

COMMERCIALISM IN PUBLIC SCHOOLS: A STUDY OF THE PERCEPTIONS
OF
SUPERINTENDENTS ACCEPTING CORPORATE ADVERTISING IN VIRGINIA

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ABSTRACT

School districts cross the country are facing tight budgets and increased demands on resources and as result have turned to commercial sources for assistance with funding gym floors, lighting for athletic complexes, athletic fields, and sports equipment (Adams 1999; Bell 2002a; Brunkow 2001; Molnar 2002). Businesses are increasingly making inroads into classrooms, particularly, in underfunded schools. In exchange for advertising space and marketing research, businesses provide money, teaching materials, technology resources, and sports equipment.

The Commercialism in Education Research Unit (CERU) at Arizona State University has monitored media references to commercialism in schools since 1990. There has been a 473 % increase in commercial activity within schools since the 1990 inception of archiving (Molnar & Reaves 2001). Molnar (2003c) stated that schools are increasingly soliciting private sources for funding, particularly, at a timeframe when guidelines for school districts to follow are limited.

The purpose of this study is to examine the perceptions of superintendents regarding the impact of corporate involvement in their district. The focus will be on the district size that partners, direct and indirect advertising in schools, and acceptability and unacceptability of commercialism.

The population will be all superintendents assigned to public schools in Virginia. Contact will be made with the district by letter requesting of the superintendent to complete the survey. A survey will be mailed to superintendents of the 132 school districts in the Commonwealth of Virginia.

The dependent variable will be acceptability or unacceptability of commercialism with the independent variables being district size, gender and years of experience as superintendent and types of commercialism. Statistical tests will include descriptive statistics and One Way and Two-Way Analysis of Variance.

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My Mom, Dad, and Brother are in spirit to see me complete the dissertation. All were driving forces in teaching me a valuable work ethic, the importance of education to career obtainment, and recognizing you can achieve goals if you believe in yourself. My Sister has watched me endure the goal of finishing the dissertation and I am most thankful of her support throughout the process.

June of 1976, I graduated from Virginia Tech with a Bachelor of Science in Education Degree. I vividly remembered doctoral students having the opportunity to walk across the football field to receive their diploma from then President, T. Marshall Hahn. My sight was set to accomplish the goal of obtaining a doctorate degree and 31 years later relish the feeling of how much has been learned and the impact of others on my professional and personal life.

Dr. Travis Twiford became a key professor in assisting me with shaping the dissertation topic from a mountain of information to an area of interest. Dr. Richard Salmon guided me in the process and Dr. Theodore Creighton came at a time to inspire and motivate me to finish the dissertation. Dr. Shelly Bazemore, educational companion, served as a model for me to finish the dissertation.

Penny, Paulie, and Peanut (dachshunds) were my companions throughout the process and often sat with eyes piercing towards me as draft by draft of the paper ensued. My sons, Seth and Jake, are Virginia Tech graduates and special to my heart. Also, Jaynie whom I have been married for almost two years was there when I needed motivation and love after the divorce. I thank God for the intellectual ability given, each of you, and my companions for helping me achieve a dream!

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CHAPTER 1

INTRODUCTION

Increasingly, businesses and corporations of all sizes are becoming involved in many different ways with public school districts. Businesses and corporations are constantly making inroads into schools. In exchange for advertising space and marketing research, businesses and corporations provide money, teaching materials, technology resources, and sport equipment. The National Football League's Washington Redskins' nonprofit foundation gave T.C. Williams High School in Alexandria, Virginia a new scoreboard and refurbished the athletic field. In return the scoreboard has the Redskins' logo displayed on it (Bell, 2002a). Brooklawn School District in New Jersey named their gym after a grocery store and a school district in Lancaster, Pennsylvania allowed corporate banners to be displayed in their gymnasium for return of corporate sponsorship of their athletic teams (Consumers Union, 1990; Sielke, 2000). Agua Fria Union High School District in Arizona approved ads from real estate agencies, a local toy company, and ambulance company for the outside of school buses in September 2005. The ads are anticipated to bring \$300,000 to the school district this school year (Bazaar, 2005). The Ypsilanti School District in Michigan is the first school district in that state to allow inside school bus ads with \$70,000 projected for 2005.

Business financial assistance to public education grew from \$33.9 million in 1987 to \$51.5 million one year later (Rist, 1990). McDonald (1991) stated that 40 to 50% of public schools were involved in a various types of school business or corporate

partnerships. School districts in the 1990s were concerned that partnering was acceptance of “gifts” from the public in fear of allowing commercialism to enter the schools.

Since 2000 teachers and administrators have sought ways to increase revenue without raising taxes. The answer has been to address businesses and corporations for assistance with funding. School districts across the country are facing tight budgets and increased demands on resources and as a result have turned to commercial sources for assistance with funding gym floors, lighting for athletic complexes, athletic fields, and sports equipment (Adams, 1999; Bell, 2002a; Brunkow 2001; Molnar 2002). Corporate aid has resulted in the growth of commercialism in schools by 473 percent (Molnar & Reaves, 2001). Leith (2003) summed up the spiral in commercialism by quoting President and CEO of Coke John Alm, “the school system is where you build brand loyalty” (p.6).

Alabama, Colorado, and Oklahoma have limited a school district’s ability to increase revenue by imposing revenue and spending lids which control the property tax rate (Kolwalski & Schmielau, 2001). Twenty-seven state legislatures impose tax and/or spending limits on their state governments. Spending caps limit the amount a district’s spending may increase from one year to the next (Sielke, 1998a). A spending cap also limits a district’s ability to spend revenue from commercial advertising. Revenue and spending caps have made it difficult for school districts to obtain increased funds to pay for increased costs. Ostensibly, school districts have turned to businesses and corporations to help finance such things as school facilities and other needs (Consumers Union, 1990; Sielke, 2000). School districts or entities supporting districts that could not pass bonds or sustain a tax increase are now looking at new avenues of funding to avoid a

financial crisis. As a result, business and corporate sponsorship of school districts have resulted in the proliferation of commercialism in schools.

Commercialism or corporate advertising in schools today includes candy sales or other types of fund-raising on and off the school grounds. Commercialism also consists of direct and indirect advertising in the school or school building. Exclusive soft drink contracts, school business partnerships, and athletic scoreboards with company names are examples of direct and indirect advertising (Kowal, 2003). Finally, market research is another form of commercialism with students targeted for completion of questionnaires or taste tests (GAO Report, 2000).

The Center for Commercial-Free Public Education in California and Arizona State University's Commercialism in Education Research Unit (CERU) oppose commercialism in the public schools for three reasons. First, CERU are against exposing students to commercialism in schools or on school grounds (Molnar & Reaves, 2001; Scapp, 2001). Students are captive audiences and exposing them to advertising may corrupt them (Manning, 1999). Opponents believe school leaders are compromising the health and welfare of students by allowing commercialism in the schools. Second, equity is an issue where school districts with wealthy donors may be able to raise more corporate funds than other districts (Hardy, 1997; Ritchey, 2000). School districts are allowing corporations to market to students in order to mold or change their values (Bell, 2002a; Larson 2002). Third, commercialism has been used in school districts to fund facilities and repairs. One-third of public schools in the United States need major repairs (Hardy, 1997; Sielke, 2000) with a majority of school districts funding school construction costs through property tax revenues (Kowalski & Schmielau, 2001). School

districts with lower property values have struggled to raise funding (Hardy, 1997; Kowalski & Schmielau, 2001) creating inequity in financing. Thus, wealthy property school districts will be able to raise more funds from commercialism and advertising than less wealthy districts.

Rationale for Commercialism

Advertisers view children as a profitable three-in-one market to become buyers themselves, to influence their parent's purchases, and future adult consumers. Because of the increase of children's spending power in recent decades, advertisers have closely targeted children as consumers (Wartella, 1995). In the 1980s children received their own magazines, newspapers, television networks, radio networks, books, banking, clothing brands, video games, and high-tech products. Marketers have linked commercial products to educational goals by sponsoring literacy programs, reading projects, communication skills training, and anti-drug campaigns. Rewarding students for good performance and attendance with coupons for products and free meals have been a lure to meet standardized test criteria and now No Child Left Behind guidelines (Molnar & Garcia, 2005). The spread of advertising in the schools can be seen as part of a historical pattern toward the commercialization of youth (Wartella, 1995).

Children spend 20 percent of their time in schools, thus advertisers have been eager to pursue school-based marketing in many forms. Harty (1979) stated that traditionally there have been many links between business and education in the United States. Commercialism in schools has recently skyrocketed and has spurred public debate. Rist (1989) indicated that Whittle Communications (now Channel One Communications) caused controversy when it announced the testing market in six school

districts of Channel One. The 12-minute daily news shows targeted for children grades 6 through 12 that included two minutes of age appropriate ads for soft drink and jeans products. School districts received a satellite dish, a cable hookup, a television monitor for each classroom, and an agreement to service the equipment for three years pending airing the program at the same time daily for three years. The Consumer Union (1995) reported that Channel One aired in 350,000 classrooms. Morgan (1993) stated a majority of school districts declined Channel One; however, among those schools showing Channel One, a disproportionate number were located in areas of high poverty. School districts were willing to receive free technology equipment at the expense of advertising to children and youth.

Commercialism in the class isn't new. Molnar (2004) indicated that in the last twenty years corporations dramatically increased involvement in education. Today, almost every large corporation sponsors some type of in-school promotional project, from advertising on school, on scoreboards, in lunchrooms, and to the creation of curriculum materials for academic areas. Educators are allowing corporate marketers sweeping rights to promote commercial messages inside school buildings and on school grounds. In-school ads such as on billboards, advertising on school buses by realtor companies, and soft drink ads on scoreboards are becomingly more prevalent (Bazaar, 2005). Ads on book covers by companies and coupons for free products are becoming the norm (Molnar & Garcia, 2005). Utilization of technology such as Dell, Apple, Gateway, and other computer vendors influences student choice and brand loyalty when they become adults. Kohn (2002) indicated that businesses and corporations use multimedia teaching kits, videotapes, software, and reproducible activity sheets as ways to subtly support the

curriculum and sway educator and student opinion towards company products and services. Finally, corporate sponsored contests and incentive programs bringing brand names to schools along with the promise of rewards such as free pizzas, cash, field trips, or points towards equipment increases solidarity with school districts. While typically depicted as altruistic acts of “giving back to the community,” sponsorship programs often serve the donors’ commercial purposes (EPSL, September 2004).

Kapatkin & Holmes (1995) recommend that the overall goal of collaboration between businesses and schools should be for business leaders, educators, parents, and government officials to work together and “embrace practical, responsible approaches that will protect the education integrity of our school systems” (p.75). Proponents of commercialism in schools state that school districts which have turned to corporate advertising money through partnerships say that students are exposed to advertising in everyday life and become immune to the effects of advertising (Domine, 2002; Kennedy, 2002).

Need for the Study

Commercialism in public schools is seen as markets for vendors, venues for advertising and marketing, and commodities to be bought and sold (Petrina, 2006). Commercial advertising on school menus, textbooks, yearbooks, buses, athletic scoreboards, sidewalks, and through technology are ways marketers spend billions of dollars to reach students as consumers. Television, newspapers, curriculum kits, magazines, and web sites are other media means of entering the classroom for purposes of influencing student learning. Zollo (1995) indicated that students comprise a consumer population with spending power that exceeds 100 billion dollars annually.

Marketing experts encourage businesses and corporations to make long-term commitments to support public schools (Edmondson, 1994).

Dissertation abstracts were reviewed from 1970 through 2005 with only four studies addressing marketing or commercialism. The Education Policy Studies Laboratory for Commercialism in Research Unit (CERU) at Arizona State University was a major source of cataloging articles, legislative updates, and changes in trends.

Prevuznak (1997) conducted a qualitative study in an eastern Pennsylvania School District with students, teachers, parents, and administrators to determine the success of Channel One promoting the awareness of current events information while promoting the use of technology in the classroom. Results of the study revealed that television was the medium of choice for Channel One's stakeholders and the programming only had marginal success in raising student awareness of current events. Domine (2002) also conducted a qualitative case study with eleven students at UP Middle School in New York to determine the relationship of adolescent student interpretations of commercial media in a public school classroom. The study revealed that the participants were unaware of the content biases of the media. Kowal (2003) implemented a quantitative study in the Omaha Public School District of Nebraska with teachers and administrators. The study focuses on commercialism or advertising in the building, in the classroom, and on the school grounds at the elementary, middle, and secondary levels. Interestingly, elementary faculty and staff were less accepting of commercialism in the classroom versus secondary counterparts. Both subgroups envisioned commercialism as a necessary evil of raising funds when the school district could not provide the equity of money needed for buildings, curriculum materials, staff development, and technology.

Opposition to commercialism or advertising in schools has been initiated by The Center for Commercial-Free Public Education in California and the Commercialism in Education Research Unit (CERU) at Arizona State University (Koval, 2003). The Commercialism in Education Research Unit (CERU) of the Education Policy Studies Laboratory at Arizona State University has monitored and archived media references to commercialism in schools since 1990. Molnar (2003b) stated that the CERU defines and tracks media references to eight categories of commercial activity in schools through searches on news archival services. The media references are: (a) sponsorship of programs and activities, (b) exclusive agreements, (c) incentive programs, (d) appropriation of space, (e) sponsored educational programs, (f) electronic marketing, (g) fund raising, and (h) privatization. The Council for Corporate and School Partnerships (2002) cited that schools receive \$2.4 billion a year from what it calls “business partnerships” with corporations (*Cashing in on the Classroom*, CERU-0401-191-RW.pdf, p.1). Commercialism in the schools is a complex phenomenon that reflects powerful economic, political, social, and cultural factors.

