting to note that in each of the five years a deficit is expected to exist in the supply of business and office education teachers. In spite of this expected undersupply of teachers, the assumption is that only those teachers highly competent in their area of specialization will be sought for employment. The challenge to business teacher education programs is apparent.

Findings from this study will provide pertinent information for making effective program decisions for prospective business teachers. Thomas and Mahaffey (1972:10) indicated that quality education programs are predicated on the establishment of realistic priorities. They stated that:

Table 1. Demand for New and Replacement Vocational Teachers in Virginia

	Five-Year Projections				
	1974-75	1975-76	1976-77	1977-78	1978-79
Total Vocational Education (Including Business and Office Education)	782	818	859	855	878
Business and Office Education	197	200	208	210	209
Percent of Total in Business and Office Education	25	24	24	24	24
Expected Deficit in Supply of Business and Office Education Teachers	17	20	12	15	14

Source: Virginia State Plan for Vocational Education, Part 1, Administrative Provisions for Fiscal 1975, Table 8, pages 9.0 and 9.1.

If a program is based on sound, current educational objectives which are converted into priorities based on the relative importance of the program's goals, a quality program will most likely result.

Likewise, it is believed that the assignment of priorities to teacher competencies is necessary in the preparation of competent business education teachers.

BASIC ASSUMPTIONS

The following assumptions were made in conducting the study:

1. It was assumed that there are identifiable teacher competencies which are characteristic of effective business teachers.
2. It was assumed that the teacher competencies identified by Black et al. (1974) are important to the success of prospective business education teachers.

DEFINITION OF TERMS

Terms used in this study were defined as follows:

1. Teacher competency is a task that is considered essential for successful performance of teaching responsibilities.
2. Competency cluster is a group of related competencies.
3. Business teacher educator is a member of the college or university business education staff involved in the professional preparation of prospective business teachers.
4. Cooperating teacher is a person who teaches business subjects in the secondary school and who supervises, guides, and evaluates the teaching performance of the business education student teacher during the student teaching period.

5. Local supervisor is a person employed by a local school division to assist business education teachers in planning, implementing, and evaluating their work.

DELIMITATIONS OF THE STUDY

The following delimitations were recognized in conducting the study:

1. Business teacher educators who provided data for this study were limited to those employed at the beginning of the 1974-1975 academic year at the state-supported institutions in Virginia.

2. Cooperating teachers who provided data for this study were limited to those who supervised student teachers during the 1973-74 academic year for the state-supported institutions in Virginia.

ORGANIZATION OF THE STUDY

Chapter I has stated the problem, presented basic assumptions and delimitations, and defined terms as they were operationally used in the study.

The succeeding chapters are organized in the following manner:

Chapter II contains a review of literature and research related to competency studies in vocational and technical education and to studies related to the improvement of the preparation of prospective business education teachers.

Chapter III presents procedures followed in conducting the study and the methodology used for treating the data.

Chapter IV contains an analysis and interpretation of the data.

Chapter V contains a summary, conclusions, and recommendations of the study.

CHAPTER II

REVIEW OF RELATED LITERATURE AND RESEARCH

The purpose of this chapter is to present related literature and research pertinent to the development of this study. The literature review is divided into two groups: (1) studies related to improving the professional preparation of business education teachers and (2) competency studies in vocational and technical education, including business education. These studies are representative of the approaches used by vocational educators in analyzing the effectiveness of their programs.

Studies Related to Improving the Professional Preparation of Business Teachers

Four studies were selected for their relevance to improving the professional preparation of prospective business education teachers. These studies focused on elements of professional training as means of improving the quality of business teacher education programs.

Black Study - 1969

Black's study was conducted at the Ohio State University and its purpose was to analyze three areas of professional laboratory experiences of business education students in order to provide a source of data relevant to current practices and trends. The three areas were (1) the student teaching program, (2) the work experience program, and (3) the utilization of laboratories and equipment.

The study included a survey of 242 colleges and universities holding membership in the National Association for Business Teacher Education (NABTE). Student teaching data were collected from 102 of the total number of institutions surveyed. Work experience data were collected from 83 of the institutions, and laboratories and equipment data were collected from 76 of the institutions.

In summarizing the area of student teaching, Black stated that:

The practices are varied and diverse throughout the country, but all have the objective of providing meaningful learning situations for the teacher of tomorrow.

. . . general thinking . . . revealed that preparation of teachers can be still further enhanced through laboratory experiences (pages 75-76).

The work experience program was regarded by the institutions as being very effective and extremely valuable. Programmed instruction was given as the new direction in equipment, and the installation of shorthand laboratories was considered the major advancement in newer trends.

Black concluded that all aspects of the student teacher's preparation must be interrelated for his success as a business teacher.

The focus of this study was on program experiences as a means of improving teacher competence.

Drennan Study - 1969

Drennan's study was conducted at the University of Mississippi and focused upon analyzing the organization and administration of student teaching programs in 281 institutions holding membership in NABTE.

Based upon the findings and conclusions of the study, Drennan advocated the standardization of various aspects of course work in business education. He recommended that:

Attempts to standardize course content, titles, and descriptions of courses in methods of teaching business education subjects should be made by NABTE-approved institutions in order to know which courses help to develop the most effective teachers (page 119).

This study was considered pertinent in that it focused on aspects of curriculum improvement as a means of developing competent business teachers.

Hibler Study - 1971

In a study conducted at the University of Oklahoma, Hibler focused on the current and preferred policies in the supervision and evaluation of business education student teachers. The opinions of 146 collegiate business education teachers, cooperating high school business teachers, and business education graduates were used for comparative purposes.

Based upon an analysis of the responses from three groups, Hibler found that a significant relationship existed between current and preferred policies. High correlation was found between current policies expressed by teacher educators and preferred policies expressed by cooperating teachers.

The following implication of Hibler's study is considered germane to this study:

Although teaching experience and advanced degrees were recognized as desirable qualifications for both the college supervisor and the cooperating teacher, consideration should be given to the more subjective qualities, such as evidence of teaching competency and willingness to work with student teachers (page 179).

Pyke Study - 1971

This study, which was conducted at Northern Illinois University, was concerned with identifying patterns of organization and characteristics in business education student teaching programs, with emphasis on the internship. Data for the study were collected from the colleges and universities in the North-Central region of the National Business Education Association holding membership in the National Association for Business Teacher Education (NABTE).

Pyke found a general trend in the direction of internship programs for business teacher education students. Internship was determined to mean any of the following three definitions:

1. An undergraduate experience substituting for student teaching.
2. A graduate experience substituting for student teaching.
3. A post-student teaching experience at the undergraduate or graduate level (page 17).

One of the recommendations coming out of Pyke's study of importance to this study was that:

Follow-up studies be conducted for existing student teaching and internship programs, examining the skills and knowledges developed by the intern during his experience, as compared to those competencies exhibited by student teachers (page 159).

Competency Studies in Vocational and Technical Education

In the main, research in various program areas of vocational and technical education related to teacher competence has centered around

curriculum changes, improved program experiences, and personal characteristics of teachers. Although research dealing with specific teacher competencies in these program areas has been limited (Weber, 1970), there is some evidence that more and more studies are being conducted on the subject (Brown, 1974). The current emphasis on accountability, competency-based teacher education, quality education, and other educational reforms should provide the impetus for increased research relative to specific teacher competencies.

Seventeen selected research studies were reviewed and reported as they apply to the development of teacher competence in vocational and technical education. Six of these studies dealt specifically with the development of teacher competence for business education teachers or prospective business education teachers.

The reviews are presented in chronological order according to decades: the 1950's, the 1960's, and the first half of the 1970's. The significance of these studies to this project may be found in the summary of the chapter.

Competency Studies Completed During the 1950's

Five studies completed during the 1950's were selected for review. Two of these studies were related to business education; three were related to other vocational education programs.

Luehning Study - 1953

Luehning conducted a study to determine competencies critical to homemaking teachers in the secondary schools of California. The purposes of the study were (1) to determine or isolate competencies critical to

homemaking teachers and (2) to design an instrument to discern the degree to which a given teacher possessed the competencies. One of the essential elements in the investigation was the use of recorded anecdotal behaviors as a means of determining competence.

Luehning was successful in isolating twenty-two traits deemed critical for homemaking teachers: (1) knows the literature, (2) applies research findings, (3) knows and applies principles of group process, (4) utilizes community resources, (5) creates homelike atmosphere, (6) familiar with variety of equipment and materials, (7) exercises principles of functional arrangement, (8) maintains facilities and equipment, (9) works well at physical routine, (10) handles department business details, (11) uses demonstration techniques, (12) considers individual student's abilities and needs, (13) considers student's cultural background, (14) considers student's present and future family, (15) sees homemaking in total school program, (16) plans courses cooperatively with students, (17) serves as a guidance counselor, (18) explores vocational opportunities, (19) assists in extra-class activities, (20) participates with colleagues as a teammate, (21) contacts administrative personnel effectively, and (22) effectively works with non-teaching staff.

Although the personality factor was persistently mentioned by the raters in the study, Luehning chose to exclude it from the list of competencies. She concluded that personality was not a good indicator of teacher ability.

Luehning's study is germane to this study in that it sought to identify essential traits as a means of improving teacher competence.

Beamer Study - 1956

Beamer collected data from school officials, high school teachers, high school principals, and laymen in six selected public school systems in Tennessee on the importance of certain abilities in teaching vocational agriculture. Twelve ability areas were identified as essential for successful teaching of the subject: (1) ability to establish and maintain relationships, (2) ability to determine community and agricultural needs, (3) ability to prepare an agricultural education program, (4) ability to establish and maintain an advisory council, (5) ability to provide and maintain departmental facilities, (6) ability to teach high school classes in vocational agriculture, (7) ability to direct programs of supervised farming, (8) ability to direct programs of farm mechanics, (9) ability to advise a Future Farmers of America Chapter, (10) ability to provide guidance to students, (11) ability to organize and conduct young and adult farmer classes, and (12) ability to continue professional growth.

The findings of the study, which was conducted at the University of Illinois, were used to recommend a change in the undergraduate professional courses in agricultural education at the University of Tennessee.

Beamer's study focused on the curriculum as a means of improving teaching competence.

Kessel Study - 1957

Kessel conducted a study at the University of Wisconsin in which he used an analysis of critical incidents to determine the critical requirements for the effective performance of secondary school business

teachers. The critical incident technique was described as a method of collecting and analyzing observed effective and ineffective behaviors of teachers in the execution of a job or activity.

Data were obtained through personal interviews with 50 secondary school administrators and 50 secondary school business teachers randomly selected. An analysis and classification of the critical incidents resulted in four major areas of business teacher responsibility: (1) curriculum planning and instructional procedures, (2) classroom management, (3) extra-class responsibilities, and (4) staff and community relationships.

A chi square test was used to determine significant differences in the incidents reported by the respondents. The incidents reported by business teachers tended to concentrate in Area 1, curriculum planning and instructional procedures, and Area 2, classroom management. Incidents reported by school administrators tended to concentrate in Area 3, extra-class responsibilities, and Area 4, staff and community relationships.

Kessel listed eight conclusions, four of which are considered germane to this study:

1. When evaluating the effective or ineffective performance of secondary school business teachers, school administrators tend to attach as much importance to the non-instructional aspects of the business teacher's position as to the instructional duties.