Statement of the Problem

Businesses and corporations want to be in schools because they have access to children as consumers and the influence of children on their parents’ consumer choices. *The Eighth-Annual Report on School Commercialism Trends: 2004-2005* by Alex Molnar and David R. Garcia stated that the federal No Child Left Behind Act of 2001 (NCLB) is beginning to help promotion of commercialism in schools. Frissinger (2004) *The Daily Press* (Newport News, Nov. 15) linked a wide range of donations to schools in 2004 by 250 businesses throughout Virginia’s Newport News area for schools’ efforts to improve

test scores under the No Child Left Behind Act. Northrop Grumman which gave \$70,000 yearly to the city's schools cited the need for more students literate in math and science for their workforce as well as good for the larger society. Student incentive programs funded by businesses and corporations are enticing and used by school districts to motivate students towards accountability measures of achievement and attendance for NCLB. Beagle, (Oct. 26, 2004) cited in *The Reveille* where a local school board candidate used his platform of corporate sponsorship to receive public support. Sweet deals (2004) *Sarasota Herald-Tribune* (Dec. 27) stated "if the legislature provided sufficient money for a high quality education system, school districts in Southwest Florida and other regions of the state would feel less tempted to engage in questionable money-making schemes to cover their financial shortfalls" (p.14).

Tim Hay (August 16, 2003) stated in the *San Mateo County Times* that Belmont-Redwood Shores Elementary school district in California with a \$600,000 budget deficit offered to let businesses advertise on a local school walkway (\$1,000 a brick), the library (\$50,000), the science program (\$100,000), or the entire district (price negotiable) to raise funds. A member of the school fund raising committee viewed the project as "win-win" for the school district and business partners; however, a superintendent of a neighboring school district, stated "it would seem like we were advertising". Opposition from groups like CERU has forced districts to limit or eliminate commercial advertising in the schools (Bell, 2002b; Molnar, 2002).

Nationally, contact was made with the National School Boards Association (NSBA) in Alexandria, Virginia on policy relating to commercialism or advertising (Appendix A). The NSBA office stated that there was no policy on commercialism or

relationship to advertising. Furthermore, it was left to each state and school districts thereof. Contact was made with Ms. Elizabeth Ewing, Policy Specialist with the Virginia School Boards Association (VSBA) in Charlottesville, Virginia regarding policy on commercialism. Ms. Ewing has been in her position for five years and stated that the VSBA had not written a sample policy on commercialism. Also, no school division in the Commonwealth during her tenure had expressed interest in a sample policy. She indicated that because school districts are local government entities, they of course, do not seek profits. Appendix B on *Vendor Relations, Advertising in the Schools*, and *Commercial, Promotional, and Corporate Sponsorships and Partnerships* were sample policies the Virginia School Board Association provides to local districts that purchases policy services from the agency.

Definition of Terms

Acceptable is defined by Merriam-Webster as being capable or worthy of being accepted; to be received willingly; to be given approval; to be endured without protest (Merriam-Webster's Collegiate Dictionary, 1998). In this study, never acceptable=1, rarely acceptable=2, sometimes acceptable=3, and always acceptable=4 to a particular subtype of commercialism.

Superintendents are defined as appointed by the school board to serve as the chief officer of the school district.

Commercialism is defined to include direct and indirect advertising, the sale of products, and market research (GAO Report, 2000).

Direct Advertising would consist of billboards, advertising on athletic fields and walkways, gym floors, or book covers. Also, advertising in school newspapers,

yearbooks, or newsletters. Advertising on the inside or outside of buses would fall into this category (Bazaar, 2005).

Indirect Advertising is used by businesses and corporations to place their name on educational materials, contests, scholarships, grants, or other gifts (Bell, 2002b; GAO Report 2000.)

The Types of Corporate Advertising will be defined using information from the GAO Report, Consumers Union reports, and CERU Publications. The types of corporate advertising are not based on the amount of money or the value of gifts from the corporations, but are based on the amount of intrusion into the classroom and to what degree commercialism impacts the learning process. The types would also take into account involvement by school superintendents and perceived endorsement of products from businesses and corporations. The types are as follows:

Type I Commercialism would be limited passive advertising restricted to areas outside the school building itself. Examples would be soda machines outside the school building, football stadium scoreboard advertising, banners in the gym, naming rights to a building, or ads on a bus.

Type II Commercialism would include limited passive advertising inside the building but not inside the classroom. This would include advertising on soft drink machines in the building, corporate partnership banners in the building, and fund raising sales outside the classroom.

Type III Commercialism would include all advertising inside the classroom. Educational posters, book covers, Channel One, educational videos, multimedia kits, or materials that contain corporate advertising. Type III Commercialism would also include

limited advertising where staff would take an active role in advertising. Personnel may conduct a survey for market research, wear specific clothing with advertising, or promote a certain product in return for financial support (Consumers Union, 1990; GAO Report, 2000; Molnar & Reaves, 2001).

Market Research would be an in-school company survey that enables the business or corporation to track a student's preferences (Kasser & Linn, 2004; Bell, 2002b; GAO Report 2000).

Passive Advertising is defined as non-active advertising where a staff member would not actively endorse a product. Examples of passive advertising would be posters, banners, vending machines (soft drink and candy), and written advertising for support of extracurricular activities.

Product Sales would include vending such as soft drinks and candy with an exclusive contract for the products, short-term fundraising including gift items, candy items, or magazine subscriptions, and yearbook or class ring sales (Bell, 2002b; GAO Report 2000).

Policy is defined as research from the National School Board Association or Virginia School Board Association on a specific topic and recommended for official School Board review and adoption. For example, review of research on commercialism (advertising or marketing) with recommendation for local policy or guidelines (NSBA, 2006; VSBA, 2006).

Conceptual Framework

Molnar and Garcia (2005) find that schools continue to be a prime target of a wide variety of corporate advertising efforts with criticism of marketing to children in

schools mounting. A majority of the criticism stems from marketing activities that are thought to have a negative impact on children's health. Public interest has led to government regulations and bans of commercial activity in some school districts; however, commercial interests reflect few serious signs of slowing down.

Contact with the Virginia School Boards Association revealed that the organization in the last five years has not received a request from any school district in the Commonwealth of Virginia for a sample policy on commercialism. Considering a 473 percent increase in commercial activity within schools since the inception of archiving (Molnar & Reaves, 2001), it would appear that school districts in the Commonwealth of Virginia are not immune to the increase of commercialism nationally. School districts in Virginia, like all other states, are impacted by businesses and corporations in selling and endorsing products from textbooks, curriculum materials, sports equipment, foods, class rings, etc. The target audience is students, but how large is the profit margin from commercialism and does it impact state, federal, and local funds for operation of schools. This study will show how superintendents view commercialism in their assigned school district, particularly, advertising inside the classroom, inside the building, and on school grounds. Independent variables of the study are district size, gender of the superintendent, years of experience as superintendent, and whether or not the district has a policy or guidelines.

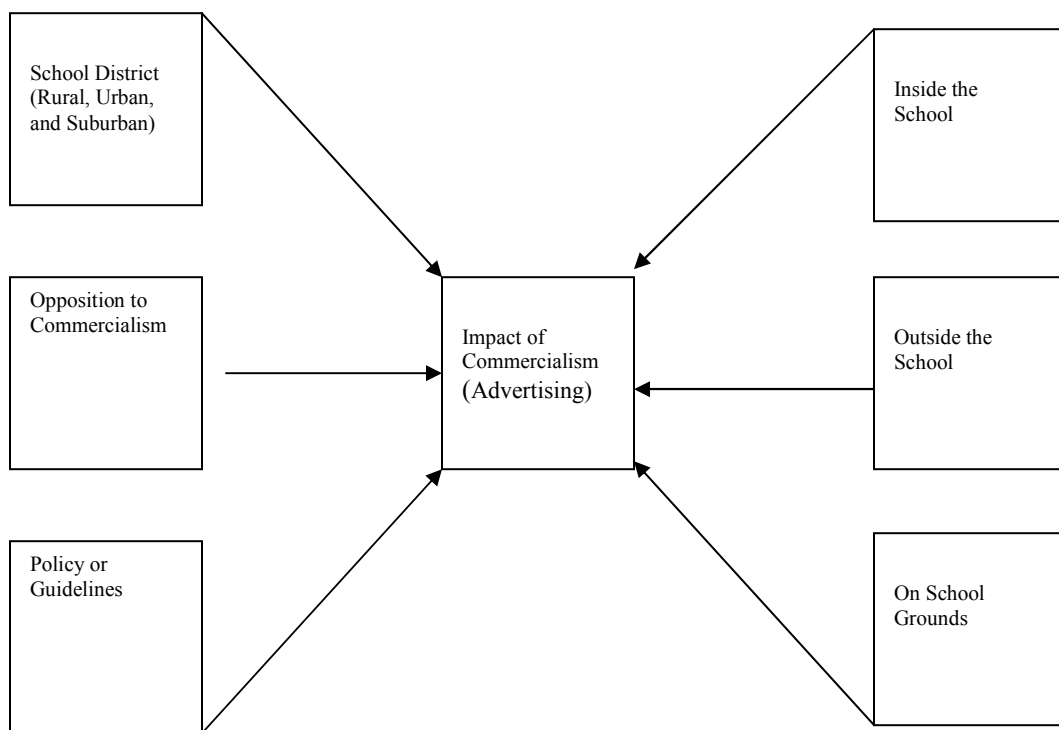


Figure 1. Impact of commercialism: Conceptual Framework

Research Questions

This study will address the following research questions:

1. What type or types of commercialism is acceptable or unacceptable to superintendents?
2. Is the perception of commercialism viewed differently by superintendents in rural, suburban, and urban districts?
3. Is there a need for policies or guidelines to control commercialism in the schools?

Limitations

Research in the specific area of acceptability of different types of commercialism is limited to the one dissertation completed by Gerald Kowal (2003) *Commercialism in Public Schools: A Study of the Perceptions of Teachers and Administrators on Accepting Corporate Advertising*. Research in the area of commercialism in schools from the media databases of Education Index and Google News, the business database of Lexis-Nexis, and the news were used to develop the study.

Delimitations

The study will be limited to the superintendents in each of the 132 school districts in the Commonwealth of Virginia. The survey will be mailed to superintendents in December of 2006 with a followup survey in January 2007 for non-respondents. Specifically, the superintendent will be forwarded a letter and requested to complete the survey by accessing www.surveymonkey.com thus eliminating to a great degree

representation from other parties (assistant superintendent or school board attorney) in completing the survey. The survey instrument is limited to multiple-choice answers and fill-in-the-blank type answers.

Significance of the Study

The Commercialism in Education Research Unit (CERU) at Arizona State University is a clearing house for research information on commercialism in the schools. The Research Unit categorizes types of commercialism and serves as opposition to commercialism in schools, albeit, public and private schools. Koval (2003) limited his study to Omaha Public School District in Omaha, Nebraska to determine acceptability by teachers and administrators of advertising in the school district. The National School Board Association (NSBA) and Virginia School Board Association (VSBA) were both contacted for policy information on commercialism in the schools. Both organizations stated there were no policies and the VSBA representative indicated no request had been made during her five year tenure. This study from an educational leadership perspective will provide an overview of how superintendents in Virginia view the use of advertising inside the classroom, inside the school building, and on the school grounds. Also, the study will provide input from a superintendent's perspective as to how commercial funds via advertising are used: (a) construction, (b) curriculum products, (c) offsetting instructional costs, (d) technology, (e) extracurricular activities (e.g. athletics, band), and (f) budgetary items not covered through governmental allocation of funds. Gender and years of experience as superintendent will be explored to determine if either variable affects one's mindset of commercialism in the school district. Finally, the study would provide insight as to whether school districts are operating with little or no policy

guidelines on commercialism in the schools and the need for VSBA's recommendation based upon research from this study.

CHAPTER 2

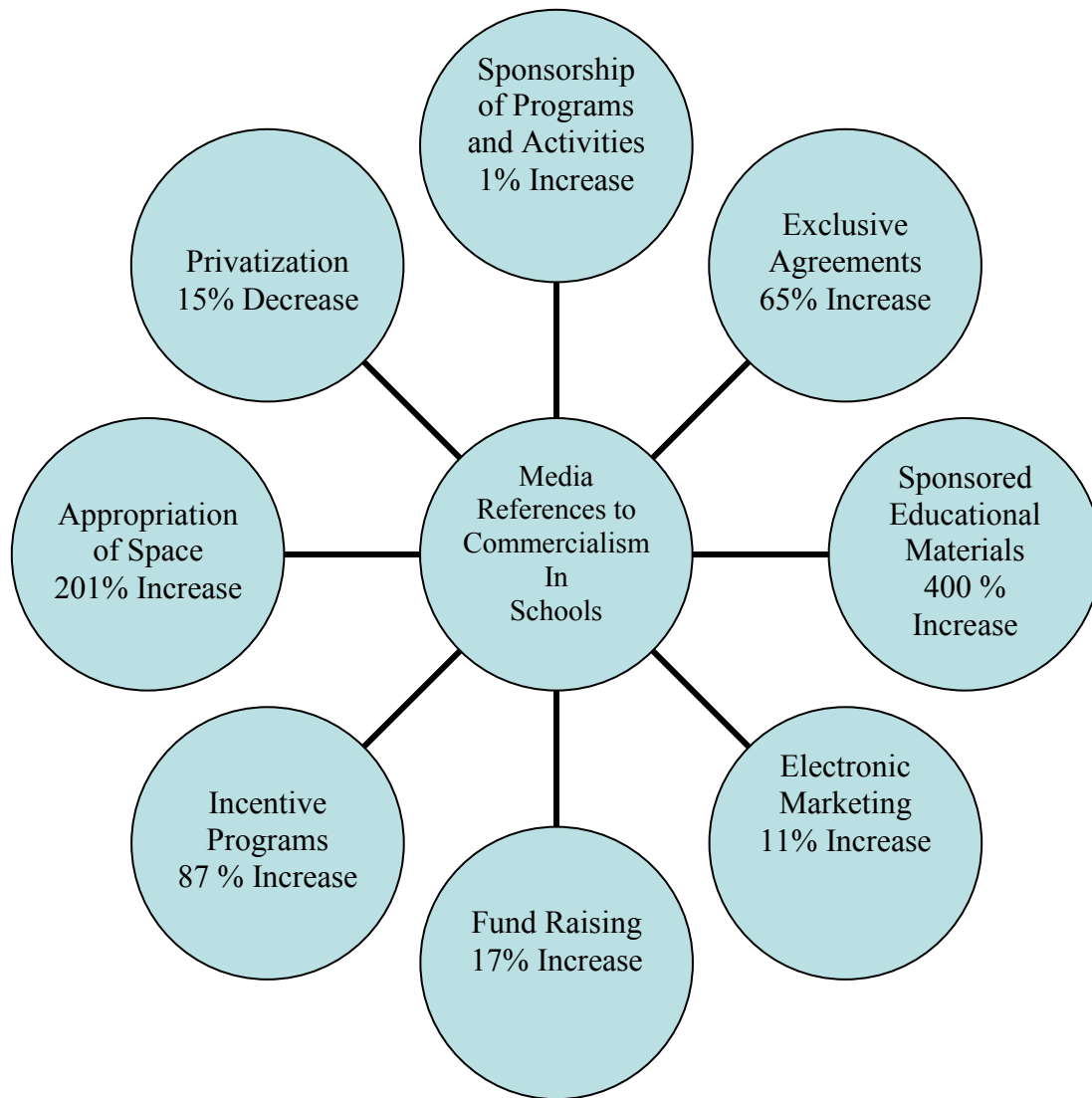
LITERATURE REVIEW

Categories of Commercialism: Shift in Partnering

The Commercialism in Education Research Unit (CERU) of the Education Policy Studies Laboratory at Arizona State University began archiving reports of school commercialism in 1990. The rationale for archiving reports stemmed from the rising increase of school business partnerships and the multitude of categories which partnerships were arranged. Since 1990, schools and businesses have partnered at a rate of 303 percent increase through 2003. The Council for Corporate and School Partnerships (2002) indicated that one industry group favoring corporate involvement reported that schools receive 2.4 billion dollars a year from “business relationships”. Business and industry typically have paid the highest federal tax burden with taxes allocated for funding of schools. Saltman (2000) indicated that in the 1940s corporations provided 33 percent of the tax burden, 27 percent in the 1960s, 15 percent in the 1980’s, and less than 10 percent today. Schools are dependent on local taxes with additional funding from state and federal sources. Wealthy school districts have prospered from increases in local, state, and federal funding with poor school districts losing ground in terms of finance for basic materials and supplies. Also, the renewed Elementary and Secondary Act and No Child Left Behind (Bracey, 2003; Karp, 2001) undermine students’ and teachers’ choices with regard to curriculum content, how learning will occur, and accountability for time. Education has assumed a business model where accountability, efficiency, and competitiveness are important. Gabbard and Saltman (2003) suggest that scripted lessons, standardized curriculum materials, and high stakes testing limit teachers in the classroom

and suppresses students in critically thinking about the world around them. Macmillan (2002) also indicated that school leaders are becoming more open to commercialism as a means of reducing budgetary problems. Likewise, the businesses and corporations have become more sophisticated in using the media to promulgate curriculum-based programs, advertising of products in textbooks, software, and yearbooks, promotion of products through logo keepsakes, and direct advertising in locker rooms and sports fields.

CERU's *Sixth Annual Report on Commercialism in Schools* (Molnar, 2003b) archived media references to schools in eight different areas. Figure 2 provides an overview of the types of commercial partnerships and illustration of the percent increase or decrease by type from 2001-2002 to 2002-2003.



Sixth Annual Report on Commercialism in Schools, 2002-2003, Available online at <http://www.asu.edu/educ/epsi/CERU/Documents/CERU-0401-191-RW.pdf>.

Figure 2. Categorical summary of commercialization in schools

Sponsorships

First is the sponsorship of schools where a major business or company may sponsor a program. ExxonMobil is an excellent example and routinely funds what it dubs ABC's for schools – awards, books, and computers. Corporate sponsorships have assisted many schools to fund programs which were normally dropped or reduced, albeit, art, music, or athletic programs.

Exclusive Agreements

Second are exclusive agreements or the provision of businesses or corporations to sell products and/or services on school grounds. Grannan (2003) reported that John Alm, CEO of Coca-Cola Enterprises said Coke has been frank about its goals, “the school system is where you build brand loyalty” (*Cashing in on the Classroom*, Sixth Annual Report on Commercialism in Schools, 2002-2003, p. 82). The impact of health issues from soft drink sales nationally has not decreased the number of exclusive agreements inked through partnerships.

Sponsored Educational Materials

The third category is educational materials and where a business or corporation produces curriculum materials for application. This is a difficult area to track since use of curriculum material may not be scrutinized closely by the public. Applebaum (2003) addressed how Proctor and Gamble produced history lessons for the middle school on the Civil War. Curriculum materials were quite sleek in appearance and catchy in phrase “Did you Know?”, but the real intent was to inform students that the parent company supplied soap products to the Union army (*Cashing in on the Classroom*, Sixth Annual Report on Commercialism in Schools, 2003, p. 83).

Electronic Marketing

Fourth, electronic marketing was more prominently identified through the use of Channel One, the television service that provided free equipment on the condition every child observe the 12 minute news program and two minutes of commercials. Interestingly, IBM, Cisco Systems, Monster.com, GlaxoSmithKline, and Apple Computer fund Futures for Kids which is a non-profit web portal company in Raleigh, North Carolina. The mission of the company per Lascala (2002) is to organize a secondary student's options in a user-friendly format.

Fund Raising

Fifth, fund raising has assumed renewed importance in not only covering extracurricular expenses, but operational costs as well. The merger of General Mills and Pillsbury resulted in the expansion of the Box Tops for Education Program. A General Mills executive called the program "good merchandising" to boost sales (Q1, 2003).

Incentive Programs

Sixth, incentive programs provide a product or service to students for perfect attendance or reading a given number of books. Rawlings (2002) cited how Pizza Hut's national reading incentive affected 875,000 classrooms in 50,000 schools. Allardyce (2002) cited a telecommunications lobbyist who candidly wrote how companies build their business by targeting students through schools.

Appropriation of Space

Seventh, appropriation of space refers to using school property to promote businesses or corporations through general advertising or naming rights. Apple Computers began hosting school nights in January 2003 with parents and students invited

to review student's work. This has benefited Apple as it signed up 176 schools in 4 months and allowed the company to promote computer hardware and software to family members as well.

Privatization

Eighth, privatization refers to the use of for-profit corporations operating public and charter schools. Edison Schools and Boston-based Advantage Schools are examples of for-profit corporations operating public schools and charter schools when the public is disenfranchised with local government operation. For-profit corporations may be losing their grip of the market as consumer ratings reflect cheaper operation, but lack of accountability in terms of required student standardized scores.

Historical Changes

During the past twenty years, businesses and corporations have significantly expanded their involvement with public schools. Expansion has gone from Adopt-a-School programs and School-to-Career Partnerships to lobbying for national education reform. Business leaders are assuming an increased share of the responsibility to educate America's youth. Becton and Sammon (2001) stated that "education in general and public education, specifically, is the cornerstone of our culture and an absolute necessity for economic prosperity". Marianne Becton (2001), Verizon Washington's Manager of External Affairs and co-chair of the Washington, D.C., STC Local Partnership Council responded that "Verizon's commitment to education is driven by its responsibility as a corporate citizen and by the understanding that today's students will be tomorrow's employees, consumers, regulators, and neighbors" (*Policy Report*, Fall 2001, p. 1).

The literature reflected mixed messages of what were school business partnerships and commercial activities for benefit of market research. The National PTA 1997 (2001) developed a resolution stating “the dangers to children and the implications of any business exerting so much power to influence the curriculum of the schools of this country and the opinions of so many students”. The U.S. General Accounting Office / GAO Report (2000) stated the following:

Commercial activities in U.S. public elementary and secondary schools have been growing in visibility throughout the last decade, a period characterized by tightened school budgets. As visibility has increased, so have concerns about commercial activities that generate cash, equipment, or other types of assistance and their potential effects on students’ learning purchasing behavior (*Policy Report*, Fall 2001, p. 5).

Summary

Molnar (2003c) stated that marketing in schools is nothing new. The earliest example of attempting to market to children in schools was a hardware store in the late 1890s. The store was trying to place peripheral materials in schools with their marketing slogan on it. Molnar went on to say that in 1919, the National Education Association empanelled a Committee on Propaganda in Schools since supplemental learning materials in schools during the early 1900s were considered “propaganda”. The time span of 1919 and the 1950s per Molnar propaganda became supplemental learning materials as described in the publications of the American Association of School Administrators and ASCD. The National Commission on Excellence in Education (1983) initiated a national study focusing on school partnerships and impact on policy, teacher training,

management, and curriculum materials. In 1984, President Ronald Reagan proclaimed that year as the year of “Partnerships in Education” with 46 states in the same year implementing state-level task force committees to study school business partnerships. The 1990s businesses began to view schools as opportunities to expand in selling and endorsing products. This was accepted by school districts since corporate funding offset deficits in federal and state funding, but were there hidden costs. Molnar (1999) stated that “mixing commercial activities with public education raises fundamental issues of public policy, curriculum content, the proper relationship of educators to the students entrusted to them, and the values that the schools embody” (*The Second Annual Report on Schoolhouse Commercialism*, UW-Milwaukee Center for the Analysis of Commercialism in Education, September 1999, p. 1).

Supporters of school business partnerships address the positive benefits of partnerships to students, schools, employees, the community, and businesses. Adversaries state “schoolhouse commercialism” is a negative outcome with the need for improved definitions of school business partnerships and ethical guidelines for development and implementation of partnerships. Corroboration of schools and businesses clearly shape the structure of each school day, influence the curriculum, and is a determining factor whether students will have access to technological advances.

CHAPTER 3

METHODOLOGY

The purpose of the study is to collect information on the perceptions of school superintendents regarding acceptable and unacceptable types of commercialism in their district, to determine if the perception of commercialism is viewed differently from rural, suburban, and urban districts, and to determine if there is a need for policy or guidelines on commercialism. Koval (2003) survey will be used from his dissertation *Commercialism in Public Schools: A Study of the Perceptions of Teachers and Administrators on Accepting Corporate Advertising* and changed to only ask questions of the school superintendent. Koval indicated that due to deficiency of available survey models in the area of acceptability of commercialism in schools, the questionnaire was developed by combining information from the GAO Report, Consumers Union Reports, and Alex Molnar's (2001, 2002) CERU publications (Consumers Union, 1990, 1995: GAO Report, 2000; Molnar 2001, 2002). Appendix C represents permission from Dr. Gerald Koval to use the survey instrument. Appendix D represents IRB Exempt Approval #06-733 giving approval effective January 4, 2007 for implementation of the study.

Population

There are 132 school districts in the Commonwealth of Virginia with one superintendent for each district. Some urban districts have a superintendent with zone superintendents within the district. Only one response was requested from each school district. A district having 1-5000 students was considered rural, 5001-15,000 students suburban, and 15,001 and above urban in size. The survey was developed using www.surveymonkey.com and posted electronically for respondent use (Appendix E). The

superintendent was notified by letter two weeks in advance of the website listing with request to complete the electronic survey.

The population was all superintendents of public school districts in the Commonwealth of Virginia. The mean (Ary, Jacobs, & Razavieh, 2002) served as an unbiased estimate of the population mean and a reasonable estimate of the population mean (p. 172).

Instrumentation

The study reviewed the perceptions of superintendents regarding what type or types of commercialism are acceptable or unacceptable in the Commonwealth of Virginia. Also, the survey determined if the perception of commercialism is viewed differently by superintendents in rural, suburban, and urban districts. Finally, the survey determined if superintendents feel there is a need for policies or guidelines to control commercialism in the schools. Koval (2003) completed his dissertation on *Commercialism in Public Schools: A Study of the Perceptions of Teachers and Administrators on Accepting Corporate Advertising* in the Omaha School District of Omaha, Nebraska. Koval's study focused on what type or types of commercialism were acceptable or unacceptable to teachers and administrators. Also, his study focused on whether there were differences between school district teachers' and administrators' perceptions of the different types of commercialism in public elementary and secondary schools.

He has given permission for the survey instrument to be used in replication of his study, but with superintendents for the purposes of this study. Question 1 requests the school district code and question 2 addresses the district size such as rural, suburban, and

urban. Question 3 addresses gender and question 4 the number of years as superintendent. Questions 5-36 will remain intact with question 37 changed to reflect “yes” or “no” answer for policy or guidelines needed on commercialism.

Content Validity

Koval (2003) field tested the survey with the assistance of twelve teachers and school leaders to check for content validity. The teachers and school leaders were able to take the survey and make comments about the survey questions as they pertained to the research questions. As a result of comments provided by this group, the survey was modified. For example, “corporations” was changed to “corporations/businesses” to include smaller businesses. Also, hyphens were removed and extra sentences were added to make questions easier to read and understand. Koval’s survey was given to two district superintendents and assistants for review of the questions and modification of questions with no changes recommended.