2. Business teachers appear to be more concerned with their instructional responsibilities than with their non-instructional responsibilities when reflecting upon their own effectiveness or ineffectiveness.

3. Generally, the kinds of problems encountered by business teachers in service and business teachers effectiveness or ineffectiveness in handling problems related to their positions are not significantly related to the factors of sex, age, salary, preparation, teaching experience, and business experience.

4. The critical requirements for the effective performance of secondary school business teachers are related to a large extent to curriculum planning, classroom instructional procedures, guidance and attention to individual differences, and maintaining class control; and to a lesser extent to assessing and reporting student progress, managing equipment and supplies, extra-class responsibilities and relationships with other teachers, school administrators, and the community at large (pages 128 and 129).

Culver Study - 1958

Culver, in a study conducted at the University of Nebraska, sought to determine the general and specific experiences which student teachers should have when doing student teaching in selected high school business subjects. Data were solicited from teacher-training institutions throughout the United States, superior supervising high school business teachers who had been recommended by chairmen of departments of business education, and authors of textbooks in each of four subject-matter areas: bookkeeping, general business, shorthand, and typewriting.

In analyzing the data, Culver found that experiences in the following categories were considered important:

1. Experiences that involve the teaching of subject matter, particularly experiences that equip student teachers to be better prepared to assume responsibility for teaching a class.

2. Experiences that involve classroom management and control, particularly experiences requiring student teachers to be responsible for classroom discipline and for developing efficient classroom routine in administrative matters.

3. Experiences that provide a better understanding of the total school program, particularly experiences that help student teachers to become familiar with the school's grading system and other school rules and regulations.

4. Experiences that strengthen desirable personal qualities (pages 261 and 262).

Experiences in the following categories were considered to be of lesser importance:

1. Experiences that provide a better understanding of the physical, social and emotional characteristics of junior and senior high school youth.

2. Experiences that provide for participation in extra-class and community activities.

3. Experiences that contribute to professional growth (page 262).

Culver used weighted scores in arriving at the importance of experiences. He recommended that weighted scores be used to determine (a) experiences for student teaching, (b) assignment of students to teaching stations, (c) best time of academic year to assign student teachers to student teaching, and (d) the relative importance of student teaching experiences (pages 274-276).

The study was selected for review because it explored program experiences as a means of developing competent teachers.

Walsh Study - 1958

Walsh, in a study conducted at George Washington University, used the occupational analysis approach to identify 107 teaching competencies for trade and industrial education teachers. These competencies were rated by three groups: teachers, state and local supervisors, and teacher educators.

Findings from the study revealed that a high degree of association was found between the ratings of the competencies by the three groups. The following competencies were rated as most important: the ability to develop student attitudes toward safe practices and safety consciousness in job performance; the ability to demonstrate skills; a knowledge of methods of teaching shop subjects; an understanding of the objectives of trade and industrial education; a knowledge of methods of teaching related subjects; the ability to arrange questions in instructional order; and the ability to motivate students to acquire skills and knowledge.

Certain of the abilities referred to in Walsh's study are similar to competency statements used in this study; for example, "the ability to arrange questions in instructional order."

Competency Studies Completed During the 1960's

Seven studies completed during the 1960's were selected for review. Four of the studies were related to business education; two were related to distributive education; and one was related to combined areas of vocational education.

Ebert Study - 1961

Ebert made the following statement in the introduction to a study conducted at the University of Oklahoma:

. . . a logical step to further improvement of business teacher preparation involves development of the specific content most essential to student teaching for business teachers. It is apparent that no two teacher preparation institutions need

follow exactly the same program in business teacher preparation; and that student teaching will vary with major differences in the cooperating schools, the time involved, and the total content. There are, however, certain guides available for use in determining the content of student teaching in business teacher preparation (page 11).

Therefore, the purpose of the study was to determine what should be included in a program of student teaching for prospective business teachers. Specifically, the study sought to define and verify competence in teaching business subjects at the secondary level and selection of the content of student teaching that would aid most in developing this competence. The writings of Frederick G. Nichols, Paul S. Lomax, D. D. Lessenberry, Elvin S. Eyster, and Hamden L. Forkner were the primary sources for information pertaining to competence in the teaching of business subjects.

Two broad generalizations arrived at were the following:

1. There are six fundamental areas of educational endeavor in which teachers should be competent if they are to be rated as 'master teachers.' These fundamental areas include: curriculum, guidance, instruction, extra-class activities, liaison, and professionalism.

2. The nature and scope of the work of business teachers is such that numerous kinds of understandings and abilities must be acquired or extended through student teaching activities if prospective business teachers are to become adequately prepared for initial employment (page 38).

Samson Study - 1962

Samson, in a study conducted at the University of Minnesota, used the critical incident technique to determine the critical requirements for the performance of secondary school distributive education teacher-coordinators.

Critical incidents were collected from four groups associated with 31 state-approved distributive education programs in Iowa public high schools. From the critical incidents collected, 1,574 critical behaviors were identified. Samson classified these behaviors into six categories: (1) student discipline and control, (2) direction of club programs and projects, (3) administration and operation of the programs, (4) instructional activities, (5) coordination, and (6) personal and professional relationships.

A total of 127 critical requirements were developed within the six categories. Sixty-one percent, or 77, of the critical requirements were listed as effective; thirty-nine percent, or 50, were listed as ineffective.

The critical requirements identified in Samson's study are similar to the competencies used in this study.

Hariston Study - 1965

This study, which was conducted at Colorado State College, was designed to identify the critical incidents indicative of basic business teachers as a means of deriving an operational definition of a "good" teacher of basic business. Responses were solicited from teachers of basic business classes and supervisors of business education.

Hairston arrived at an operational definition of a "good" teacher of basic business classes as one who:

- . has adequate preparation
- . varies teaching methods
- . employs the principles of learning
- . provides necessary supervision

- . utilizes class time for the benefit of all children
- . minimizes discipline problems through democratic leadership
- . utilizes community resources
- . promotes cooperation between school and community
- . takes an active part in the business activities of the community
- . seeks self-improvement through active memberships in professional organizations
- . keeps abreast of new changes in education
- . generates enthusiasm for students and the teaching profession (pages 81 and 82).

The two following recommendations were made by Hairston: (1) the critical requirements and the operational definition may be used by supervisors of business education in formulating a master list of desirable qualities which are important for the classroom success of teachers of basic business classes, and (2) the critical requirements may be used as a means of orienting prospective teachers of basic business classes (pages 90 and 91).

Hairston's study was selected for review because it focused on requirements for identifying effective teachers and because of its attempt to define a "good" teacher.

Crawford Study - 1967

Crawford received a grant from the United States Office of Education to conduct a study at Virginia Polytechnic Institute for developing a competency pattern for the job of the distributive education teacher-coordinator which could be used as the basis for curriculum construction and program procedures. The final report was presented in four volumes.

Volume I contained a philosophy of distributive education, critical tasks of the distributive education teacher-coordinator, professional competencies needed to perform the critical tasks,

technical competencies needed to develop identified competencies of selected distributive workers and a cross-tabulation of competencies of selected distributive workers. Volumes II, III, and IV contained tasks and competencies needed in selected categories of business (page 1).

Ninety-six statements of basic beliefs about distributive education were submitted to three groups associated with the distributive area: state supervisors, assistant, area or district supervisors, and teacher educators. By means of the card-sort technique, the beliefs were arranged by the respondents according to: (1) agree, (2) partially agree, (3) neutral, (4) partially disagree, and (5) disagree. Numeric values on a 5-point scale were assigned to each statement to indicate the degree to which the respondents agreed with it. Spearman's rank order correlation coefficient, corrected for tied ranks, was used for comparing the groups pairwise, and Kendall's coefficient of concordance was utilized as a measure of the overall agreement of the three groups.

Crawford found few statistically significant differences of opinion among the three groups. A high degree of agreement on 83 of the 96 statements of beliefs was noted.

As a result of the findings, the following implications that have significance for other programs were made:

1. The fact that the vast majority of the leadership in distributive education has agreed upon definitions, aims and objectives, curriculum, guidance, coordination, administration and teacher education as

applied to this field indicates that the philosophy of distributive education expressed in these findings can serve as a theoretical structure on which not only this research but related research can be erected.

2. Research workers in other vocational fields may find a comparison of the philosophy of agricultural education, business education, home economics education, and industrial education with the philosophy of distributive education of value both from the standpoint of content and from the method used in the construction of the basic beliefs (pages 31 and 32).

Ford-Patterson Study - 1967

Ford and Patterson jointly conducted a study at Colorado State College for the purpose of determining the most characteristic problems of student teachers in business education. The Q-technique was used to collect data on 55 items sent to 103 student teachers, 9 general supervisors, 14 special supervisors, and 122 cooperating teachers in the North-Central Business Education Association region.

The data were analyzed to determine the degree of agreement, the probability of expressed opinions being due to chance, and the measure of association between the groups. They found that differences existed in the views held by teacher educators and student teachers as to problems of motivation, methods and techniques, and assignments.

Courtney and Halfin Study - 1969

Courtney was the principal investigator in a study conducted at Oregon State to determine common training requirements of secondary-level vocational education teachers. Ten teachers from each of four states--Pennsylvania, Iowa, North Carolina, and New Jersey--rated 40 competency items on a Likert-type scale. The subjects represented

five vocational education disciplines: vocational agriculture, home economics, trade and industry, distributive education, and business education.

The varimax rotation method of factor analysis was used to extract a total of fourteen groups in which one or more of the 40 competency items showed a factor loading of .50 or greater. Courtney found that items tended to cluster into common groups which relate to one another. He stated that determining commonalities within the five disciplines could be used for developing a common core of training experiences within broadly based vocational teacher education curriculums. In addition, he identified the following three capabilities that the teacher of occupational subjects is expected to have: (1) directing learning experiences within a democratic society, (2) understanding and applying the basic principles underlying occupational preparation, and (3) operating within a specialty area of work (page 3).

This study was considered relevant to the present study because of its emphasis on the clustering of teacher competencies.

Hoffman Study - 1969

The purpose of Hoffman's study, which was conducted at the University of Oklahoma, was to formulate statements of concern regarding the quality and quantity of the preparation of business teachers. Teacher certification requirements for business teachers were collected from 50 states and from professional literature. Five of the eight broad statements of concern are listed below because of their relevance to this study.

1. Business teacher preparation should include those experiences necessary for the teacher to develop individuals with a knowledge of how things are done in business and of how to bring about improvements in doing them.

2. Commendable certification programs and excellent programs of preservice preparation can be developed for business teachers, but the advantages of these programs can be effected only if individuals of sufficiently high quality avail themselves of the programs.

3. The business teacher must be impressed with his responsibilities to cultivate his own scholarship through research, seminars, workshops, professional services, reading, and other outlets to suit his needs.

4. Efforts should be directed toward developing a curriculum for social business teachers that adequately meets current demands.

5. Leading business educators should arrive at a semblance of agreement regarding the portions of total preparation that are to be devoted to general education, to professional education, and to business specialization (pages 132-135).

Competency Studies Completed During the First Half of the 1970's

Five studies conducted during the first half of the 1970's were selected for review. These studies reflect a trend toward the identification of specific teacher competencies for vocational and technical education teachers. One study was related to business education, and four were related to vocational education in general.

Weber Study - 1970

The study, which was conducted in the state of Michigan, was significant in that it was an attempt to develop a competency examination which could be used as one criterion for certifying business and office education teachers. The examination would test for competence

in (1) technical content and skills, (2) professional vocational teacher education, and (3) work experience.

Weber suggested the use of three professionally prepared tests for measuring competence in technical content and skills: (1) the National Teacher Examination, (2) the National Business Entrance Test, and (3) the Certified Professional Secretary Examination.

To measure competence in the area of professional vocational teacher education, Weber suggested development of questions based on two common competency needs: (1) "the need to work from actual occupational information," and (2) "the need to help the student match the requirements of the occupation or cluster of occupations based on this information" (page 12).

Weber presented a classification scheme for identifying competencies to be developed through work experience. The following is an example of an item listed in the classification scheme:

First-hand experiences lend realism and authority to the teacher or teacher coordinator's work in the classroom as well as with the employers and general public. . . . (page 16)

Procedures for administering the examination would be the responsibility of a three-member committee consisting of a Division of Vocational Education staff member, a teacher educator, and a practitioner in education or a businessman. Ordinarily, one and one-half days would be needed to complete the written, oral, and/or manipulative sections of the examination, depending on the needs of the candidate. Since it was recommended that each committee member be paid a fee of \$50 plus expenses, the approximate cost of administering an examination was set at \$175-\$225.

Weber also suggested that the examination function within the confines of the State Plan for Vocational Education and that the Division of Vocational Education coordinate the examination. Subsequently, a central testing agency could be appointed to carry out this function. Teacher training institutions would serve as testing centers.

Cotrell et al. Study - 1971

Cotrell et al. conducted a comprehensive study for the purpose of developing model curricula for vocational and technical teacher education. The final report was divided into two phases. Phase I presented performance requirements for vocational and technical education teachers. Phase II was concerned with the identification of performance requirements of teacher-coordinators of cooperative programs.

The following is a review of Phase I of the study:

The objectives of Phase I were:

1. Determining the performance requirements which were common for teachers in a majority of the vocational services.
2. Determining the performance requirements which were unique for teachers of one or a few of the vocational services.
3. Developing performance-oriented general objectives for model curricula (pages 5 and 6).

Through a complexity of procedures, Cotrell identified 237 teacher competencies deemed important for vocational and technical education teachers. Based upon the findings of the study, the following tools for the vocational and technical teacher education curriculum planner were given:

1. A system for occupational analysis of professional-level activity.
2. An analysis of professional activity of teachers of conventional types of vocational and technical programs.
3. A task force appraisal of the importance of performance elements for each service.
4. A task force appraisal of performance elements designating common, mixed, and unique elements.
5. A performance basis for projecting core courses in vocational and technical teacher education curricula.
6. Support for performance element priority through the critical incident study and the task force ratings.
7. Guidelines for writing specific objectives (performance goals) through the development and use of performance-oriented general objectives (page 28).

Erpelding Study - 1972

This study, conducted at Kansas State University, had as its primary purpose the determination of the professional education competency needs of post-secondary occupational education teachers in Kansas.

Erpelding collected data from 120 occupational teachers who rated 45 professional education competencies. The data were analyzed in terms of four hypotheses, which were tested for significant differences and agreements among groups.

No significant differences were found in the level of proficiency of selected competencies among occupational areas. There was agreement within groups about the best setting for attaining the competencies.

Based upon the findings of the study, the following conclusions were reached which are considered germane to this study:

1. . . . there were a large number of similarities in the levels of proficiency required by postsecondary occupational education teachers in regard to the 45 professional education competencies. It seems, however, that the teachers did not consider 'Evaluating the Instruction' competencies as important as 'Planning the Instruction' and 'Implementing Instruction' competencies.

2. . . . the level of proficiency possessed by postsecondary teachers in different occupational areas was similar for the majority of the 45 competencies.

3. . . . all occupational areas needed inservice education.

Erpelding's study was selected because of its similarity to this study.

Lynch Study - 1973

The purpose of Lynch's study, which was conducted at Indiana University, was to determine how graduate faculty members perceived vocational competencies needed by doctoral graduates of comprehensive vocational education. These graduates were expected to assume positions as local administrators, state administrators, or teacher educators of vocational education.

Nine competency clusters were identified:

1. Curriculum and instruction
2. Evaluation
3. Fiscal responsibility
4. Legislative influence and authority
5. Program and facilities planning
6. Public relations and liaison

7. Research and development
8. Staff development and improvement
9. Student affairs (page 37)

One hundred forty-eight graduate faculty advisers of vocational education majors, at 18 colleges and universities receiving funding under Title II of the Vocational Education Amendments of 1968, served as the sample for the study. These 148 subjects were randomly selected to receive one of three questionnaires: one for local administrators of vocational education, one for state administrators of vocational education, and one for teacher educators of vocational education (pages 52 and 53). Fifty-four competency statements were included in the instrument and were rated by the three groups.

The data were analyzed by means of factorial analysis of variance and grand mean values computed.

Findings from the study that are germane to this study were as follows:

1. . . . certain competency clusters may be more important for one career objective than another.
2. . . . competencies can be rationally grouped into competency clusters for analysis purposes.
3. . . . some competencies needed by personnel employed in education are more important for a position than are other competencies (pages 98 and 99).

Black et al. Study - 1974

Black et al. established "predictor constructs" based on assessment of teachers' attitudes about their instruction, assessment of students' attitudes toward their teachers' behavior, and self-report data from

teachers. The relation between these predictor constructs and a subjective-judgment type of effectiveness criterion was determined. Hundreds of teacher competencies were factor analyzed.

Six questionnaires were utilized to collect data. Five of them were used to establish predictor constructs. The sixth was used to collect data for establishing the criterion.

Questionnaire 2 was used to collect information about activities that were performed during class sessions or that were directly related to class-session activities. The 177 activities were rated on a 5-point scale in terms of "importance of the activity to the teacher; the perceived frequency with which the teacher engaged in the activity; and the perceived effectiveness of the teacher in carrying out the activities" (page 7).

Based on the findings, Black grouped the teacher competencies into five general clusters. Three conclusions were listed:

1. The attitudes and perceptions of teachers and students concerning their activities are organized into a relatively small number of basic dimensions, and therefore specific activities should not be considered in isolation.
2. The existence of different teaching styles is supported.
3. Subjective judgments by supervisors concerning teacher effectiveness is probably not a useful criterion (page 24).

SUMMARY

This chapter has presented a review of four research studies which were related to improving the professional preparation of

prospective business teachers through improved organization, administration and supervision, and evaluation of programs.

Seventeen research studies were presented that were related to the development of teacher competency in vocational and technical education. Techniques used, or suggested, for identifying competencies included:

1. Use of anecdotal behaviors (Luehning, 1953).
2. Use of occupational analysis (Beamer, 1956; Culver, 1958; Walsh, 1958; Hoffman, 1969; Cotrell et al., 1971; Erpelding, 1972).
3. Use of critical incidents (Kessel, 1957; Samson, 1962; Hairston, 1965).
4. Use of Q- or card-sort techniques (Crawford, 1967; Ford-Patterson, 1967).
5. Use of competency examinations (Weber, 1970).
6. Use of factor analysis (Cotrell et al., 1971; Black et al., 1974).
7. Use of clusters (Courtney, 1969; Lynch, 1973; Black et al., 1974).

In addition, the studies related to business education suggested that business teachers should be competent in the following areas:

1. Curriculum (Kessel, 1957; Ebert, 1961; Hoffman, 1969).
2. Instructional and instructional-related activities (Kessel, 1957; Culver, 1958; Ebert, 1961).
3. Guidance (Kessel, 1957; Ebert, 1961; Hoffman, 1969; Weber, 1970).

4. Evaluation (Kessel, 1957; Weber, 1970)
5. Classroom management and control (Kessel, 1957; Culver, 1958; Hairston, 1965).

The literature review was conducted (1) to determine kinds of investigations undertaken by business educators related to improving the professional preparation of prospective business teachers and (2) to examine the research undertaken related to teacher competencies in vocational and technical education, including business education.

Recommendations for improving the professional education of business teachers included the following:

1. Enriched program offerings (Black, 1969).
2. Standardization of course work (Drennan, 1969).
3. Improved supervision and evaluation practices (Hibler, 1971).
4. Improved patterns of organization and administration (Pyke, 1971).

The studies related to teacher competence presented diverse approaches used to investigate the subject. Findings from the studies were used to suggest procedures for curriculum development, course content, and evaluation practices. The important fact revealed by the literature review was the apparent lack of investigation designed to assign priorities to teacher competencies identified and considered important for vocational and technical education teachers. It is believed that the assignment of priorities to teacher competencies is necessary for business teacher educators in planning curriculum,

course content, and evaluation practices in their work with student teachers. This is especially true in view of the limited amount of time in which business teacher educators have to spend with student teachers in developing or strengthening competencies.

CHAPTER III

METHODS AND PROCEDURES

The purposes of this study were to determine how selected groups of business educators assigned priorities to teacher competencies and to examine the agreement of priorities across these groups. This chapter contains the methods and procedures followed in accomplishing the purposes.

Selection of Competencies

The competencies used in this study were selected from a study conducted by Black et al. (1974). Black used six questionnaires for collecting data for the study. Five of the questionnaires were used to establish predictor constructs, and one was used to establish the criterion. Questionnaire 2 was used to collect data which resulted in the competencies used in this study. Black described Questionnaire 2 as follows:

Questionnaire 2 contained 177 teacher activities which were performed during class sessions or were directly related to class session activities. Each item was rated by teachers on three 5-point Likert-type scales: (1) the perceived importance of the activity to the teacher, (2) the perceived frequency with which the teacher engaged in the activity, and (3) the perceived effectiveness of the teacher in carrying out the activity (page 7).

One hundred fifty of the original competencies were factor analyzed resulting in five clusters. The five clusters are as follows:

1. Student-centered teaching includes those competencies which require direct contact with the students in a classroom setting.
2. Nondirective teaching includes those competencies which focus upon a particular process of teaching rather than on the students, *per se*.
3. Performance-oriented teaching includes those competencies needed in assessing the results of teaching.
4. Lesson preparation includes those competencies needed in preparing for classroom activities.
5. Student discipline and control includes those competencies needed in dealing with student behavior problems at the time of their occurrences.

A total of 73 competencies are contained within the five clusters.

Even though Black identified competencies and clustered them, no attempt was made to determine priority ranking of them. It is believed that priority ranking of these competencies, which have been identified as being important for vocational and technical education teachers, will provide a valuable strategy for business educators in planning curriculum and other instructional measures. Consequently, the purposes of this investigation were to determine priority ranking of the selected competencies and to report the extent of agreement of the respondents.

Developing the Instrument

The instrument used for collecting data was made up in three parts. Part I was designed to collect general information about the respondents:

name, experience, and age range. Part II was designed to rank the competencies within clusters. Part III was designed to rank the five clusters.

In order to facilitate ranking the within cluster competencies, only those assigned a factor loading of .47 and above by Black (1974) were used. Hence, 41 of the 73 competencies were included on the survey instrument. Once the 41 competencies had been selected, they were randomly placed under the cluster headings. Cluster 1 contained a large number of competencies and was, therefore, divided into the three patterns which made up the cluster. This procedure ensured that no more than eight competencies would be ranked at one time. In Part III of the instrument, the five clusters were listed randomly.