Reliability

Koval (2003) piloted the survey with 25 teachers and administrators. Reliability of the survey questions was estimated with Cronbach’s alpha. As a result of the pilot, the survey was found to be reliable (Cronbach’s Alpha greater than 0.70) with respect to the three defined areas of commercialism. Alpha for Type I Commercialism which included commercial advertising outside of the school building was 0.8182. Alpha for Type II Commercialism which included advertising inside the school building but not inside the classroom was 0.8018. Alpha for Type III Commercialism which included advertising inside the classroom was 0.8889.

Scoring

Questions 2-4 focuses on the size of the school district and gender and years of experience as superintendent. Questions 5-35 addresses types of advertising on the school grounds, inside the building but not inside the classroom and inside the classroom with question 36 inquiring as to opposition of commercialism in the schools. Question 37 addresses the school district need for policy or guidelines on commercialism. A Likert-type scale will be used for respondents to complete questions 5-35.

Data Collection Procedures

The survey instrument was developed using www.surveymonkey.com software and posted via website for respondents to complete. The survey was posted electronically for the superintendent in each of the 132 school divisions of the Commonwealth of Virginia to complete. Written notification was mailed to the superintendent of each school district two weeks in advance of the website posting (Appendix F). The letter informed the superintendent of the reason for the study and request for participation. The superintendent was requested to complete the electronic survey.

Each school district has a state district code and the respondent requested to enter the Virginia district school code (question 1) before completing the survey. Non-respondents were notified 10 days after electronic posting regarding the desire for their participation in the study. A second notification was sent via written letter after 20 days requesting their participation in the study (Appendix G).

Analytical Procedures

Independent variables in the study are as follows: size of the school district and need for local policy or guidelines. Also, gender and years experience as variables were

used to determine any relationship to perceptions of commercialism. The dependent variables are the types of advertising which are acceptable or unacceptable. Multiple regression statistics were applied to determine the relationship between independent and dependent variables. Data was collected and analyzed using the SPSS 10.0 statistical software. Descriptive statistics including mean and standard deviation were used to analyze the perceptions of superintendents for question 1. Research question 2 was analyzed using One and Two-Way Analysis of Variance (ANOVA) Tests. Mean scores for each district were computed for the items that measured each type of commercialism. The Two-Way ANOVA Test was used to determine if the perception of each type of commercialism differed among superintendents from district size, gender, and years of experience. Also, One and Two-Way (ANOVA) Tests were used for research question 3 to determine if the need for policy on commercialism differed among superintendents from district size, gender, and years of experience.

CHAPTER 4

PRESENTATION AND ANALYSIS OF DATA

The purpose of this research was to assess superintendent's perceptions on the acceptability or unacceptability of different types of commercialism in public schools of Virginia. The data gathered and disaggregated in this study provides superintendents information on how they view use of advertising in the school building, outside the school building, and on the school grounds. Also, the study provides input from a superintendent's perspective as to how commercial funds via advertising are used: (a) construction, (b) curriculum products, (c) offsetting instructional costs, (d) technology, (e) extracurricular activities (e.g. athletics and band), and (f) budgetary items not covered through governmental allocation of funds. District size, gender, and years of experience as superintendent were explored to determine if either variable affects one's mindset of commercialism in the school district. Finally, the study provides insight as to whether school districts are operating with little or no policy guidelines on commercialism in the schools and the need for Virginia School Board Association review and possible recommendation from the study.

Demographics

Each superintendent of the 132 school districts in the Commonwealth of Virginia was solicited to participate in the study. The online survey was completed by 66 superintendents for an overall return rate of 50 percent. One school district responded in writing electing not to participate. Approximately, 59 percent of the superintendents represented rural school districts, 16 percent suburban, and 24 percent urban. Overall, 83 percent of all superintendents responding were male with 16 percent female.

Superintendents having 1-5 years of experience who responded fell at 49 percent, 6-10 years of experience 19 percent, 11-15 experience at 12 percent, 16-20 years experience at 13 percent, and 21 years and above experience at 6 percent.

Research Questions

Specific research questions for the study were as follows:

1. What type or types of commercialism is acceptable or unacceptable to superintendents?
2. Is the perception of commercialism viewed differently by superintendents in rural, suburban, and urban districts?
3. Is there a need for policies or guidelines to control commercialism in the schools?

Question 1 of the online survey requested of the superintendent to enter the school district code in order to remain anonymous. Questions 2-5 requested of the superintendent to identify one's district size, gender, and years of experience. Coding of district size was rural=1, suburban=2, and urban=3 for statistical analysis. Coding of gender was male=1 and female=2. Coding of experience was 1-5 years experience=1, 6-10 years=2, 11-15 years=3, 16-20 years=4, and 21 years and above=5. Questions 5-35 addressed superintendent's perceptions on advertising outside the building, inside the building but not in the classroom, and inside the building and classroom. Note that questions 5-35 were constructed on a four-point Likert scale where a score of one represented "never acceptable" and four for "always acceptable". This eliminated superintendents taking a neutral view on acceptability or unacceptability of advertising. Questions 36-40 requested of superintendents information on reasons for opposition to

commercialism, need for policy, district or school maintenance of funds generated through commercialism, funds derived through commercialism for PTA or Booster Clubs with maintenance on school accounts, and funds raised by PTA or Booster Clubs subjected to school district policy concerning commercialism. Opposition to commercialism was coded gives up control of school=1, may influence students=2, may influence the curriculum=3, promotes poor nutrition=4, wealthier schools may get richer=5, and taxpayers should pay education=6. The question on need for policy was coded yes=1 and no=2. The question on maintenance of responsibility for approval of funds was coded school generated and approved=1, school generated with district approval=2, and district generated and approved=3. Funds derived through commercialism for PTA, Band Boosters, and Athletic Boosters with maintenance on school accounts were coded yes and part of school account=1 and no independently audited with report provided to school=2. Funds raised by the school PTA, Band Boosters, or Athletic Boosters and subjected to policy by the school district on commercialism were yes=1 and no=2.

When performing analysis of data for each subscale means were computed from usable responses. The mean substitution process was not necessary to use a superintendent's scores if he/she left any of the items blank. The results of the study were analyzed and displayed to address three research questions.

Findings of the Study

Research Question 1

What type or types of commercialism is acceptable or unacceptable to superintendents?

Table 1 presents the highest means and standard deviations of each subtype of commercialism for all respondents. A Likert scale was used for each item with never acceptable=1, rarely acceptable=2, sometimes acceptable=3, and always acceptable=4. Scores above 2.00 represent acceptability of a particular type of commercialism. The overall mean score for superintendents responding to the 31-item subscale dealing with acceptability of commercialism was 2.3551 (standard deviation=.8621) with the highest being 3.27 (standard deviation=.751) for printed programs outside the building.

Table 1

Superintendent's Perceptions on Acceptability

Subtype of Commercialism	N	Mean	Standard Deviation
Corporate/business ads or logos in printed programs for sports contests, activities, etc. (outside the building)?	56	3.27	.751
Soft drink machines in the building (not in the classroom)?	56	3.25	.769
Other vending machines (e.g. snack) in the building (not in the classroom)?	56	3.23	.660
Collecting (outside the classroom) box tops or labels for fundraising?	56	3.21	.803
Other sales (outside the classroom) like candles, gift-wrap, novelties, etc. for fundraising?	56	3.16	.565
Collecting local store receipts (outside the classroom) for money or goods?	56	3.11	.731
Candy sales (outside the classroom) for fundraising?	56	3.02	.726

Table 1 (continued)

Superintendent's Perceptions on Acceptability

Subtype of Commercialism	N	Mean	Standard Deviation
Corporate/business ads or logos on football stadium scoreboards (outside the building)?	56	2.93	.828
Scholastic or other book sales – promoted by teachers or staff in the schools?	56	2.93	.759
Corporation/business sponsored presentations in class (e.g. banking, business, culinary arts, etc.)?	56	2.75	.769
Exclusive soft drink contracts in the building (not in the classroom)?	56	2.73	.981
Corporate/business ads or logos on calendars displayed in the classroom (e.g. Union Pacific, Food Lion, etc.)?	56	2.55	.913
Corporate/business ads or logos in the school newspaper – distributed to students in the classroom?	56	2.36	1.017
Corporate/business ads or logos on book covers, mouse pads, or student planners, (e.g. milk, music, etc.)?	56	2.27	.981
Corporate/business ads or logos in the school newsletter (outside the building)?	56	2.16	1.005

Discussion of Table 1: Superintendent's Perceptions on Acceptability

There were 31 subtypes of commercialism with 15 subtype scores in the sometimes acceptable to always acceptable range (greater than 2.00). Printed programs outside the building was the most acceptable type (mean=3.27, standard deviation=.751).

Other acceptable subtypes were as follows: (a) soft drinks in the building (mean=3.25, standard score=.769), (b) other vending machines in the building (mean=3.23, standard score=.660), (c) box tops in the building (mean=3.21, standard deviation=.803), (d) other sales in building (mean score=3.16, standard deviation=.565), (e) store receipts in building (mean=3.11, standard deviation=.731), (f) candy sales in building (mean=3.02, standard deviation=.726), (g) scoreboard outside the building (mean=2.93, standard deviation=.828), and (i) book sales in the classroom (mean=2.93, standard deviation=.759). Continued subtypes of commercialism with a mean of greater than 2.00 were as follows: (a) sponsored presentations in the classroom (mean=2.75, standard deviation=.769), (b) soft drink contracts in the building (mean=2.73, standard deviation=.981), (c) calendars displayed in the classroom (mean=2.55, standard deviation=.913), (d) school newspaper distributed in the classroom (mean=2.36, standard deviation=1.017), (e) ads on book covers in the classroom (mean=2.27, standard deviation=.981), and (f) ads in the school newsletter outside the building (mean=2.16, standard deviation=1.005).

Types of acceptable commercialism having standard deviations of less than 1.00 demonstrates there is more agreement among superintendents than for types with standard deviations greater than 1.00. Types of acceptable commercialism with standard deviations less than 1.00 were as follows: (a) printed programs outside the building (mean=3.27, standard deviation=.751), (b) soft drinks in the building (mean=3.25, standard deviation=.769), (c) vending in the building (mean=3.23, standard deviation=.660), (d) collecting box tops outside the building for fundraising (mean=3.21, standard deviation=.803), (e) other sales outside the classroom (mean=3.16, standard

deviation=.565), (f) collecting local store receipts outside the classroom (mean=3.11, standard deviation=.731), and (g) exclusive contracts in the building (mean=2.73, standard deviation=.981). Other subtypes of acceptable commercialism that respondents had agreement were: (a) candy sales in the building (mean=3.02, standard deviation=.726), (b) ads on football stadium scoreboards (mean=2.93, standard deviation=.828), (c) book sales promoted in the classroom (mean=2.93, standard deviation=.759), (d) sponsored presentations in class (mean=2.75, standard deviation=.769), (e) exclusive soft drink contracts not in the classroom (mean=2.73, standard deviation=.981), (f) ads on calendars in the classroom (mean=2.55, standard deviation=.913, and (g) ads on book covers or student planners in the classroom (mean=2.27, standard deviation=.981).

Types of acceptable commercialism with less agreement among superintendents were newsletter outside the building (mean=2.16, standard deviation=1.005) and newspaper in the classroom (mean=2.36, standard deviation=1.017).

Table 2 presents the lowest mean scores and standard deviations for each type of commercialism provided by respondents on the 31-item subscale. A Likert scale was used for each item with never acceptable=1, rarely acceptable=2, sometimes acceptable=3, and always acceptable=4. A mean score of 2.00 or lower represented unacceptability of commercialism with the lowest score 1.25 (standard deviation=.548) for posters and banners in the classroom.

Table 2

Superintendent's Perceptions on Unacceptability

Subtype of Commercialism	N	Mean	Standard Deviation
Corporate/business ads or logos in shows/videos in the classroom?	56	2.00	.874
Corporate/business ads or logos broadcast on television monitors in the classroom?	56	1.98	.944
Corporate/business advertising on the gym walls with the gym being used for games, classes, and/or cafeteria (e.g. banners, posters, or scoreboard, etc.)?	56	1.95	.923
Corporate/business ads or logos on billboards/electronic signs outside the school building?	56	1.79	.909
School buildings or other facilities named for donors or corporations/businesses?	56	1.70	.893
Corporate/business sponsorship of a sports team (outside the building)?	56	1.68	.993
Other sales (inside the classroom) like candles, gift wrap, novelties, etc. for fundraising?	56	1.57	.912
Teachers or other staff conducting market research on students in the classroom?	56	1.57	.735
Other type of commercialism not listed previously (please describe under "other choice")?	56	1.52	.853
Fast food franchise(s) in the building (with a percentage of the profits going to the school)?	56	1.52	.786

Table 2 (continued)

Superintendent's Perceptions on Unacceptability

Subtype of Commercialism	N	Mean	Standard Deviation
Candy sales (inside the classroom) for fundraising?	56	1.46	.830
Corporate/business (non adopt-a-school partner) advertising in the hallways (e.g. banners or posters)?	56	1.46	.738
Corporate/business advertising on the gym floor with the gym being used for games, classes, and or cafeteria (e.g. corporate/business logos)?	56	1.30	.630
Corporate/business ads or logos on the district's website (outside the building)?	56	1.30	.601
Teachers or other staff actively promoting a product in the classroom?	56	1.32	.575
Corporate/business advertising in the classroom (e.g. banners, posters, etc.)?	56	1.25	.548

Discussion of Table 2: Superintendent's Perceptions on Unacceptability

There were 31 subtypes of commercialism with 16 subtype scores in the never acceptable to rarely acceptable range (2.00 or less). Banners and posters in the classroom was the least acceptable (mean=1.25, standard deviation=.548). Other unacceptable subtypes were as follows: (a) shows/videos in the classroom (mean=2.00, standard deviation=.874), (b) ads broadcast on tv monitors in the classroom (mean=1.98, standard deviation=.944), (c) advertising on the gym walls (mean=1.95, standard deviation=.923), (d) billboards outside the school building (mean=1.79, standard deviation=.909), (d)

buildings named for donors (mean=1.70, standard deviation=.893), (e) sponsorship of a sports team outside the building (mean=1.68, standard deviation=.993), (f) other sales inside the classroom (mean=1.57, standard deviation=.912), (g) market research in the classroom (mean=1.57, standard deviation=.735), and (i) other types of commercialism (mean=1.52, standard deviation=.853). Continued subtypes of unacceptable commercialism were as follows: (a) fast food franchises in the building (mean=1.52, standard deviation=.786), (b) candy sales inside the classroom (mean=1.46, standard deviation=.830), (c) advertising in the hallways on banners and posters (mean=1.46, standard deviation=.738), (d) advertising on the gym floor (mean=1.30, standard deviation=.630), (e) ads on the district website outside the building (mean=1.30, standard deviation=.601), and (f) staff actively promoting a product in the classroom (mean=1.32, standard deviation=.575).