Pilot Testing the Instrument

In an effort to determine the effectiveness of the instrument for collecting data, a pilot study was conducted. Three groups of business educators were selected to participate in the pilot study: eight business teacher educators, eleven cooperating teachers, and five local supervisors.

On December 10, 1974, the survey instrument was mailed to 21 of the business educators; and on December 16 and 17, four additional business educators were personally interviewed by the investigator. The purpose of the personal interviews was to enable the investigator to record questions raised and comments made by the respondents concerning the instrument.

One half of the subjects received an instrument containing brief instructions for its completion; the other half received an instrument containing precise instructions. This procedure enabled the investigator to determine the kinds of instructions that should be included in the final revision of the instrument.

Responses were received from 88 percent of the business educators. The data were analyzed and findings noted. Feedback from the respondents resulted in minor revisions in the survey instrument.

The pilot study served to indicate the suitability of the instrument for collecting data. In addition, it demonstrated that the proposed topic was amenable to statistical testing.

A list of business educators who participated in pilot testing the survey instrument appears as Appendix A.

Respondents of the Study

The respondents used in this study consisted of (1) business teacher educators at the eight state-supported institutions in Virginia, (2) cooperating teachers who supervised business education student teachers for the eight institutions, and (3) local supervisors of business education in the state of Virginia. A list of the eight state-supported institutions in Virginia may be found in Appendix B.

A list of business teacher educators was secured from the department chairman at each of the eight institutions. The names of fifty-five business teacher educators were submitted. In addition, the

chairman of each department, or the director of student teaching, supplied the names of cooperating teachers who worked with business education student teachers during the 1973-1974 academic year. These names were screened for duplications, and the result was a pool of 180 cooperating teachers serving the eight institutions. A list of 15 local supervisors was supplied by Mr. Carl E. Jorgensen, Supervisor, Business Education, State Department of Education, Richmond, Virginia.

Thus, a total of 250 business educators were eligible to participate in the study. All names were recorded on 3 by 5 index cards and filed according to group membership. Cards for the cooperating teachers were subdivided and filed by institution served. The number of cooperating teachers serving each institution varied from a low of 13 to a high of 33. Therefore, it was decided that equal representation of cooperating teachers from each institution be selected. This resulted in the random selection of ten cooperating teachers from each institution, or a total of 80. All 55 business teacher educators and 15 local supervisors were included in the sample. The total sample size for the study was 150.

Distribution of the Instrument

On February 12, 1975, a packet containing (1) the survey instrument (Appendix C), (2) a cover letter (Appendix D), and (3) a stamped, addressed envelope was mailed to the 150 business educators with a request for return of the instrument by February 24, 1975. On February 27, 1975, a follow-up letter (Appendix E) was sent to those business

educators who had not responded by the requested date. In addition, several telephone calls were made in order to urge return of the instrument and to determine why the respondents had not returned it. The primary reason given for noncompliance was "too busy." A summary of the responses to the instrument appears in Chapter IV.

Data Treatment

Data collected from the business educators were in rank-order form. Therefore, it was necessary to use nonparametric statistics in analyzing the data. According to Siegel (1956:3), these techniques "do not make numerous or stringent assumptions about parameters." Furthermore, non-parametric techniques "focus on order or ranking . . . not on 'numerical' values."

Answering the Research Questions

The four research questions raised in Chapter I were as follows:

1. How do the groups rank selected clusters of teacher competencies?
2. How do the groups rank selected competencies within clusters?
3. To what extent do the groups agree with regard to priority ranking of clusters of teacher competencies?
4. To what extent do the groups agree with regard to priority ranking of competencies within clusters?

To determine how business educators ranked competencies and competency clusters (Research Questions 1 and 2), the least sum of

ranks was used. The ranks assigned each competency by the business educators were summed, and the competency receiving the lowest sum was assigned the highest rank.

To answer Research Questions 3 and 4, Kendall's coefficient of concordance (W) was used. This statistic measures the degree of association of the ranks (Kerlinger, 1973). According to Edwards (1967:402):

It is important to note that it is agreement among the judges that is measured by the coefficient of concordance. The fact that W may be high does not necessarily mean that the order established by the ranking is correct. . . . a high value of W may indicate, however, that the judges are applying essentially the same standard to the objects being ranked, regardless of other considerations.

Calculations for Kendall's W were based on the "sum of squares of rank sums for N individuals" (Ferguson, 1971:313). The formula for the procedure is

$$S = \sum (R_j - \frac{\sum R_j}{N})^2$$

The coefficient of concordance was then figured using

$$W = \frac{12S}{m^2 (N^3 - N)}$$

where m = number of respondents ranking the items and N = number of items ranked.

Significant agreement was accepted at the .05 level, using the chi square formula

$$X^2 = m(N - 1)W$$

where m = number of individuals ranking the items, N = number of items ranked, W = concordance coefficient, and $N-1$ = degrees of freedom.

SUMMARY

This chapter has presented the methods and procedures followed in selecting competencies for use in the study, in conducting pilot testing and revising the survey instrument, and in selecting the sample population and disseminating the survey instrument. The procedure for analyzing the data included Kendall's coefficient of concordance.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

Chapter III detailed the procedures followed in collecting data and the statistical methods used to analyze these data. This chapter presents the results obtained relative to the purposes of the study, which were (1) to determine how three groups of business educators assigned priorities to teacher competencies and (2) to examine the extent of agreement across these groups.

Survey Instrument Response

The survey instrument was mailed to 150 business educators in the state of Virginia. One hundred twenty responses, or 80 percent, were received. Two of these responses, however, were received too late to be included in the analysis. One hundred sixteen of the returned instruments were usable. A summary of responses to the survey instrument appears in Table 2.

General Information

Part I of the survey instrument was designed to collect data related to factors of education, experience in present job, teaching experience, and age range. This information was used to present a profile of the respondents.

Education. Respondents were requested to indicate the highest academic degree held. Half of the 42 business teacher educators

Table 2. Survey Instrument Responses

	Business Teacher Educators		Cooperating Teachers		Local Supervisors	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Returned and usable	42	76.4	62	77.5	12	80.0
Returned and not usable	2	3.6	2	2.5	0	0.0
Not returned	11	20.0	16	20.0	3	20.0
Total	55	100.0	80	100.0	15	100.0

indicated the doctor's degree as the highest degree held. Twenty-one, or 40 percent, of the cooperating teachers indicated the master's degree as the highest degree held. Eleven, or 92 percent, of the local supervisors indicated the master's degree as the highest degree held. One local supervisor indicated the sixth-year certificate as the highest degree held. Table 3 presents a summary of degrees held by the respondents.

Experience in present job. The mean number of years of experience of the respondents in their present position was computed for the three groups. Business teacher educators have been in their present position on an average of 8.4 years; cooperating teachers, 9.0 years; and local supervisors, 7.3 years.

Teaching experience. Business teacher educators had an average of 15.4 years of teaching experience; cooperating teachers, 12.3 years; and local supervisors, 9.5 years.

Age range. Respondents were categorized according to age range. Three respondents did not check this section of the instrument. Fourteen, or 35 percent, of the business teacher educators were in the age range of 40-49. Twenty, or 33 percent, of the cooperating teachers were in the age range of 30-35. Eight, or 67 percent, of the local supervisors were in the age ranges 30-39 and 50-59. Table 4 presents the number of respondents in each age range.

Table 3. Highest Degree Held by Respondents

	Business Teacher Educators		Cooperating Teachers		Local Supervisors	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Bachelor's degree	3*	7.1	41	66.1	0	0.0
Master's degree	17	40.5	21	33.9	11	91.7
Sixth-year certificate	1	2.4	0	0.0	1	8.3
Doctor's degree	21	50.0	0	0.0	0	0.0
Total	42	100.0	62	100.0	12	100.0

*Includes part-time instructors

Table 4. Age Range of Respondents

	Business Teacher Educators	Cooperating Teachers	Local Supervisors
Below 20	0	0	0
20-29	6	13	1
30-39	9	20	4
40-49	14	18	3
50-59	8	8	4
60-69	3	2	0
70 and above	0	0	0
Total	40*	61**	12

*Two respondents did not provide this information.

**One respondent did not provide this information.

Ranking Competencies and Competency Clusters

The survey instrument contained 41 competency statements, divided into five clusters: (1) student-centered teaching, (2) nondirective teaching, (3) performance-oriented teaching, (4) lesson preparation, and (5) student discipline and control.

Responses received from Parts II and III of the instrument were used to determine priorities of teacher competencies as perceived by three groups of business educators. This information was used to answer Research Questions 1 and 2 of the study: (1) How do the groups rank selected clusters of teacher competencies and (2) How do the groups rank selected competencies within clusters?

Ranks assigned to the competencies and competency clusters were recorded and the sum of ranks obtained. The competency receiving the lowest sum of ranks was assigned the rank of 1, the second lowest sum was assigned the rank of 2, and so on (Kendall, 1970:101). Table 5 presents the rank order assignment of competencies within clusters and the rank order assignment of the five clusters. An analysis of the assignment of ranks follows.

Cluster 1, Pattern 1. There are eight competency statements in this cluster. Business teacher educators, cooperating teachers, and local supervisors perceived the competency statement "provide realistic learning experiences" as having the highest priority.

Business teacher educators and cooperating teachers ranked the competency statement "encourage students to ask questions" as having

Table 5. Ranks Assigned Competencies and Competency Clusters by Three Groups of Business Educators

Competency	R A N K		
	BTE	CT	LS
CLUSTER 1: STUDENT-CENTERED TEACHING			
Pattern 1: Student-Centered Instruction			
a. Provide realistic learning experiences	1	1	1
b. Use appropriate examples to clarify and add interest	4	6	7
c. Involve students in problem-solving activities	2	5	4.5
d. Encourage students to ask questions	8	8	6
e. Give instructions clearly	3	2	3
f. Clarify subject-matter content in a new way when it is not understood	6	7	8
g. Adjust tempo of learning to student needs	5	3	2
h. Give individual attention to students as they are working	7	4	4.5
Pattern 2: Individualized Evaluation and Instruction			
a. Use various means to find information about students' ability and background	1	1	2
b. Allow students to determine their own level of aspiration	3	3	3
c. Use club-related activities to promote learning	4	4	4
d. Encourage students working independently on topics of personal concern	2	2	1

Table 5. (continued)

Competency	R A N K		
	BTE	CT	LS
Pattern 3: Analysis of Student Progress			
a. Hold each student accountable for his actions and behaviors	3	4	3
b. Determine the cause of a student's behavior	4	3	4
c. Recognize, interpret, and utilize student actions and behaviors (cues)	2	2	2
d. Develop acceptable standards of quality for entry-level employment	1	1	1
CLUSTER 2: NONDIRECTIVE TEACHING			
a. Moderate various types of discussion activities	1	1	2
b. Construct case-study problems	3	3	3
c. Provide instruction through the use of case problems	2	2	1
d. Formulate essay-type questions	6	6	6
e. Ask questions which require alternative answers	4	4	4
f. Have students spend time observing a person or a thing	5	5	5

Table 5. (continued)

Competency	R A N K		
	BTE	CT	LS
CLUSTER 3: PERFORMANCE-ORIENTED TEACHING			
a. Ask questions which require <u>single</u> answers	4	4	4
b. Motivate students with privileges, grades, rewards	2	3	2
c. Devise and administer performance tests	1	2	1
d. Instill a competitive spirit within the class	3	1	3
CLUSTER 4: LESSON PREPARATION			
a. Organize instructional materials in reference to course objectives	1	1	1
b. Relate course objectives to daily behavioral objectives	4	3	5
c. Prepare lesson plans	6	5	4
d. Select and develop instructional content for a lesson	2	2	3
e. Select appropriate teaching techniques and methods for accomplishing the lesson objectives	3	4	2
f. Plan for the introduction of a lesson	5	6	6

Table 5. (continued)

Competency	R A N K		
	BTE	CT	LS
CLUSTER 5: STUDENT DISCIPLINE AND CONTROL			
a. Handle outside noises or other distractions coming from out of the classroom	4	4	3.5
b. Control outbursts of fighting, aggressiveness or overcompetitiveness	1	2	1
c. Prevent one student from causing another physical harm	2	1	2
d. Control students who physically assault the teacher	3	3	3.5
THE FIVE CLUSTERS			
a. Performance-Oriented Teaching	2	3	3
b. Lesson Preparation	3	2	2
c. Student-Centered Teaching	1	1	1
d. Student Discipline and Control	5	4	4
e. Nondirective Teaching	4	5	5

BTE = Business Teacher Educators

CT = Cooperating Teachers

LS = Local Supervisors

the lowest priority. Local supervisors perceived the competency statement "clarify subject-matter content in a new way when it is not understood" as having the lowest priority.

Cluster 1, Pattern 2. There were four competency statements in this cluster related to individualized evaluation and instruction. Business teacher educators and cooperating teachers perceived the statement "use various means to find information about students' ability and background" as having top priority. Local supervisors assigned top priority to the competency statement "encourage students working independently on topics of personal concern." The three groups perceived the competency statement "use club-related activities to promote learning" as having the lowest priority.

Cluster 1, Pattern 3. This cluster was concerned with an analysis of student progress. There were four competency statements in the cluster. The three groups assigned top priority to the statement "develop acceptable standards of quality for entry-level employment." Business teacher educators and local supervisors assigned the lowest priority to the statement "determine the cause of students' behavior," while cooperating teachers perceived the statement "hold each student accountable for his actions and behaviors" as having the lowest priority.

Summary of Cluster 1. Cluster 1, Student-Centered Teaching, was divided into three patterns in order to facilitate ranking the competency statements. Generally, the three groups placed top priority on "providing realistic learning experience," "finding out information about students' ability and background," and "developing acceptable entry-level employment standards."

Cluster 2. Cluster 2 was concerned with nondirective teaching. Business teacher educators and cooperating teachers perceived the competency statement "moderate various types of discussion activities" as having top priority of the six statements in the cluster. Local supervisors perceived the statement "provide instruction through the use of case problems" as having top priority. The three groups perceived the statement "have students spend time observing a person or a thing" as having the lowest priority of the competency statements.

Cluster 3. This cluster focused on performance-oriented teaching. There were four competencies in the cluster. Business teacher educators and local supervisors assigned top priority to the statement "devise and administer performance tests." Cooperating teachers assigned top priority to the statement "instill a competitive spirit within the class." The three groups perceived the competency statement "ask questions which require single correct answers" as having the lowest priority.

Cluster 4. This cluster contained six competency statements related to lesson preparation. The three groups perceived the statement "organize instructional materials in reference to course objectives" as having top priority. Cooperating teachers and local supervisors perceived the statement "plan for the introduction of a lesson" as having the lowest priority. Business teacher educators assigned the lowest priority to the statement "prepare lesson plans."

Cluster 5. There were four competency statements in the student discipline and control cluster. Business teacher educators and local

supervisors perceived the statement "control outbursts of fighting, aggressiveness or overcompetitiveness" as having top priority. Cooperating teachers perceived the competency statement "prevent one student from causing another physical harm" as having top priority. Business teacher educators and cooperating teachers assigned the lowest priority to the statement "handle outside noises or other distractions coming from out of the classroom." Local supervisors ranked the competency statements "handle outside noises or other distractions coming from out of the classroom" and "control students who physically assault the teacher" equally (3.5).

Competency clusters. The three groups of business educators assigned top priority to the competency cluster "Student-Centered Teaching." Cooperating teachers and local supervisors perceived "Non-directive Teaching" as having the lowest priority. Business teacher educators assigned lowest priority to "Student Discipline and Control."

Determining Agreement in Ranking Competencies

Research Questions 3 and 4 were concerned with determining the extent of agreement within, between, and across the three groups. Kendall's coefficient of concordance (W statistic) was used to make determinations. Calculations for the W statistic were based on the sum of squares of rank sums (Ferguson, 1971:313). Significant agreement was determined by using the chi square statistic. Significant agreement was set at the .05 level.

Extent of agreement among business teacher educators. In all cases there was agreement among business teacher educators in ranking the competencies and in ranking the competency clusters. Table 6 presents the results of the analysis in determining agreement. The highest coefficient of concordance ($W = .42$) was noted in the ranking of the five clusters. The lowest coefficient of concordance ($W = .11$) occurred in the ranking of competency statements in Cluster 5, Student Discipline and Control.

Extent of agreement among cooperating teachers. Significant agreement was found among the cooperating teachers in ranking the competencies and the clusters. The highest coefficient of concordance ($W = .38$) was noted in the ranking of the competency statements within Cluster 5, Student Discipline and Control. The lowest coefficient of concordance ($W = .12$) was noted in the ranking of the competency statements within Cluster 4, Lesson Preparation. Table 7 presents the results of the analysis in determining agreement.

Extent of agreement among local supervisors. Local supervisors agreed significantly in ranking competencies within three of the clusters and in ranking the clusters. They did not agree in ranking Cluster 1, Pattern 2, Individualized Evaluation and Instruction, and Cluster 4, Lesson Preparation. The highest coefficient of concordance ($W = .47$) was noted in the ranking of Cluster 3, Performance-Oriented Teaching. The lowest coefficient of concordance ($W = .12$) was noted in ranking Cluster 4, Lesson Preparation. Table 8 presents the results of the analysis in determining agreement.

Table 6. Extent of Agreement Among Business Teacher Educators'
 Ranking of Competencies and Competency Clusters (N = 42)

Competency	Concordance Coefficient	Critical Value	df	Chi Square
C-1, P-1	.17	14.07	7	49.98*
C-1, P-2	.32	7.82	3	40.32*
C-1, P-3	.34	7.82	3	42.84*
C-2	.32	11.07	5	67.20*
C-3	.15	7.82	3	18.90*
C-4	.24	11.07	5	50.40*
C-5	.11	7.82	3	13.86*
C's	.42	9.49	4	70.56*

C-1, P-1 = Cluster 1, Pattern 1
 C-1, P-2 = Cluster 1, Pattern 2
 C-1, P-3 = Cluster 1, Pattern 3
 C-2 = Cluster 2
 C-3 = Cluster 3
 C-4 = Cluster 4
 C-5 = Cluster 5
 C's = The five clusters

*P < .01

Table 7. Extent of Agreement Among Cooperating Teachers' Ranking of Competencies and Competency Clusters (N = 62)

Competency	Concordance Coefficient	Critical Value	df	Chi Square
C-1, P-1	.22	14.07	7	95.48*
C-1, P-2	.26	7.82	3	48.36*
C-1, P-3	.14	7.82	3	26.04*
C-2	.35	11.07	5	108.05*
C-3	.25	7.82	3	46.50*
C-4	.12	11.07	5	37.20*
C-5	.38	7.82	3	70.68*
C's	.25	9.49	4	62.00*

C-1, P-1 = Cluster 1, Pattern 1
 C-1, P-2 = Cluster 1, Pattern 2
 C-1, P-3 = Cluster 1, Pattern 3
 C-2 = Cluster 2
 C-3 = Cluster 3
 C-4 = Cluster 4
 C-5 = Cluster 5
 C's = The five clusters

*P < .01

Table 8. Extent of Agreement Among Local Supervisors' Ranking of Competencies and Competency Clusters (N = 12)

Competency	Concordance Coefficient	Critical Value	df	Chi Square
C-1, P-1	.32	14.07	7	26.88*
C-1, P-2	.21	7.82	3	7.49
C-1, P-3	.46	7.82	3	16.56*
C-2	.40	11.07	5	24.00*
C-3	.47	7.82	3	16.92*
C-4	.12	11.07	5	7.20
C-5	.37	7.82	3	13.32*
C's	.42	9.49	4	20.16*

C-1, P-1 = Cluster 1, Pattern 1
 C-1, P-2 = Cluster 1, Pattern 2
 C-1, P-3 = Cluster 1, Pattern 3
 C-2 = Cluster 2
 C-3 = Cluster 3
 C-4 = Cluster 4
 C-5 = Cluster 5
 C's = The five clusters

*P < .01

Extent of agreement between business teacher educators and cooperating teachers. Significant agreement was noted in the ranking of the competency statements and clusters between business teacher educators and cooperating teachers. The highest coefficient of concordance ($W = .33$) was noted in ranking Cluster 2, Nondirective Teaching. The lowest coefficient of concordance ($W = .14$) was noted in Cluster 4, Lesson Preparation. Table 9 presents the results of the analysis in determining agreement.

Extent of agreement between business teacher educators and local supervisors. Significant agreement was noted in the ranking of the competency statements and the clusters between business teacher educators and local supervisors. The highest coefficient of concordance ($W = .41$) was found in the ranking of the five clusters. The lowest coefficient of concordance ($W = .15$) was noted in the ranking of Cluster 5, Student Discipline and Control. Table 10 presents the results of the analysis in determining agreement.

Extent of agreement between cooperating teachers and local supervisors. Significant agreement was noted in the ranking of the competencies within clusters and in the ranking of the clusters between cooperating teachers and local supervisors. The highest coefficient of concordance ($W = .36$) was noted in the ranking of competency statements in Cluster 5, Student Discipline and Control. The lowest coefficient of concordance ($W = .11$) was noted in the ranking of competency statements in Cluster 4, Lesson Preparation. Table 11 presents the results of the analysis in determining agreement.