Types of unacceptable commercialism with standard deviations of less than 1.00 demonstrates there is more agreement among superintendents than for types with standard deviations greater than 1.00. There was consensus among superintendents regarding subtypes of commercialism that were unacceptable.

Research Question 2

Is the perception of commercialism viewed differently by superintendents in rural, suburban, and urban districts?

Table 3 presents data analysis from a One-Way Anova Test to discern differences between district size and subtypes of commercialism outside the building, inside the building but not inside the classroom, and inside the classroom. A 31-item online survey was used to address questions regarding the three subtypes of

commercialism. Seven questions focused on Type I Advertising outside the building, nine questions focused on Type II Advertising inside the building but not in the classroom, and fifteen questions focused on Type III Advertising inside the classroom. An alpha level of $p=.05$ was chosen to determine significant difference. The sample resulted in 66 ($n=66$; $df=62$) representing superintendents from rural, suburban, and urban school districts in the Commonwealth of Virginia. The degree of freedom refers to the number of observations that are free to vary (Field, 2000, p. 254). A One-Way Anova Test was used to determine differences of scores within and between the participating groups.

Table 3

Type I Advertising Outside the Building

Statement	Description
5	Corporate/business ads or logos on football stadium scoreboards?
6	Corporate/business ads or logos in printed programs for sports contests, activities, etc.?
7	Corporate/business ads or logos on billboards/electronic signs outside the school building?
8	Corporate/business sponsorship of a sports team?
9	Corporate/business ads or logos in the school newsletter?

Table 3 (continued)

Type I Advertising Outside the Building

Statement	Description
10	Corporate/business ads or logos on the district website?
11	School buildings or other facilities named for donors or corporations/businesses?

Table 4

Anova Summary for Type I Advertising Outside the Building

Statement	<i>df</i>	<i>F</i>	<i>p</i>
5 Between Groups	2	6.633	.002
Within Groups	62		
Total	64		
6 Between Groups	2	4.833	.011
Within Groups	62		
Total	64		
7 Between Groups	2	.048	.954
Within Groups	62		
Total	64		

Table 4 (continued)

Anova Summary for Type I Advertising Outside the Building

Statement		<i>df</i>	<i>F</i>	<i>p</i>
8	Between Groups	2	.597	.554
	Within Groups	62		
	Total	64		
9	Between Groups	2	.967	.386
	Within Groups	62		
	Total	64		
10	Between Groups	2	.855	.430
	Within Groups	62		
	Total	64		
11	Between Groups	2	.916	.406
	Within Groups	62		
	Total	64		

The results of the One-Way Anova summary for Type I Advertising (outside the building):

1. For statement 5, significant difference was found ($p=.002$) existed
 $F(2,62)=6.633, p<.05$.
2. For statement 6, significant difference was found ($p=.011$) existed
 $F(2,62)=4.833, p<.05$.

3. For statement 7, no significant difference was found ($p=.954$) existed
 $F(2,62)=.048, p>.05$.
4. For statement 8, no significant difference was found ($p=.554$) existed
 $F(2,62)=.597, p>.05$.
5. For statement 9, no significant difference was found ($p=.386$) existed
 $F(2,62)=.967, p>.05$.
6. For statement 10, no significant difference was found ($p=.430$) existed
 $F(2,62)=.855, p>.05$.
7. For statement 11, no significant difference was found ($p=.406$) existed
 $F(2,62)=.916, p>.05$.

Table 5

Type II Advertising Inside the Building

Statement	Description
12	Soft drink machines in the building?
13	Other vending machines (e.g. snack in the building)?
14	Exclusive soft drink contracts?
15	Collecting (outside the classroom) box tops or labels for fundraising?
16	Corporate/business (non adopt-a-school partner) advertising in the hallways (e.g. banners or posters)?

Table 5 (continued)

Type II Advertising Inside the Building

Statement	Description
17	Collecting local store receipts (outside the classroom) for money or goods?
18	Candy sales (outside the classroom) for fundraising?
19	Other sales (outside the classroom) like candles, gift-wrap, novelties, etc. for fundraising?
20	Fast food franchise(s) in the building (with a percentage of the profits going to the school)?

Table 6

Anova Summary for Type II Advertising Inside the Building

Statement	<i>df</i>	<i>F</i>	<i>p</i>
12 Between Groups	2	.915	.406
Within Groups	62		
Total	64		

Table 6 (continued)

Anova Summary for Type II Advertising Inside the Building

Statement		<i>df</i>	<i>F</i>	<i>p</i>
13	Between Groups	2	.105	.900
	Within Groups	62		
	Total	64		
14	Between Groups	2	3.836	.027
	Within Groups	62		
	Total	64		
15	Between Groups	2	1.417	.250
	Within Groups	62		
	Total	64		
16	Between Groups	2	.602	.551
	Within Groups	62		
	Total	64		
17	Between Groups	2	.756	.474
	Within Groups	62		
	Total	64		
18	Between Groups	2	3.578	.034
	Within Groups	62		
	Total	64		

Table 6 (continued)

Anova Summary for Type II Advertising Inside the Building

	Statement	<i>df</i>	<i>F</i>	<i>p</i>
19	Between Groups	2	3.586	.034
	Within Groups	62		
	Total	64		
20	Between Groups	2	.002	.998
	Within Groups	62		
	Total	64		

The results of the One-Way Anova summary for Type II Advertising Inside the Building:

1. For statement 12, no significant difference was found ($p=.406$) existed
 $F(2,62)=.915, p>.05$.
2. For statement 13, no significant difference was found ($p=.900$) existed
 $F(2,62)=.105, p>.05$.
3. For statement 14, significant difference was found ($p=.027$) existed
 $F(2,62)=3.836, p<.05$.
4. For statement 15, no significant difference was found ($p=.250$) existed
 $F(2,62)=1.417, p>.05$.
5. For statement 16, no significant difference was found ($p=.551$) existed
 $F(2,62)=.602, p>.05$.

6. For statement 17, no significant difference was found ($p=.474$) existed

$$F(2,62)=.756, p>.05.$$

7. For statement 18, significant difference was found ($p=.034$) existed

$$F(2,62)=3.578, p<.05.$$

8. For statement 19, significant difference was found ($p=.034$) existed

$$F(2,62)=3.586, p<.05.$$

9. For statement 20, no significant difference was found ($p=.998$) existed

$$F(2,62)=.002, p>.05.$$

Table 7

Type III Advertising Inside the Classroom

Statement	Description
21	Corporate/business advertising on the gym walls with the gym being used for games, classes, and/or as a cafeteria (e.g. banners, posters, or scoreboard, etc.)?
22	Corporate/business advertising on the gym floor with the gym being used for games, classes, and/or cafeteria (e.g. corporate/business logos)?
23	Corporate/business advertising in the classroom (e.g. banners, posters, etc.)?
24	Corporate/business ads or logos in the school newspaper – distributed to students in the classroom?

Table 7 (continued)

Type III Advertising Inside the Classroom

Statement	Description
25	Corporate/business ads or logos on Calendars displayed in the class-Room (e.g. Union Pacific, Food Lion, etc.)?
26	Corporate/business ads or logos on book covers, mouse pads, or student planners (e.g. milk, music, etc.)?
27	Corporate/business ads or logos in shows/videos in the classroom?
28	Corporate/business ads or logos broadcast on television monitors in the classroom?
29	Scholastic or other book sales – promoted by teachers or staff in the schools?
30	Teachers or other staff actively promoting a product in the classroom?
31	Corporate/business sponsored presentations in class (e.g. banking, business, culinary arts, etc.)?
32	Teachers or other staff conducting market research on students in the classroom?
33	Candy sales (inside the classroom) for fundraising?

Table 7 (continued)

Type III Advertising Inside the Classroom

Statement	Description
34	Other sales (inside the classroom) like candles, gift-wrap, novelties, etc.) for fundraising?
35	Other types of commercialism not listed previously (please describe under “other choice”)?

Table 8

Anova Summary for Type III Advertising Inside the Classroom

Statement	<i>df</i>	<i>F</i>	<i>p</i>
21 Between Groups	2	1.299	.280
Within Groups	62		
Total	64		
22 Between Groups	2	1.003	.373
Within Groups	62		
Total	64		
23 Between Groups	2	.180	.835
Within Groups	62		
Total	64		

Table 8 (continued)

Anova Summary for Type III Advertising Inside the Classroom

Statement		<i>df</i>	<i>F</i>	<i>p</i>
24	Between Groups	2	.086	.917
	Within Groups	62		
	Total	64		
25	Between Groups	2	1.325	.273
	Within Groups	62		
	Total	64		
26	Between Groups	2	.502	.608
	Within Groups	62		
27	Between Groups	2	.328	.722
	Within Groups	62		
	Total	64		
28	Between Groups	2	1.465	.239
	Within Groups	62		
	Total	64		
29	Between Groups	2	.384	.683
	Within Groups	62		
	Total	64		

Table 8 (continued)

Anova Summary for Type III Advertising Inside the Classroom

Statement		<i>df</i>	<i>F</i>	<i>p</i>
30	Between Groups	2	1.037	.361
	Within Groups	62		
	Total	64		
31	Between Groups	2	1.717	.188
	Within Groups	62		
	Total	64		
32	Between Groups	2	.033	.968
	Within Groups	62		
	Total	64		
33	Between Groups	2	.277	.759
	Within Groups	62		
	Total	64		
34	Between Groups	2	.141	.869
	Within Groups	62		
	Total	64		
35	Between Groups	2	.325	.724
	Within Groups	62		
	Total	64		

The results of the One-Way Anova summary for Type III Advertising Inside the Classroom:

1. For statement 21, no significant difference was found ($p=.280$) existed
 $F(2,62)=1.299, p>.05$.
2. For statement 22, no significant difference was found ($p=.373$) existed
 $F(2,62)=1.003, p>.05$.
3. For statement 23, no significant difference was found ($p=.835$) existed
 $F(2,62)=.180, p>.05$.
4. For statement 24, no significant difference was found ($p=.917$) existed
 $F(2,62)=.086, p>.05$.
5. For statement 25, no significant difference was found ($p=.273$) existed
 $F(2,62)=1.325, p>.05$.
6. For statement 26, no significant difference was found ($p=.608$) existed
 $F(2,62)=.502, p>.05$.
7. For statement 27, no significant difference was found ($p=.722$) existed
 $F(2,62)=.328, p>.05$.
8. For statement 28, no significant difference was found ($p=.239$) existed
 $F(2,62)=1.465, p>.05$.
9. For statement 29, no significant difference was found ($p=.683$) existed
 $F(2,62)=.384, p>.05$.
10. For statement 30, no significant difference was found ($p=.361$) existed
 $F(2,62)=1.037, p>.05$.

11. For statement 31, no significant difference was found ($p=.188$) existed

$$F(2,62)=1.717, p>.05.$$

12. For statement 32, no significant difference was found ($p=.968$) existed

$$F(2,62)=.033, p>.05.$$

13. For statement 33, no significant difference was found ($p=.759$) existed

$$F(2,62)=.277, p>.05.$$

14. For statement 34, no significant difference was found ($p=.869$) existed

$$F(2,62)=.141, p>.05.$$

15. For statement 35, no significant difference was found ($p=.724$) existed

$$F(2,62)=.325, p>.05.$$

A Two-Way Anova Summary analysis was completed comparing the independent variables district size and gender to the dependent variable types of advertising with no significant difference existed when $p<.05$. A similar analysis was completed comparing the independent variables district size and experience to the dependent variable types of advertising and no significant difference existed when $p<.05$.

Research Question 3

Is there a need for policies or guidelines to control commercialism in the schools?

Table 9 presents data analysis from a One-Way Anova Test to discern differences between district size and opposition to commercialism, need for policy or guidelines, and responsibility of accounts. Five items (questions 36-40) on the online survey addressed opposition to commercialism, need for policy or guidelines, and responsibility of accounts. An alpha level of $p=.05$ was chosen to determine significant difference. The

sample resulted in 66 ($n=66$; $df=62$) representing superintendents from rural, suburban, and urban school districts in the Commonwealth of Virginia. The degree of freedom refers to the number of observations that are free to vary (Field, 2000, p. 254). A One-Way Anova Test was used to determine differences of scores within and between the participating groups.

Table 9

Opposition to Commercialism, Policy, and Responsibility of Accounts

Statement	Description
36	Why do you think there is opposition to commercialism in schools?
37	Do you feel as superintendent that the school district needs a policy on commercialism?
38	Please indicate whether the school that generates funds through commercialism or the district maintains the responsibility for approval of funds?
39	Are funds derived through commercialism for PTA, Band boosters, and Athletic Boosters maintained on school accounts?
40	Funds raised by the PTA, Band Boosters, or Athletic Boosters are not subjected to policy by the school district concerning commercialism?