Table 9. Extent of Agreement Between Business Teacher Educators' and Cooperating Teachers' Ranking of Competencies and Competency Clusters (N = 104)

Competency	Concordance Coefficient	Critical Value	df	Chi Square
C-1, P-1	.18	14.07	7	131.04*
C-1, P-2	.27	7.82	3	84.24*
C-1, P-3	.20	7.82	3	62.40*
C-2	.33	11.07	5	171.60*
C-3	.17	7.82	3	53.04*
C-4	.14	11.07	5	72.80*
C-5	.25	7.82	3	78.00*
C's	.31	9.49	4	128.96*

C-1, P-1 = Cluster 1, Pattern 1

C-1, P-2 = Cluster 1, Pattern 2

C-1, P-3 = Cluster 1, Pattern 3

C-2 = Cluster 2

C-3 = Cluster 3

C-4 = Cluster 4

C-5 = Cluster 5

C's = The five clusters

*P < .01

Table 10. Extent of Agreement Between Business Teacher Educators' and Local Supervisors' Ranking of Competencies and Competency Clusters (N = 54)

Competency	Concordance Coefficient	Critical Value	df	Chi Square
C-1, P-1	.18	14.07	7	68.04*
C-1, P-2	.27	7.82	3	43.74*
C-1, P-3	.37	7.82	3	59.94*
C-2	.34	11.07	5	91.80*
C-3	.20	7.82	3	33.08*
C-4	.19	11.07	5	51.30*
C-5	.15	7.82	3	24.30*
C's	.41	9.49	4	88.56*

C-1, P-1 = Cluster 1, Pattern 1

C-1, P-2 = Cluster 1, Pattern 2

C-1, P-3 = Cluster 1, Pattern 3

C-2 = Cluster 2

C-3 = Cluster 3

C-4 = Cluster 4

C-5 = Cluster 5

C's = The five clusters

*P < .01

Table 11. Extent of Agreement Between Cooperating Teachers' and Local Supervisors' Ranking of Competencies and Competency Clusters (N = 74)

Competency	Concordance Coefficient	Critical Value	df	Chi Square
C-1, P-1	.23	14.07	7	119.14*
C-1, P-2	.21	7.82	3	46.62*
C-1, P-3	.17	7.82	3	37.74*
C-2	.35	11.07	5	129.50*
C-3	.26	7.82	3	57.72*
C-4	.11	11.07	5	40.70*
C-5	.36	7.82	3	79.92*
C's	.27	9.49	4	79.92*

C-1, P-1 = Cluster 1, Pattern 1
 C-1, P-2 = Cluster 1, Pattern 2
 C-1, P-3 = Cluster 1, Pattern 3
 C-2 = Cluster 2
 C-3 = Cluster 3
 C-4 = Cluster 4
 C-5 = Cluster 5
 C's = The five clusters

*P < .01

Extent of agreement across the three groups. Significant agreement was found in the ranking of competencies within clusters and in the ranking of the clusters across the three groups. The highest coefficient of concordance ($W = .33$) was noted in the ranking of the competencies within Cluster 2, Nondirective Teaching. The lowest coefficient of concordance ($W = .14$) was found in the ranking of the competencies in Cluster 4, Lesson Preparation. Table 12 presents the results of the analysis in determining agreement.

SUMMARY

This chapter has presented an analysis and interpretation of the data collected from 116 business educators related to the assignment of priorities to teacher competencies.

Ranks were assigned to 41 competency statements and five competency clusters. The ranks were determined by using the least sum of ranks, assigning the least sum the highest rank.

Kendall's coefficient of concordance (W) was used to determine agreement. Significant agreement existed in the assignment of ranks except in two instances. Local supervisors did not agree among themselves in ranking two competency clusters--"Individualized Evaluation and Instruction" (Cluster 1, Pattern 2) and "Lesson Preparation" (Cluster 4).

Chapter V contains a summary of the study, conclusions reached as a result of the investigation, and recommendations for business teacher education programs.

Table 12. Extent of Agreement of Business Teacher Educators', Cooperating Teachers', and Local Supervisors' Ranking of Competencies and Competency Clusters (N = 116)

Competency	Concordance Coefficient	Critical Value	df	Chi Square
C-1, P-1	.18	14.07	7	146.48*
C-1, P-2	.25	7.82	3	87.00*
C-1, P-3	.22	7.82	3	76.56*
C-2	.33	11.07	5	191.40*
C-3	.19	7.82	3	66.12*
C-4	.14	11.07	5	81.20*
C-5	.25	7.82	3	87.00*
C's	.31	9.49	4	143.80*

C-1, P-1 = Cluster 1, Pattern 1

C-1, P-2 = Cluster 1, Pattern 2

C-1, P-3 = Cluster 1, Pattern 3

C-2 = Cluster 2

C-3 = Cluster 3

C-4 = Cluster 4

C-5 = Cluster 5

C's = The five clusters

*P < .01

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Current emphasis on strengthening teacher competencies as a means of improving the quality of education suggests that business teacher education programs should be examined and revised if they are to remain viable (Culver, 1967). Among some of the changing factors to which these programs must be responsive are (1) federal legislation, (2) business education programs in the secondary schools, (3) teacher certification reciprocity, (4) accountability, (5) competency-based teacher education, and (6) supply of and demand for business education teachers.

Researchers have identified a number of teacher competencies deemed important for vocational and technical education teachers. For example, Black et al. (1974) identified 177 instructional-related competencies. The literature review revealed that generally these researchers have not assigned priorities to the competencies identified. Assignment of priorities to teacher competencies appears to be a useful procedure for assisting teacher educators in decision making related to curriculum, programs, and teaching methodology. This is especially true in view of the time frame within which business educators have to develop and strengthen teacher competencies.

Purposes of the Study

The purposes of this study were (1) to determine how three groups of business educators assign priorities to selected competency statements

and selected competency clusters and (2) to examine the extent of agreement across the groups.

Answers to four research questions were sought to accomplish the purposes of the study. The following questions were raised: (1) How do the groups in business education rank selected clusters of teacher competencies? (2) How do the groups rank selected competencies within clusters? (3) To what extent do the groups agree with regard to priority ranking of clusters of teaching competencies? (4) To what extent do the groups agree with regard to priority ranking of competencies within clusters?

Respondents of the Study

The 150 business educators in the state of Virginia who served as respondents for this study were divided into three groups consisting of 55 business teacher educators, 80 cooperating teachers, and 15 local supervisors. These groups responded to a survey instrument designed (1) to collect general information about the respondents, (2) to rank teacher competencies within clusters, and (3) to rank competency clusters.

Analysis of the Responses

The data collected were analyzed according to the three parts of the survey instrument.

Part I, General Information

Responses from this part of the survey instrument were used to determine (1) highest degree held, (2) experience in present job, (3) teaching experience, and (4) age range.

Part II, Ranking Competencies Within Clusters

Responses from this part of the survey instrument were used to determine the assignment of ranks to the competency statements within each of the clusters.

Business educators were requested not to assign the same rank to more than one competency statement or competency cluster. The maximum number of statements to be ranked in any one cluster was eight, and the minimum was four.

Part III, Ranking Competency Clusters

Responses from Part III were used to determine priority ranking of the five competency clusters.

Treatment of the Data

The general information collected was used to present a brief profile of the business educators who participated in the study.

The least sum of ranks was used to determine priorities assigned to the competency statements and the competency clusters. Kendall's coefficient of concordance was used to determine extent of agreement across the groups. Agreement was determined at the .05 level using the chi square test for significance.

Summary of Findings

A summary of the findings of the study is presented below.

Profile of the Respondents

It was found that 50 percent of business teacher educators hold the doctor's degree; 40 percent of the cooperating teachers and 92 percent of the local supervisors hold the master's degree. One local supervisor holds the sixth-year certificate.

Business teacher educators have been in their present positions on an average of 8.4 years; cooperating teachers, 9.0; and local supervisors, 7.3 years.

Business teacher educators had an average of 15.4 years of teaching experience; cooperating teachers, 12.3 years; and local supervisors, 9.5 years.

Approximately 58 percent of the teacher educators were in the age ranges of 30-39 and 40-49. Sixty-two percent of the cooperating teachers were in the age ranges of 30-39 and 40-49. Approximately sixty-seven percent of the local supervisors were in the age ranges of 30-39 and 50-59.

Ranking Competencies

Significant agreement ($P < .01$) existed in the ranking of competencies except in two cases. Local supervisors did not agree in assigning priorities in Cluster 1, Pattern 2 (Individualized Evaluation and Instruction) and in Cluster 4 (Lesson Preparation).

Business teacher educators ranked the competencies in the following order:

CLUSTER 1: STUDENT-CENTERED TEACHING

Pattern 1: Student-Centered Instruction

<u>RANK</u>	<u>Competency Statement</u>
1	Provide realistic learning experiences
2	Involve students in problem-solving activities
3	Give instructions clearly
4	Use appropriate examples to clarify and add interest
5	Adjust tempo of learning to student needs
6	Clarify subject-matter content in a new way when it is not understood
7	Give individual attention to students as they are working
8	Encourage students to ask questions

Pattern 2: Individualized Evaluation and Instruction

<u>RANK</u>	<u>Competency Statement</u>
1	Use various means to find information about students' ability and background
2	Encourage students working independently on topics of personal concern
3	Allow students to determine their own level of aspiration
4	Use club-related activities to promote learning

Pattern 3: Analysis of Student Progress

<u>RANK</u>	<u>Competency Statement</u>
1	Develop acceptable standards of quality for entry-level employment
2	Recognize, interpret, and utilize student actions and behaviors (cues)
3	Hold each student accountable for his actions and behaviors
4	Determine the cause of a student's behavior

CLUSTER 2: NONDIRECTIVE TEACHING

<u>RANK</u>	<u>Competency Statement</u>
1	Moderate various types of discussion activities
2	Provide instruction through the use of case problems
3	Construct case-study problems
4	Ask questions which require alternative answers
5	Have students spend time observing a person or a thing
6	Formulate essay-type questions

CLUSTER 3: PERFORMANCE-ORIENTED TEACHING

<u>RANK</u>	<u>Competency Statement</u>
1	Devise and administer performance tests
2	Motivate students with privileges, grades, rewards
3	Instill a competitive spirit within the class
4	Ask questions which require <u>single</u> answers

CLUSTER 4: LESSON PREPARATION

<u>RANK</u>	<u>Competency Statement</u>
1	Organize instructional materials in reference to course objectives
2	Select and develop instructional content for a lesson
3	Select appropriate teaching techniques and methods for accomplishing the lesson objectives
4	Relate course objectives to daily behavioral objectives
5	Plan for the introduction of a lesson
6	Prepare lesson plans

CLUSTER 5: STUDENT DISCIPLINE AND CONTROL

<u>RANK</u>	<u>Competency Statement</u>
1	Control outbursts of fighting, aggressiveness or overcompetitiveness
2	Prevent one student from causing another physical harm
3	Control students who physically assault the teacher
4	Handle outside noises or other distractions coming from out of the classroom

THE FIVE CLUSTERS

<u>RANK</u>	<u>Cluster</u>
1	Student-Centered Teaching
2	Performance-Oriented Teaching
3	Lesson Preparation
4	Nondirective Teaching
5	Student Discipline and Control

Cooperating teachers ranked the competencies in the following order:

CLUSTER 1: STUDENT-CENTERED TEACHING

Pattern 1: Student-Centered Instruction

<u>RANK</u>	<u>Competency Statement</u>
1	Provide realistic learning experiences
2	Give instructions clearly
3	Adjust tempo of learning to student needs
4	Give individual attention to students as they are working
5	Involve students in problem-solving activities
6	Use appropriate examples to clarify and add interest
7	Clarify subject-matter content in a new way when it is not understood
8	Encourage students to ask questions

Pattern 2: Individualized Evaluation and Instruction

<u>RANK</u>	<u>Competency Statement</u>
1	Use various means to find information about students' ability and background
2	Encourage students working independently on topics of personal concern
3	Allow students to determine their own level of aspiration
4	Use club-related activities to promote learning

Pattern 3: Analysis of Student Progress

<u>RANK</u>	<u>Competency Statement</u>
1	Develop acceptable standards of quality for entry-level employment
2	Recognize, interpret, and utilize student actions and behaviors (cues)
3	Determine the cause of a student's behavior
4	Hold each student accountable for his actions and behaviors

CLUSTER 2: NONDIRECTIVE TEACHING

<u>RANK</u>	<u>Competency Statement</u>
1	Moderate various types of discussion activities
2	Provide instruction through the use of case problems
3	Construct case-study problems
4	Ask questions which require alternative answers
5	Have students spend time observing a person or a thing
6	Formulate essay-type questions

CLUSTER 3: PERFORMANCE-ORIENTED TEACHING

<u>RANK</u>	<u>Competency Statement</u>
1	Instill a competitive spirit within the class
2	Devise and administer performance tests
3	Motivate students with privileges, grades, rewards
4	Ask questions which require <u>single</u> answers

CLUSTER 4: LESSON PREPARATION

<u>RANK</u>	<u>Competency Statement</u>
1	Organize instructional materials in reference to course objectives
2	Select and develop instructional content for a lesson
3	Relate course objectives to daily behavioral objectives
4	Select appropriate teaching techniques and methods for accomplishing the lesson objectives
5	Prepare lesson plans
6	Plan for the introduction of a lesson

CLUSTER 5: STUDENT DISCIPLINE AND CONTROL

<u>RANK</u>	<u>Competency Statement</u>
1	Prevent one student from causing another physical harm
2	Control outbursts of fighting, aggressiveness or overcompetitiveness
3	Control students who physically assault the teacher
4	Handle outside noises or other distractions coming from out of the classroom

THE FIVE CLUSTERS

<u>RANK</u>	<u>Cluster</u>
1	Student-Centered Teaching
2	Lesson Preparation
3	Performance-Oriented Teaching
4	Student Discipline and Control
5	Nondirective Teaching

Local supervisors ranked the competencies in the following order:

CLUSTER 1: STUDENT-CENTERED TEACHING

Pattern 1: Student-Centered Instruction

<u>RANK</u>	<u>Competency Statement</u>
1	Provide realistic learning experiences
2	Adjust tempo of learning to student needs
3	Give instructions clearly
4	Involve students in problem-solving activities AND Give individual attention to students as they are working
6	Encourage students to ask questions
7	Use appropriate examples to clarify and add interest
8	Clarify subject-matter content in a new way when it is not understood

Pattern 2: Individualized Evaluation and Instruction

<u>RANK</u>	<u>Competency Statement</u>
1	Encourage students working independently on topics of personal concern
2	Use various means to find information about students' ability and background
3	Allow students to determine their own' level of aspiration
4	Use club-related activities to promote learning

Pattern 3: Analysis of Student Progress

<u>RANK</u>	<u>Competency Statement</u>
1	Develop acceptable standards of quality for entry-level employment
2	Recognize, interpret, and utilize student actions and behaviors (cues)
3	Hold each student accountable for his actions and behaviors
4	Determine the cause of a student's behavior

CLUSTER 2: NONDIRECTIVE TEACHING

<u>RANK</u>	<u>Competency Statement</u>
1	Provide instruction through the use of case problems
2	Moderate various types of discussion activities
3	Construct case-study problems
4	Ask questions which require alternative answers
5	Have students spend time observing a person or a thing
6	Formulate essay-type questions

CLUSTER 3: PERFORMANCE-ORIENTED TEACHING

<u>RANK</u>	<u>Competency Statement</u>
1	Devise and administer performance tests
2	Motivate students with privileges, grades, and rewards
3	Instill a competitive spirit within the class
4	Ask questions which require single answers

CLUSTER 4: LESSON PREPARATION

<u>RANK</u>	<u>Competency Statement</u>
1	Organize instructional materials in reference to course objectives
2	Select appropriate teaching techniques and methods for accomplishing the lesson objectives
3	Select and develop instructional content for a lesson
4	Prepare lesson plans
5	Relate course objectives to daily behavioral objectives
6	Plan for the introduction of a lesson

CLUSTER 5: STUDENT DISCIPLINE AND CONTROL

<u>RANK</u>	<u>Competency Statement</u>
1	Control outbursts of fighting, aggressiveness or overcompetitiveness
2	Prevent one student from causing another physical harm
3	Handle outside noises or other distractions coming from out of the classroom AND Control students who physically assault the teacher

THE FIVE CLUSTERS

<u>RANK</u>	<u>Cluster</u>
1	Student-Centered Teaching
2	Lesson Preparation
3	Performance-Oriented Teaching
4	Student Discipline and Control
5	Nondirective Teaching

The three groups ranked the competencies in the following order:

CLUSTER 1: STUDENT-CENTERED TEACHING

Pattern 1: Student-Centered Instruction

<u>RANK</u>	<u>Competency Statement</u>
1	Provide realistic learning experiences
2	Give instructions clearly
3	Adjust tempo of learning to student needs
4	Involve students in problem-solving activities
5	Give individual attention to students as they are working
6	Use appropriate examples to clarify and add interest
7	Clarify subject-matter content in a new way when it is not understood
8	Encourage students to ask questions

Pattern 2: Individualized Evaluation and Instruction

<u>RANK</u>	<u>Competency Statement</u>
1	Use various means to find information about students' ability and background
2	Encourage students working independently on topics of personal concern
3	Allow students to determine their own level of aspiration
4	Use club-related activities to promote learning

Pattern 3: Analysis of Student Progress

<u>RANK</u>	<u>Competency Statement</u>
1	Develop acceptable standards of quality for entry-level employment
2	Recognize, interpret, and analyze student actions and behaviors (cues)
3	Hold each student accountable for his actions and behaviors
4	Determine the cause of a student's behavior

CLUSTER 2: NONDIRECTIVE TEACHING

<u>RANK</u>	<u>Competency Statement</u>
1	Moderate various types of discussion activities
2	Provide instruction through the use of case problems
3	Construct case-study problems
4	Ask questions which require alternative answers
5	Have students spend time observing a person or a thing
6	Formulate essay-type questions

CLUSTER 3: PERFORMANCE-ORIENTED TEACHING

<u>RANK</u>	<u>Competency Statement</u>
1	Devise and administer performance tests
2	Instill a competitive spirit within the class
3	Motivate students with privileges, grades, rewards
4	Ask questions which require <u>single</u> correct answers

CLUSTER 4: LESSON PREPARATION

<u>RANK</u>	<u>Competency Statement</u>
1	Organize instructional materials in reference to course objectives
2	Select and develop instructional content for a lesson
3	Select appropriate teaching techniques and methods for accomplishing the lesson objectives
4	Relate course objectives to daily behavioral objectives
5	Prepare lesson plans
6	Plan for the introduction of a lesson

CLUSTER 5: STUDENT DISCIPLINE AND CONTROL

<u>RANK</u>	<u>Competency Statement</u>
1	Prevent one student from causing another physical harm
2	Control outbursts of fighting, aggressiveness or over-competitiveness
3	Control students who physically assault the teacher
4	Handle outside noises or other distractions coming from out of the classroom

THE FIVE CLUSTERS

<u>RANK</u>	<u>Cluster</u>
1	Student-Oriented Teaching
2	Lesson Preparation
3	Performance-Oriented Teaching
4	Nondirective Teaching
5	Student Discipline and Control

Conclusions

The findings of this study provide the basis for the following conclusions:

1. In developing teacher competencies for prospective business teachers, business educators probably place the greatest amount of emphasis on those competencies needed in working directly with students in a classroom setting.

This conclusion was based on the finding that the three groups in this study ranked highest the competency cluster, "Student-Centered Teaching."

2. In developing teacher competencies for prospective business teachers, business educators probably place high emphasis on competencies needed in lesson preparation.

The three groups ranking the competencies in this study assigned second priority to the competency cluster, "Lesson Preparation."

3. In developing teacher competencies for prospective business teachers, business educators probably place high emphasis, but to a lesser degree than lesson preparation, on those competencies related to results of teaching.

The three groups ranking the competencies in this study assigned third priority to the cluster related to "Performance-Oriented Teaching."

4. In developing teacher competencies for prospective business teachers, business educators probably place moderate emphasis on those competencies related to process of teaching.

The three groups ranking the competencies in this study assigned fourth priority to the cluster related to "Nondirective Teaching."

5. In developing teacher competencies for prospective business teachers, business educators probably place the least amount of emphasis on those competencies related to student discipline.

The three groups ranking the competencies in this study assigned the lowest priority to the cluster related to "Student Discipline and Control."

Recommendations

Based upon the findings and conclusions of this study, the following recommendations are made:

1. In revising their curriculums, course content, program experiences, and teaching methodology, business teacher educators should consider the priorities revealed in this study. Revisions based on these priorities should reflect greatest emphasis on competencies needed by prospective business teachers related to student-centered teaching. Examples of such competencies would include (a) providing realistic learning experiences, (b) giving instructions clearly, and (c) adjusting tempo of learning to student needs. All three groups of business educators in this study assigned highest priority to competencies related to student-centered teaching.

The revisions should also reflect emphasis in decreasing amounts on competencies related to (a) lesson preparation, (b) performance-oriented teaching, (c) nondirective teaching, and (d) student discipline and control.

2. Since the priorities revealed in this study represent responses from three groups of business educators, State Department of Education personnel should consider using them in revising curriculum guides and other materials related to business teacher education programs.

3. In order to provide a basis for comparison of the assignment of priorities to teacher competencies across vocational programs, research studies similar to this one should be undertaken in other vocational areas.

4. Since priorities change with changing conditions, business educators should reexamine priority strategies on a continual basis.

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APPENDIX A

PARTICIPANTS IN PILOT TESTING

THE SURVEY INSTRUMENT

PARTICIPANTS IN PILOT TESTING
THE SURVEY INSTRUMENT

Business Teacher Educators

Dr. Wilson Ashby, University of Alabama
Dr. F. Kendrick Bangs, University of Colorado
Dr. C. C. Calhoun, University of Georgia
Dr. J. W. Crews, University of North Carolina at Greensboro
Dr. Michael Moskovis, Western Michigan University
Dr. Ralph S. Spanswick, California State University

Cooperating Teachers

Ms. Caroline Barbee, Patrick Henry High School, Roanoke, Virginia
Ms. Dorothy E. Brown, William Fleming High School, Roanoke, Virginia
Mrs. Mary Lou Hardie, Christiansburg High School, Christiansburg,
Virginia
Mrs. Olga S. Jamison, Giles High School, Pearisburg, Virginia
Mrs. Elizabeth Lawrence, Andrew Lewis High School, Salem, Virginia
Mrs. Carolyn McCorkindale, Vocational Technical Program, Roanoke
City School System, Roanoke, Virginia
*Mrs. Ellen R. McGeachy, Brunswick Senior High School, Lawrenceville,
Virginia
Mr. Robert M. Price, Blacksburg High School, Blacksburg, Virginia
*Mrs. Ella W. Pugh, Greensville County High School, Emporia, Virginia
*Mrs. Evelyn K. Thompson, Brunswick Senior High School, Lawrenceville,
Virginia
*Mrs. Jane E. Tucker, Greensville County High School, Emporia,
Virginia

Local Supervisors

Mrs. Jeanne Reed, Detroit Public Schools, Detroit, Michigan
Mr. Walter M. Sharp, Eastland Vocational Center, Groveport, Ohio
Dr. James J. Toquinto, Montgomery County Public Schools, Rockville,
Maryland
Mr. Merle W. Wood, Oakland Public Schools, Oakland, California

*Interviewed personally

APPENDIX B

VIRGINIA STATE-SUPPORTED INSTITUTIONS OFFERING
BUSINESS TEACHER EDUCATION PROGRAMS

VIRGINIA STATE-SUPPORTED INSTITUTIONS OFFERING
BUSINESS TEACHER EDUCATION PROGRAMS

1. Longwood College, Farmville
2. Madison College, Harrisonburg
3. Norfolk State College, Norfolk
4. Old Dominion University, Norfolk
5. Radford College, Radford
6. Virginia Commonwealth University, Richmond
7. Virginia Polytechnic Institute and State University, Blacksburg
8. Virginia State College, Petersburg

APPENDIX C

THE SURVEY INSTRUMENT

SURVEY INSTRUMENTESTABLISHING COMPETENCY PRIORITIES
FOR BUSINESS EDUCATION TEACHERS

A Research Study Conducted by

Mrs. Virginia H. Russell
Virginia Polytechnic Institute and State University
Blacksburg, Virginia 24061

Purpose

The purpose of this instrument is to rank competencies needed by business education teachers.