Table 10

Anova Summary for Opposition to Commercialism, Policy, and Responsibility to Accounts

Statement		<i>df</i>	<i>F</i>	<i>p</i>
36	Between Groups	2	.048	.954
	Within Groups	62		
	Total	64		
37	Between Groups	2	1.420	.250
	Within Groups	62		
	Total	64		
38	Between Groups	2	1.076	.347
	Within Groups	62		
	Total	64		
39	Between Groups	2	.079	.924
	Within Groups	62		
	Total	64		
40	Between Groups	2	1.573	.216
	Within Groups	62		
	Total	64		

The results of the One-Way Anova summary for Opposition to Commercialism, Policy, and Responsibility of Accounts:

1. For statement 36, no significant difference was found ($p=.954$)

$$F(2,62)=.048, p>.05.$$

2. For statement 37, no significant difference was found ($p=.250$)

$$F(2,62)=1.420, p>.05.$$

3. For statement 38, no significant difference was found ($p=.347$)

$$F(2,62)=1.076, p>.05.$$

4. For statement 39, no significant difference was found ($p=.924$)

$$F(2,62)=.079, p>.05.$$

5. For statement 40, no significant difference was found ($p=.216$)

$$F(2,62)=1.573, p>.05.$$

Table 11 reflects Cross-Tabulations to graphically show the differences in responses among superintendents from rural, suburban, and urban school districts in determining a relationship between opposition to commercialism, policy, and responsibility of accounts.

Table 11

Cross-Tabulation Summary of District Size and Opposition to Commercialism, Policy, and Responsibility of Accounts

Summary Results						
	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Reasons for Opposition Rural/Suburban/Urban (Statement 36)	65	98.5%	1	1.5%	66	100.0%
Commercialism Policy Rural/Suburban/Urban (Statement 37)	65	98.5%	1	1.5%	66	100.0%
School or District Responsibility Rural/Suburban/Urban (Statement 38)	65	98.5%	1	1.5%	66	100.0%
Derived Funds on School Accounts Rural/Suburban/Urban (Statement 39)	65	98.5%	1	1.5%	66	100.0%
Funds Raised Subjected to Policy Rural/Suburban/Urban (Statement 40)	65	98.5%	1	1.5%	66	100.0%

Table 12

Cross-tabulation of District Size with Reasons for Opposition

Count

(Statement 36)		Rural	Suburban	Urban
Reasons:	1. Gives up control	4	0	2
	2. May influence students	10	4	5
	3. Influence the curriculum	14	3	4
	4. Promotes poor nutrition	7	3	1
	5. Wealthier schools get richer	1	0	3
	6. Taxpayers should pay for education	3	0	1

Table 13

Cross-Tabulation of District Size with Need for Policy or Guidelines

Count

(Statement 37)		Rural	Suburban	Urban
Commercialism Policy Needed	Yes	26	9	13
	No	13	1	3

Table 14

Cross-Tabulation of District Size with Funds Generated and Responsibility of Accounts

Count

(Statement 38)		Rural	Suburban	Urban
School or District Responsibility	School Generated and Approved	19	1	7
	School Generated and District Approved	17	9	6
	District Generated and Approved	3	0	3

Table 15

Cross-Tabulation of District Size with Funds Derived through Commercialism and Maintained on School Accounts

Count

(Statement 39)		Rural	Suburban	Urban
Derived Funds on School Accounts	Yes	13	3	6
	No	26	7	10

Table 16

Cross-Tabulation of District Size with Funds Raised Subjected to Policy

Count

(Statement 40)		Rural	Suburban	Urban
Funds Raised Subjected to Policy	Yes	16	3	10
	No	23	7	6

Cross-Tabulation results revealed that superintendents from rural, suburban, and urban districts had the most opposition to commercialism on the topics of influencing students and influencing the curriculum. Also, superintendents were concerned about the effect of commercialism on poor nutrition of students. Approximately, 73 percent of the superintendents responded “yes” to policy or guidelines (question 37) were needed on commercialism. Superintendents from all district sizes ranged from 49 percent for school generated and district approval of funds (question 38) to 41 percent for school generated and approval of funds. Six percent of superintendents were in favor of district generated and approval of funds obtained through commercialism. Overall, 66 percent of superintendents from all district sizes indicated that funds derived through

commercialism for PTA, Band Boosters, and Athletic Boosters (question 39) should not be maintained on school accounts. Fifty-five percent of superintendents from all district sizes indicated that funds obtained by the school PTA, Band Boosters, or Athletic Boosters (question 40) were not subjected to a district policy on commercialism.

Summary

Fifty percent of the 132 superintendents within the Commonwealth of Virginia responded to the online survey. Approximately, 59 percent of the superintendents represented rural districts, 16 percent suburban, and 24 percent urban. Overall, 83 percent of all superintendents responding were male with 16 percent female. Superintendents having 1-5 years of experience who responded fell at 49 percent, 6-10 years of experience 19 percent, 11-15 years of experience at 12 percent, 16-20 years of experience at 13 percent, and 21 years and above experience at 6 percent.

A 31-item subscale dealing with acceptability of commercialism addressed superintendent's perceptions regarding advertising outside the building, inside the building but not in the classroom, and inside the classroom. A Likert scale was used for each item with never acceptable=1, rarely acceptable=2, sometimes acceptable=3, and always acceptable=4. The overall mean score for superintendents responding to the 31-item subscale dealing with acceptability of commercialism was 2.3551 (standard deviation=.8621). The highest mean score was 3.27 (standard deviation=.751) for printed programs outside the building. Fifteen subtype scores fell in the sometimes acceptable to always acceptable range (greater than 2.00). Superintendents were acceptable to commercialism in three subtype areas outside the building, seven subtype areas inside the building, and five subtype areas in the classroom. Types of acceptable commercialism

with less agreement among superintendents were newsletter outside the building (mean=2.16, standard deviation=1.005) and newspaper in the classroom (mean=2.36, standard deviation=1.017).

Superintendents were not acceptable to sixteen subtype areas of commercialism with banners/posters in the classroom having the lowest mean score of 1.25 (standard deviation=.548). Superintendents were not acceptable to four subtype areas of commercialism outside the building, two subtype areas in the building, and ten subtype areas inside the classroom.

A One-Way Anova Summary was compiled for Type I Advertising (outside the building), Type II Advertising (inside the building but not in the classroom), and Type III Advertising (inside the classroom). An alpha level of $p=.05$ was chosen to determine significant difference. The sample resulted in 66 ($n=66$; $df=62$) representing superintendents from rural, suburban, and urban school districts in the Commonwealth of Virginia. A significant difference was found for the following: (a) ads or logos on football stadium scoreboard (outside the building), (b) ads or logos in printed programs for sports contests (outside the building), (c) exclusive soft drink contracts (inside the building), (d) candy sales (inside the building), and (e) other sales such as candles and novelties (inside the building). The Two-Way Anova Summary analysis was completed comparing the independent variables district size and gender to the dependent variable types of advertising with no significant difference existed when $p<.05$. A similar analysis was completed comparing the independent variables district size and experience to the dependent variable types of advertising and no significant difference existed when $p<.05$.

A One-Way Anova Summary was compiled for the independent variable district size and compared to opposition to commercialism, need for policy, and responsibility to accounts. No significance was found from the analysis summary.

Cross-tabulations were used to show the differences in responses among superintendents from rural, suburban, and urban school districts in determining a relationship between opposition to commercialism, policy, and responsibility of accounts. Superintendents mostly were concerned with how commercialism would influence students and influence the curriculum. Also, superintendents were concerned about the effect of commercialism on poor nutrition of students. Approximately, 73 percent of the superintendents responded “yes” to policy or guidelines were needed on commercialism. Superintendents from all district sizes were evenly split on school generated and approval of funds. Overall, 66 percent of superintendents from all district sizes indicated that funds derived through commercialism for PTA, Band Boosters, and Athletic Boosters should not be maintained on school accounts. Fifty-five percent of superintendents from all districts indicated that funds obtained by the school PTA, Band Boosters, or Athletic Boosters were not subjected to a district policy on commercialism.

CHAPTER 5

DISCUSSION OF FINDINGS AND RECOMMENDATIONS

School districts across the country are facing tight budgets and increased demands on resources and as result have turned to commercial sources for assistance with funding gym floors, lighting for athletic complexes, athletic fields, and sports equipment (Adams 1999; Bell 2002a; Brunkow 2001; Molnar 2002). Businesses are increasingly making inroads into schools. In exchange for advertising space and marketing research, businesses provide money, teaching materials, technology resources, and sports equipments.

The Commercialism in Education Research Unit (CERU) at Arizona State University has monitored media references to commercialism since 1990. There has been a 473 percent increase in commercial activity within schools since the inception of archiving (Molnar & Reaves 2001). Molnar (2003c) stated that schools are increasingly soliciting private sources for funding, particularly, at a timeframe when guidelines for school districts to follow are limited.

The Virginia Department of Education website www.pen.k12.va.us provided access to Data/Reports which provided information in regards to the number of school districts considered rural, suburban, and urban. Table 17 below indicates the percentage of districts and schools in each subgroup:

Table 17

2005 Virginia Department of Education Data/Reports

	Districts	Schools
Rural	83 / 63%	449 / 24%
Suburban	33 / 25%	511 / 28%
Urban	16 / 12%	886 / 48%
Total	132	1846

Contact was made with a district representative from one rural, suburban, and urban school district to discern the amount of funds raised at the district level for elementary, middle, and high schools. Reference was made to the district School Audit Report and/or PTA or Booster Audit Report to substantiate fund amounts. Table 18 equates the commercialism impact per reference to School Audit Reports:

Table 18

2005 School Audit Reports

District		Average Amount		Commercialism Impact
Rural / 449 schools	x	\$15,000.	=	\$6,735,000.
Suburban / 511 schools	x	\$40,000.	=	\$20,440,000.
Urban / 886 schools	x	\$60,000.	=	\$53,160,000.

The online survey presented to superintendents of the 132 school districts in the Commonwealth of Virginia focused on the acceptance of commercial advertising outside the building (Type I), inside the building but not in the classroom (Type II), and inside

the classroom (Type III). Koval (2003) completed his dissertation on *Commercialism in Public Schools: A Study of the Perceptions of Teachers and Administrators on Accepting Corporate Advertising* in the Omaha School District of Omaha, Nebraska. Appendix C references Dr. Koval's permission to use and modify his survey for this study. Question 1 reflects school district code, question 2 district size, question 3 gender, and question 4 years of experience as superintendent. Questions 5-35 address acceptability of the subtypes of commercialism and question 36 focuses on reasons for opposition to commercialism. Question 37 addresses policy or guidelines needed on commercialism. Questions 38-40 were added to address whether the school or district maintained responsibility for approval of funds generated through commercialism, whether funds derived through commercialism by the PTA, Band Boosters, or Athletic Boosters were maintained on the school account, and whether funds obtained by the PTA, Band Boosters, or Athletic Boosters were subject to policy by the school district concerning commercialism. Approximately, 50 percent of the superintendents (66) from the 132 school districts responded to the online survey.

This chapter interprets the findings from the data analysis presented in Chapter 4. Results from that chapter will be used as a basis for discussion and conclusions drawn from the study used to make recommendations for further research.

Discussion

Research Question 1

What type or types of commercialism is acceptable or unacceptable to superintendents?

The overall mean score of superintendents responding to the 31-item subscale dealing with acceptability of commercialism was 2.3551 (standard deviation=.8621) with the highest being 3.27 (standard deviation=.751) on a Likert scale of 1 to 4. The scale represented never acceptable=1, rarely acceptable=2, sometimes acceptable=3, and always acceptable=4. Printed programs outside the building had the highest mean score of 3.27 (standard deviation=.751). Overall, 15 subtype areas of commercialism fell in the acceptable range (greater than 2.00) and 16 subtype areas fell in the non-acceptable range. Table 19 addresses areas of acceptable and unacceptable types of commercialism.

Table 19

Areas of Acceptable and Unacceptable Types of Commercialism

Acceptable Types	Unacceptable Types
Printed programs for sports contests (outside the building)	Billboards (outside the school building)
Ads or logos on football stadium scoreboards (outside the building)	Buildings names for donors (outside the school building)
Ads or logos in the school newspaper (outside the building)	Sponsorship of a sports team (outside the school building)
Soft drink machines (inside the building but not inside the classroom)	Ads on the district website (outside the school building)
Other vending machines (inside the building but not inside the classroom)	Fast food franchises (inside the building)
Collecting box tops or labels (inside the building but not inside the classroom)	Advertising in the hallways on banners and posters (inside the building)
Other sales like candles and novelties (inside the building but not inside the classroom)	Shows and videos (inside the classroom)
Collecting store receipts (inside the building but not inside the classroom)	Ads broadcast on TV monitors (inside the classroom)

Table 19 (continued)

Areas of Acceptable and Unacceptable Types of Commercialism

Acceptable Types	Unacceptable Types
Candy sales (inside the building but not inside the classroom)	Advertising on the gym walls (inside the classroom)
Exclusive soft drink contracts (inside the building but not inside the classroom)	Other sales (inside the classroom)
Book sales promoted by teachers or staff (inside the classroom)	Market research (inside the classroom)
Presentations in the classroom (inside the classroom)	Other types (inside the classroom)
Ads or logos on calendars (inside the classroom)	Candy Sales (inside the classroom)
Ads or logos in the school newspaper (inside the classroom)	Advertising on the gym floor (inside the classroom)
Ads or logos on book covers (inside the classroom)	Staff actively promoting a product (inside the classroom)
	Advertising such as banners or posters (inside the classroom)

Research Question 2

Is the perception of commercialism viewed differently by superintendents in rural, suburban, and urban districts?