The instrument is divided into three parts: (1) General Information, (2) Ranking Teacher Competencies, and (3) Ranking Competency Clusters. Please respond to every item in each part.

Definitions

The following definitions may be helpful to you in completing the instrument:

1. Teacher competency is a task that is considered essential for successful performance of teaching responsibilities.
 2. Competency cluster is a group of related competencies.
-

PART I - GENERAL INFORMATION

A. Name _____

Institution _____

Address _____

B. Education (Please check highest degree held.)

____ Bachelor's

____ Doctor's

____ Master's

____ Other, (please specify)

____ Sixth-year certificate

C. Experience (Please indicate total number of years' experience in your present job.) _____ years

D. Teaching Experience (Please indicate total number of years of teaching experience.) _____ years

E. Age Range (Please check one.)

_____ Below 20

_____ 40-49

_____ 20-29

_____ 50-59

_____ 30-39

_____ 60-69

_____ 70 or above

PART II - RANKING TEACHER COMPETENCIES

The teacher competencies listed below have been identified in previous research as important for vocational and technical education teachers. Please RANK them according to your perception of their importance to business education teachers.

DIRECTIONS: Use "1" to indicate your perception of THE MOST IMPORTANT competency; use "2" to indicate the next most important, etc. DO NOT ASSIGN THE SAME NUMBER TO MORE THAN ONE COMPETENCY.

Example

<u>RANK</u>	<u>Teacher Competency</u> (Rank 4 competencies 1 through 4.)
<u>4</u>	a. Direct a group discussion
<u>2</u>	b. Provide students with materials pertaining to effective study techniques
<u>3</u>	c. Promote a definite rapport between teacher and class
<u>1</u>	d. Provide individualized instruction as a learning experience

CLUSTER 1: STUDENT-CENTERED TEACHING

Pattern 1: Student-Centered Instruction (Rank 8 competencies 1 through 8.)

<u>RANK</u>	<u>Teacher Competency</u>
—	a. Provide realistic learning experiences
—	b. Use appropriate examples to clarify and add interest
—	c. Involve students in problem-solving activities
—	d. Encourage students to ask questions
—	e. Give instructions clearly
—	f. Clarify subject-matter content in a new way when it is not understood
—	g. Adjust tempo of learning to student needs
—	h. Give individual attention to students as they are working

Pattern 2: Individualized Evaluation and Instruction (Rank 4 competencies 1 through 4.)

<u>RANK</u>	<u>Teacher Competency</u>
—	a. Use various means to find information about students' ability and background
—	b. Allow students to determine their own level of aspiration
—	c. Use club-related activities to promote learning
—	d. Encourage students working independently on topics of personal concern

Pattern 3: Analysis of Student Progress (Rank 4 competencies 1 through 4.)

<u>RANK</u>	<u>Teacher Competency</u>
—	a. Hold each student accountable for his actions and behaviors
—	b. Determine the cause of a student's behavior
—	c. Recognize, interpret, and utilize student actions and behaviors (cues)
—	d. Develop acceptable standards of quality for entry-level employment

CLUSTER 2: NONDIRECTIVE TEACHING (Rank 6 competencies 1 through 6.)

<u>RANK</u>	<u>Teacher Competency</u>
—	a. Moderate various types of discussion activities
—	b. Construct case-study problems
—	c. Provide instruction through the use of case problems
—	d. Formulate essay-type questions
—	e. Ask questions which require alternative answers
—	f. Have students spend time observing a person or a thing

CLUSTER 3: PERFORMANCE-ORIENTED TEACHING (Rank 4 competencies 1 through 4.)

<u>RANK</u>	<u>Teacher Competency</u>
—	a. Ask questions which require <u>single</u> correct answers
—	b. Motivate students with privileges, grades, rewards
—	c. Devise and administer performance tests
—	d. Instill a competitive spirit within the class

CLUSTER 4: LESSON PREPARATION (Rank 6 competencies 1 through 6.)

<u>RANK</u>	<u>Teacher Competency</u>
—	a. Organize instructional materials in reference to course objectives
—	b. Relate course objectives to daily behavioral objectives
—	c. Prepare lesson plans
—	d. Select and develop instructional content for a lesson
—	e. Select appropriate teaching techniques and methods for accomplishing the lesson objectives
—	f. Plan for the introduction of a lesson

CLUSTER 5: STUDENT DISCIPLINE AND CONTROL (Rank 4 competencies 1 through 4.)

<u>RANK</u>	<u>Teacher Competency</u>
—	a. Handle outside noises or other distractions coming from out of the classroom
—	b. Control outbursts of fighting, aggressiveness or over-competitiveness
—	c. Prevent one student from causing another physical harm
—	d. Control students who physically assault the teacher

PART III - RANKING COMPETENCY CLUSTERS

You have ranked competencies within five clusters; now, rank the five clusters (1 through 5) in terms of importance for business education teachers.

<u>RANK</u>	<u>Competency Cluster</u>
—	a. Performance-Oriented Teaching
—	b. Lesson Preparation
—	c. Student-Centered Teaching
—	d. Student Discipline and Control
—	e. Nondirective Teaching

----- End of the Instrument -----

Thank you for your assistance in my study. If you would like to have a copy of the findings of the completed study, please sign your name below.

Sign only if you wish to receive a copy of the findings of the completed study.

(Return this instrument to: Mrs. Virginia H. Russell, 2125 Derring Hall, Virginia Polytechnic Institute and State University, Blacksburg, VA 24061.)

APPENDIX D

COVER LETTER SENT WITH
THE SURVEY INSTRUMENT



COLLEGE OF EDUCATION

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Blacksburg, Virginia 24061

DIVISION OF VOCATIONAL-TECHNICAL EDUCATION

February 12, 1975

Dear Business Educator:

Please assist me in a doctoral study I am conducting at Virginia Polytechnic Institute and State University. The study is being directed by Dr. Jeffrey R. Stewart, Jr., and is concerned with establishing competency priorities for business education teachers.

The purposes of my study are (1) to determine how selected groups of professional business educators assign priorities to teacher competencies and (2) to examine the extent of agreement of priorities across three groups: business teacher educators, cooperating teachers, and supervisors of business education. Since you are a member of one of these groups, I am asking that you assist me by filling out the instrument.

The competencies listed in the instrument have been identified in previous research as being important for vocational and technical education teachers. Please rank them in terms of your perception of their importance for business education teachers. Then, rank the five clusters in which the competencies appear. Please be assured that the information you provide will be kept confidential; it will become a part of group data.

Kindly mail the instrument to reach me by February 24. A self-addressed, stamped envelope is enclosed for your convenience in responding.

Your assistance is urgently needed and will be greatly appreciated.

Sincerely yours,

Virginia H. Russell

Enclosures: Survey instrument
Self-addressed, stamped envelope

APPENDIX E

FOLLOW-UP LETTER SENT TO RESPONDENTS



COLLEGE OF EDUCATION

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Blacksburg, Virginia 24061

DIVISION OF VOCATIONAL-TECHNICAL EDUCATION

February 27, 1975

About two weeks ago, I sent to you a survey instrument requesting data for a doctoral study I am conducting at Virginia Polytechnic Institute and State University. Perhaps you intended to complete the instrument but your busy schedule prevented you from doing so.

Please take a few minutes to provide the information requested and return the instrument to me as soon as possible. Your response is needed in order to make my study meaningful.

May I hear from you soon?

Sincerely yours,

Virginia H. Russell

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the scanned document**

THE ASSIGNMENT OF PRIORITIES TO TEACHER
COMPETENCIES IN BUSINESS EDUCATION

by

Virginia Harrison Russell

(ABSTRACT)

Three groups of business educators assigned priorities to 41 competency statements and five competency clusters that had been identified in previous research as being important for vocational and technical education teachers. One hundred fifty survey instruments were distributed among 55 business teacher educators, 80 cooperating teachers, and 15 local supervisors of business education. Responses were received from 120, or 80 percent, of them.

The responses were analyzed and the results used to answer the following research questions:

1. How do the groups rank selected clusters of teacher competencies?
2. How do the groups rank selected competencies within clusters?
3. To what extent do the groups agree with regard to priority ranking of clusters of teacher competencies?
4. To what extent do the groups agree with regard to priority ranking of competencies within clusters?

The findings of the study indicate that business educators assign priorities to clusters of teacher competencies in the following order: (1) Student-Centered Teaching, (2) Lesson Preparation, (3) Performance-Oriented Teaching, (4) Nondirective Teaching, and (5) Student Discipline and Control.

Significant agreement was found in every case except two. Local supervisors did not agree on the order of priorities for competency statements within clusters related to "Individualized Evaluation and Instruction"--one of the competency patterns in Cluster 1--and "Lesson Preparation."

The conclusions of the study were as follows:

1. In developing teacher competencies for prospective business teachers, business educators probably place the greatest amount of emphasis on those competencies needed in working directly with students in a classroom setting.

2. In developing teacher competencies for prospective business teachers, business educators probably place high emphasis on competencies needed in lesson preparation.

3. In developing teacher competencies for prospective business teachers, business educators probably place high emphasis, but to a lesser degree than lesson preparation, on those competencies related to results of teaching.

4. In developing teacher competencies for prospective business teachers, business educators probably place moderate emphasis on those competencies related to process of teaching.

5. In developing teacher competencies for prospective business teachers, business educators probably place the least amount of emphasis on those competencies related to student discipline.

Based upon the findings and conclusions of the study, the following recommendations were made:

1. In revising their curriculums, course content, program experiences, and teaching methodology, business teacher educators should consider the priorities revealed in this study. Revisions based on these priorities should reflect greatest emphasis on competencies needed by prospective business teachers related to student-centered teaching.

2. Since the priorities revealed in this study represent responses from three groups of business educators, State Department of Education personnel should consider using them in revising curriculum guides and other materials related to business teacher education programs.

3. In order to provide a basis for comparison of the assignment of priorities to teacher competencies across vocational programs, research studies similar to this one should be undertaken in other vocational areas.

4. Since priorities change with changing conditions, business educators should reexamine priority strategies on a continual basis.