A One-Way Anova Summary was compiled for Type I Advertising outside the building, Type II Advertising inside the building but not in the classroom, and Type III Advertising inside the classroom. An alpha level of $p=.05$ was chosen to determine

significant difference. A significant difference was found for the following: (a) ads or logos on football stadium scoreboard (outside the building), (b) ads or logos in printed programs for sports contest (outside the building), (c) exclusive soft drink contracts (inside the building), (d) candy sales (inside the building), and (e) other sales such as candles and novelties (inside the building). A Two-Way Anova Summary analysis was completed comparing district size and gender to the subtype areas of commercialism with no significant difference existing $p>.05$. Also, a Two-Way Anova Summary analysis was completed comparing district size and experience to the subtype areas of commercialism with no significant difference existing $p>.05$.

Research Question 3

Is there a need for policies or guidelines to control commercialism in the schools?

A One-Way Anova Summary was compiled for the independent variable district size and compared to opposition to commercialism, need for policy, and responsibility to accounts. No significance was found from the analysis summary.

Cross-tabulations were used to show differences in response among superintendents for district size in determining a relationship between opposition to commercialism, policy, and responsibility of accounts. Superintendents were mostly concerned with how commercialism would influence students and influence the curriculum. Also, superintendents were concerned about the effect of commercialism on the poor nutrition of students. Approximately, 73 percent of the superintendents responded “yes” to policy or guidelines were needed on commercialism. Superintendents from all district sizes were evenly split on school generated and approval of funds. Sixty-six percent of superintendents from all district sizes indicated that funds derived through

commercialism for PTA, Band Boosters, and Athletic Boosters should not be maintained on school accounts. Fifty-five percent of superintendents from all districts indicated that funds obtained from by the school PTA, Band Boosters, or Athletic Boosters were not subjected to a district policy on commercialism.

Recommendations

Commercialism in public schools is seen as markets for vendors, venues for advertising and marketing, and commodities to be bought and sold (Petrina, 2006). Commercial advertising on school menus, textbooks, yearbooks, buses, athletic scoreboards, sidewalks, and through technology are ways marketers spend billions of dollars to reach students as consumers. Television, newspapers, curriculum kits, magazines, and web sites are other media means of entering the classroom for purposes of influencing student learning. Zollo (1995) indicated that students comprise a consumer population with spending power that exceeds 100 billion dollars annually. Thus, marketing experts encourage businesses and corporations to make long-term commitments to support public schools (Edmondson, 1994). The Council for Corporate and School Partnerships (2002) cited that schools receive \$2.4 billion a year from it calls “business partnerships” with corporations (*Cashing in on the Classroom*, CERU-0401-191-RW.pdf, p.1).

Implications

The 31-item subscale dealing with acceptance of commercialism reflects the perceptions of superintendents in regards to advertising outside the school building, inside the building but not in the classroom, and inside the classroom. Superintendents were acceptable to commercialism in fifteen subtype areas and not acceptable to 16 areas.

Ads and logos on football scoreboards, ads or logos in printed programs for sports contests, exclusive soft drink contracts, candy sales, and other sales were significant when a One-Way Anova Summary compared districts to acceptance of subtypes of commercialism. School districts have throughout the years allowed ads or logos on football scoreboards and in printed programs for sports contests; however, the competition to advertise and the market power to reflect a particular vendor's name on a scoreboard for a two or three year period is enticing. The same holds true for fundraising companies, soft drink vendors, and other snack vendors who wish to obtain contracts with schools knowing solidarity in sales and product impression to students and staff. This is an excellent way for businesses and corporations to build "brand loyalty" with students.

There is opposition to commercialism in schools from The Center for Commercial-Free Public Education in California and the Commercialism Education Research Unit (CERU) at Arizona State University (Koval, 2003). CERU has monitored media references to commercialism since 1990 and officially started archiving types of commercialism. Molnar (2002) stated that CERU defines and tracks media references to eight categories of commercial activity in schools through searches on news archival services. The media references are: (a) sponsorship of programs and activities, (b) exclusive agreements, (c) incentive programs, (d) appropriation of space, (e) sponsored educational programs, (f) electronic marketing, (g) fund raising, and (h) privatization. Commercialism in the schools reflects is a complex phenomenon that reflects powerful economic, political, social, and cultural factors.

Superintendents were allowed to make multiple choices on reasons for opposition to commercialism (question 36). Eighty-five percent of superintendents who responded to the online survey stated that commercialism may influence students while 72 percent indicated that would promote poor nutrition. Approximately, 45 percent stated that commercialism gives up control of the school and 30 percent indicated it would impact the curriculum. Eleven percent of superintendents indicated that taxpayers should pay for the cost of educating students and six percent viewed wealthier schools getting richer at the expense of commercialism. Businesses and corporations want to be in schools because they have access to children as consumers and the influence of children on their parents' consumer choices. Opposition from groups like CERU has forced districts to limit or eliminate commercial advertising in the schools (Bell, 2002b; Molnar, 2002).

Research on commercialism in schools was found in the literature and only the instrument referenced from Koval's study (2003) for measuring the acceptability of commercialism was found. Koval's study focused on teachers' and administrators' perceptions on accepting corporate advertising in a school district of Nebraska. The modified survey in this study serves as an application of future research from Koval's study with focus on superintendent's perceptions regarding type or types of commercialism acceptable or unacceptable in the Commonwealth of Virginia.

Summary

Public schools in the Commonwealth of Virginia in 2005 raised over 80 million dollars through commercial means (Table 18). The National School Board Association indicated policy was left to each state and the Virginia School Board Association

(VSBA) representative indicated in the last five years the organization had not received a policy request on commercialism from a school district.

Internal school district policies or guidelines may exist for districts or organizations operating under the umbrella of the school or district. Questionably, is how many districts do not have policies or guidelines and what impact that carries as result of misappropriation of funds obtained under the school or district name, but not audited. Also, the question could be asked what percentage of funds obtained through commercialism means are reported by the school or district to the local governing body to offset appropriations. This practice would appear only to exacerbate the use of commercialism in obtaining funds for school and district use.

Minimum research is available on the topic of commercial advertising in schools. Archiving through The Center for Commercial-Free Public Education in California, CERU and Koval's study were major sources of information along with references noted for this study. The Virginia School Board Association would benefit from the study since it reflects 50 percent of the superintendents in the Commonwealth of Virginia regarding the perceptions of accepting corporate advertising in Virginia. Additional research would assist the VSBA and school districts in deciding the types and degrees of acceptable or unacceptable commercialism. A policy from the VSBA or affiliate organizations for the superintendents must take under advisement the varied business and commercial groups and the district's policy on those groups. There is a need to balance school budgets without raising taxes along with the need to understand opposition to commercialism and acceptance of commercialism types.

Furthermore, another approach would be a qualitative study with business and commercial vendors within or across school districts in Virginia to determine their viewpoints of acceptable advertising and policies or guidelines by school districts on commercialism.

Long-term a national study should be undertaken to view a sampling of superintendent's perspectives in all 50 states. Monetary gain is important to businesses and corporations and equally important to school districts as marketers have linked commercial products to educational goals by sponsoring literacy programs, reading projects, communication skills-training, and anti-drug campaigns. Rewarding students for good performance and attendance with coupons for products and free meals have been a lure to meet standardized test criteria and No Child Left Behind guidelines (Molnar & Garcia, 2005).

Finally, administrative preparation classes cover legal and financial aspects of public school operation; however, neither class adequately addressed policy and procedures on the topic of commercialism. Professorial staff may wish to consider focus on the topic of commercialism in public schools and allow students to research the topic in determining available policies or guidelines which districts have instituted. GAO Report (2000) found that in most cases, school administrators are responsible for making decisions about commercial activities. Because decisions are made at the school level, different preferences of school administrators will result in different levels of commercial activities across districts and across schools in the same districts. Continued review of the GAO Report (2000) revealed that nationwide only general laws and regulations that apply to all businesses or govern school finance usually cover school-based commercial

activities. Nineteen states currently have statutes or regulations that address school-related commercial activities, but in 14 of these states the regulations or statutes are not comprehensive and permit or restrict only certain types of activities.

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Appendix A

NSBA Response to Policy on Commercialism

Subj: **RE: Commercialism**
Date: 3/10/2006 6:05:00 PM Eastern Standard Time
From: info@nsba.org
To: Browderbob@aol.com

Hello Bobby,

I'm afraid that our organization does not produce model school district policies. You could contact the Virginia School Boards Association in Charlottesville to see if there is a recommended policy for the state of Virginia. Have you tried the following site for legislation information?

http://www.asu.edu/educ/epsil/CERU/CERU_Legislation.htm

Dottie Gray
NSBA Library

From: Browderbob@aol.com [mailto:Browderbob@aol.com]
Sent: Wednesday, March 08, 2006 9:00 PM
To: info@nsba.org
Subject: Commercialism

Hello:

My name is Bobby Browder and Doctoral Candidate through Va. Tech. My dissertation topic is "How Commercialism Impacts Public Education in the Commonwealth of Virginia". I am interested in receiving NSBA Policy on "Commercialism" and would also like to have the names of states/references which have passed guidelines on "commercialism" in public schools. The National Business Council references 19 states, but I cannot locate additional material indicating which states nor guidelines. Any material that could be emailed would be welcomed. My mailing address is as follows: 12341 New Market Mill Road, Beaverdam, Va. 23015. I am willing to reciprocate NSBA if there is a cost.

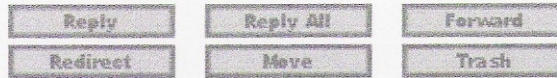
Sincerely,

Bobby R. Browder

Friday, March 10, 2006 America Online: Browderbob

Appendix B

VSBA Policy on Commercialism



Subject: Re: Re: VSBA Policy on "Commercialism"

Date: Mon, 27 Mar 2006 10:18:31 -0500

From: "Elizabeth Ewing" <ewing@vsba.org>

To: "Bob Browder" <bob.browder@brun.k12.va.us>

Cc:

Bob,

I'm attaching three policies which I think you may find helpful.

Best wishes,
Elizabeth

At 12:06 PM 3/26/2006, you wrote:

>Ms. Ewing:

>

>Were you able to locate any proposed VSBA policy on "Adverting or
Market

> Research". Commercialism may be under disguised under this subtitle.

>Any assistance would be greatly appreciated.

>

>Bobby R. Browder

>Doctoral Candidate

>Virginia Tech

>

>

>"Elizabeth Ewing" wrote:

>-----

>

> >Dear Mr. Browder.

> >

> >Your dissertation topic sound fascinating. As a former economics
>major, I

> >find the idea that profit motives impact public education in Virginia
>very

> >interesting.

> >

> >The VSBA has not written a sample policy on commercialism. I've been
>in

> >this position for just over five years and have never had a division
> >express any interest in such a policy. In light of the fact that
>school

> >divisions are local government entities, they, of course, do not seek
> >profits. Thus, I am guessing that you are using the term in a sense
>which

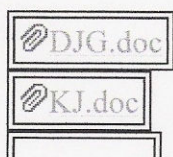
> >is broader than its traditional meaning, but I am a little unsure as
to

>

> >exactly the type of policy for which you are looking. If you would

>like to
> >explain what it is you are looking for, I would be happy to send you
>copies
> >of any policies that do pertain to that topic or issue.
> >
> >By the way, I do have access to the NSBA policies, and searched them
>for a
> >policy entitled "commercialism." I did not locate such a policy.
> >
> >Best wishes,
> >Elizabeth
> >
> >
> >
> >At 09:42 AM 3/16/2006, you wrote:
> >>Good Morning Ms. Ewing:
> >>
> >>I know you have been out of the office and possibly deluged with
>emails.
> >> I am completing my disseration through Va. Tech with my topic how
> >>"Commercialism Impacts Public Education in the Commonwealth of
> >>Virginia". I would like to have a copy of the VSBA policy on
> >>"Commercialism" and any other policy closely identified to the
>topic.
> >>Also, could you tell me how many divisions in Commonwealth have the
> >>policy. I have already contacted the NSBA for similar information.
> >>
> >>
> >>Bobby Browder
> >>Doctoral Candidate
> >>434-848-6263 Office
> >>434-848-6205 Fax
> >
> >Elizabeth Ewing
> >Director, Legal and Policy Services
> >Virginia School Boards Association
> >2320 Hunters Way
> >Charlottesville, Virginia 22911
> >434-295-8722
> >434-295-8785 (fax)
> >
> >

Elizabeth Ewing
Director, Legal and Policy Services
Virginia School Boards Association
2320 Hunters Way
Charlottesville, Virginia 22911
434-295-8722
434-295-8785 (fax)



VENDOR RELATIONS

Access to School Premises

No vendor, agent, or sales representative may enter the schools to advertise or sell goods or services to employees or students except as provided herein. Anyone found soliciting goods or services to students or employees in the schools or on school property during school hours without authorization shall be subject to legal action.

Vendors are not permitted to make appointments with individual School Board employees without the permission of the principal or the superintendent or his/her designee. No vendor is permitted to sell, arrange demonstrations of products or services, or take orders for goods or services without prior authorization from the principal or superintendent or his/her designee.

This does not prevent authorized representatives of firms regularly supplying goods and services to the school division from having access to the schools in the course of their routine business duties.

Prohibition on Solicitation or Acceptance of Gifts

No employee with responsibility for a procurement transaction may request, accept, or agree to accept from a bidder, offeror, contractor or subcontractor anything of more than minimal value unless consideration of substantially equal or greater value is exchanged.

Disclosure of Subsequent Employment

No employee or former employee with official responsibility for procurement transactions may accept employment with any bidder, offeror or contractor with whom the employee or former employee dealt in an official capacity concerning procurement transactions for a period of one year from the end of employment by the school division unless the employee or former employee provides written notification to the division prior to commencement of employment by that bidder, offeror or contractor.

Adopted:

Legal Refs.: Code of Virginia, 1950, as amended, §§ 2.2-4370, 2.2-4371, 22.1-78, 22.1-293(B, D).

Cross Ref.: KI Public Solicitations in the Schools

ADVERTISING IN THE SCHOOLS

Individual schools may not endorse or imply endorsement of any product. All requests for endorsement should be directed to the superintendent or his/her designee.

In order to solicit advertisements from merchants and business establishments for school publications, school organizations must secure approval from the principal. If there is need for policy clarification, the principal shall consult with the superintendent.

Commercial establishments whose source of revenue is the sale of intoxicants may not advertise in school publications.

Neither the facilities, nor the staff, nor the students of any school may be employed in any manner for advertising or otherwise promoting the interests of any commercial or other non-school organization. The superintendent may at his/her discretion authorize announcements for activities and programs that have educational or recreational value.

Adopted:

Legal Ref.: Code of Virginia, 1950, as amended, § 22.1-78.

Cross Ref.: DJG Vendor Relations
KQ Commercial, Promotional, and Corporate Sponsorships and Partnerships

Appendix C

Approval Requested to Use Survey

Subj: **Re: Approval Requested to Use Survey**
Date: 6/27/2005 5:55:13 PM Eastern Daylight Time
From: gerard.kowal@ops.org
To: Browderbob@aol.com

Good luck on your dissertation! CERU has quite a bit of information on amounts and types of commercialism, but nothing on acceptability. You are welcome to use my survey but please note the source, since it is copywrited. I can send you a digital copy, if that would be easier for you to use. I was disappointed that I couldn't find a survey to use. It took alot of extra time developing the survey and then testing for validity and reliability, so I hope I am able to save you some time. Again, good luck!
Jerry

Dr. Gerard J. Kowal
Dean of Students
South High School
4519 S. 24 St.
Omaha, NE 68107
(402) 557-3608
gerard.kowal@ops.org

Browderbob@aol.com writes:

>Dr. Koval:

>

>My name is Bobby Browder and doctorate student at Va. Tech. Currently, I
>am a middle school principal in a school district of 52,000 students. My
>interest has been in school business partnerships and how commercialism
>impacts public education. I am requesting permission to use your survey
>as part of my dissertation (School Business Partnerships: A Study of the
>Perceptions of Administrators on Accepting Commercialism in Virginia).

>

>Also, I would like to commend you on the research and final product. Your
>dissertation flows smoothly and addresses a hot topic with little
>research available other than through CERU.

>

>Sincerely,

>

>Bobby R. Browder
>[<mailto:Browderbob@aol.com>]Browderbob@aol.com
>804-227-3012 (Home)
>804-338-4717 (Cell)

Monday, June 27, 2005 America Online: Browderbob

Appendix D
IRB Exempt Approval



VirginiaTech


Office of Research Compliance
Institutional Review Board
1880 Pratt Drive (0497)
Blacksburg, Virginia 24061
540/231-4991 Fax: 540/231-0959
E-mail: moored@vt.edu
www.irb.vt.edu

FWA00000572(expires 7/20/07)
IRB # is IRB00000667.

DATE: January 5, 2007

MEMORANDUM

TO: Theodore Creighton
Bobby B. Browder

FROM: David M. Moore 

SUBJECT: **IRB Exempt Approval:** "Commercialism in Public Schools: A Study of the Perceptions of Superintendents Accepting Corporate Advertising in Virginia", IRB # 06-733

I have reviewed your request to the IRB for exemption for the above referenced project. I concur that the research falls within the exempt status. Approval is granted effective as of January 4, 2007.

As an investigator of human subjects, your responsibilities include the following:

1. Report promptly proposed changes in previously approved human subject research activities to the IRB, including changes to your study forms, procedures and investigators, regardless of how minor. The proposed changes must not be initiated without IRB review and approval, except where necessary to eliminate apparent immediate hazards to the subjects.
2. Report promptly to the IRB any injuries or other unanticipated or adverse events involving risks or harms to human research subjects or others.

Appendix E
Survey Instrument

Commercialism in Public Schools Survey

As a Virginia Tech Doctoral candidate, I am investigating Superintendent perceptions of Commercialism in Public Schools (IRB # 06-733). Your input is valuable and needed. Two former superintendents serve as my dissertation chairs: Dr. Travis Twiford and Dr. Theodore Creighton. Since the purpose of collecting this information is to provide accurate information, you are encouraged to be as honest and forthright as possible in your responses.

Please indicate your Virginia district code and answer questions 1-40. It will take approximately 15 minutes to answer all questions on the survey. Thank you!

Bobby R. Browder
Virginia Tech

1. What is your school district code?
 - a. Other (please specify) _____
2. What is your school district size (choose student enrollment and rural, suburban or urban)?
 - a. 1-5000 students
 - b. 5001-15,000 students
 - c. 15,001 and above
 - d. rural district
 - e. suburban district
 - f. urban district
3. What is your gender?
 - a. Male
 - b. Female
4. How many years of experience do you have as superintendent?
 - a. 1-5 years
 - b. 6-10 years
 - c. 11-15 years
 - d. 16-20 years
 - e. 21 years and above

You may not have a policy on commercialism in your school district. Please answer the following questions about the particular type of commercialism addressed, whether or not, it is present in the district. The commercialism would not include any controversial advertising.

The following group of questions deals with commercialism outside the school building.

5. Corporate/business ads or logos on football stadium scoreboards?
 - a. Never acceptable
 - b. Rarely acceptable
 - c. Sometimes acceptable
 - d. Always acceptable
6. Corporate/business ads or logs in printed programs for sports contests, activities, etc?
 - a. Never acceptable
 - b. Rarely acceptable
 - c. Sometimes acceptable
 - d. Always acceptable
7. Corporate/business ads or logos on billboards/electronic signs outside the school building?
 - a. Never acceptable
 - b. Rarely acceptable
 - c. Sometimes acceptable
 - d. Always acceptable
8. Corporate/business sponsorship of a sports team?
 - a. Never acceptable
 - b. Rarely acceptable
 - c. Sometimes acceptable
 - d. Always acceptable
9. Corporate/business ads or logos in the school newsletter?
 - a. Never acceptable
 - b. Rarely acceptable
 - c. Sometimes acceptable
 - d. Always acceptable
10. Corporate/business ads or logos on the district's website?
 - a. Never acceptable
 - b. Rarely acceptable
 - c. Sometimes acceptable
 - d. Always acceptable

11. School buildings or other facilities named for donors or corporations/businesses?
- a. Never acceptable
 - b. Rarely acceptable
 - c. Sometimes acceptable
 - d. Always acceptable

The following group of questions deals with commercialism inside the school building but not inside the classroom.

12. Soft drink machines in the building?
- a. Never acceptable
 - b. Rarely acceptable
 - c. Sometimes acceptable
 - d. Always acceptable
13. Other vending machines (e.g. snack) in the building?
- a. Never acceptable
 - b. Rarely acceptable
 - c. Sometimes acceptable
 - d. Always acceptable
14. Exclusive soft drink contracts?
- a. Never acceptable
 - b. Rarely acceptable
 - c. Sometimes acceptable
 - d. Always acceptable
15. Collecting (outside the classroom) box tops or labels for fundraising?
- a. Never acceptable
 - b. Rarely acceptable
 - c. Sometimes acceptable
 - d. Always acceptable
16. Corporate/business (non adopt-a-school partner) advertising in the hallways (e.g. banners or posters)?
- a. Never acceptable
 - b. Rarely acceptable
 - d. Sometimes acceptable
 - e. Always acceptable

17. Collecting local store receipts (outside the classroom) for money or goods?
 - a. Never acceptable
 - b. Rarely acceptable
 - c. Sometimes acceptable
 - d. Always acceptable
18. Candy sales (outside the classroom) for fundraising?
 - a. Never acceptable
 - b. Rarely acceptable
 - c. Sometimes acceptable
 - d. Always acceptable
19. Other sales (outside the classroom) like candles, gift-wrap, novelties, etc. for fundraising?
 - a. Never acceptable
 - b. Rarely acceptable
 - c. Sometimes acceptable
 - d. Always acceptable
20. Fast food franchise(s) in the building (with a percentage of the profits going to the school)?
 - a. Never acceptable
 - b. Rarely acceptable
 - c. Sometimes acceptable
 - d. Always acceptable

The following group of questions deals with commercialism inside the classroom.

21. Corporate/business advertising on the gym walls with the gym being used for games, classes, and/or as a cafeteria (e.g. banners, posters, or scoreboard, etc)?
 - a. Never acceptable
 - b. Rarely acceptable
 - c. Sometimes acceptable
 - d. Always acceptable
22. Corporate/business advertising on the gym floor with the gym being used for games, classes, and/or cafeteria (e.g. corporate/business logos)?
 - a. Never acceptable
 - b. Rarely acceptable
 - c. Sometimes acceptable
 - d. Always acceptable

23. Corporate/business advertising in the classroom (e.g. banners, posters, etc.)?
- a. Never acceptable
 - b. Rarely acceptable
 - c. Sometimes acceptable
 - d. Always acceptable
24. Corporate/business ads or logos in the school newspaper – distributed to students in the classroom?
- a. Never acceptable
 - b. Rarely acceptable
 - c. Sometimes acceptable
 - d. Always acceptable
25. Corporate/business ads or logos on calendars displayed in the classroom (e.g. Union Pacific, Food Lion, etc.).
- a. Never acceptable
 - b. Rarely acceptable
 - c. Sometimes Acceptable
 - d. Always acceptable
26. Corporate/business ads or logos on book covers, mouse pads, or student Planners (e.g. milk, music, etc.)?
- a. Never acceptable
 - b. Rarely acceptable
 - c. Sometimes acceptable
 - d. Always acceptable
27. Corporate /business ads or logos in shows/videos shown in the classroom?
- a. Never acceptable
 - b. Rarely acceptable
 - c. Sometimes acceptable
 - d. Always acceptable
28. Corporate/business ads or logos broadcast on television monitors in the classroom?
- a. Never acceptable
 - b. Rarely acceptable
 - c. Sometimes acceptable
 - d. Always acceptable
29. Scholastic or other book sales – promoted by teachers or staff in the schools?
- a. Never acceptable
 - b. Rarely acceptable
 - c. Sometimes acceptable
 - d. Always acceptable

30. Teachers or other staff actively promoting a product in the classroom?
- a. Never acceptable
 - b. Rarely acceptable
 - c. Sometimes acceptable
 - d. Always acceptable
31. Corporate/business sponsored presentations in class (e.g. banking, business, culinary arts, etc.)?
- a. Never acceptable
 - b. Rarely acceptable
 - c. Sometimes acceptable
 - d. Always acceptable
32. Teachers or other staff conducting market research on students in the classroom?
- a. Never acceptable
 - b. Rarely acceptable
 - c. Sometimes acceptable
 - d. Always acceptable
33. Candy sales (inside the classroom) for fundraising?
- a. Never acceptable
 - b. Rarely acceptable
 - c. Sometimes acceptable
 - d. Always acceptable
34. Other sales (inside the classroom) like candles, gift-wrap, novelties, etc. for fundraising?
- a. Never acceptable
 - b. Rarely acceptable
 - c. Sometimes acceptable
 - d. Always acceptable
35. Other type of commercialism not listed previously (please describe)
_____?
- a. Never acceptable
 - b. Rarely acceptable
 - c. Sometimes acceptable
 - d. Always acceptable

36. Why do you think there is opposition to commercialism in schools? Please check all that apply and fill in any other reasons that you feel may apply.
- a. Gives up control of the school
 - b. May influence students
 - c. May influence the curriculum
 - d. Promotes poor nutrition
 - e. Wealthier schools may get richer
 - f. Taxpayers should pay for education
 - g. Other(s) (please write) _____
37. Do you feel as superintendent that the school district needs a policy on commercialism?
- a. Yes
 - b. No
38. Please indicate whether the school that generates funds through commercialism or the district maintains the responsibility for approval of funds?
- a. School Generated and Approval of Funds
 - b. School Generated with District Approval of Funds
 - c. District Generated and Approval of Funds
39. Are fund derived through commercialism for PTA, Band Boosters, and Athletic Boosters maintained on school accounts?
- a. Yes and Audited as Part of School Account
 - b. No, Independently Audited with Report Provided to School
40. Funds raised by the school PTA, Band Boosters, or Athletic Boosters are not Subjected to policy by the school district concerning commercialism?
- a. Yes
 - b. No

THANK YOU

Appendix F

First Notification Letter to Superintendents

Bobby R. Browder
12341 New Market Mill Rd.
Beaverdam, Virginia 23015

January 9, 2007

Dear Superintendent:

I am a doctoral student at Virginia Tech and employed with Prince George County Public Schools. I am working on a dissertation that studies *Commercialism in Public Schools: A Study of the Perceptions of Superintendents Accepting Corporate Advertising in Virginia* (IRB# 06-733). Dr. Theodore Creighton and Dr. Travis Twiford, former school superintendents, serve as my dissertation chairs.

Increasingly, businesses and corporations of all sizes are becoming involved in many different ways with school districts. Businesses and corporation are constantly making inroads into schools. In exchange for advertising space and marketing research, businesses and corporations provide money, teaching materials, technology resources, and sports equipment. My study focuses on types of advertising and impact within the division. Your cooperation is requested in gathering this needed information.

Please complete the electronic survey entitled **Commercialism in Public Schools** by 1/31/07. The survey will be posted via www.surveymonkey.com/s.asp?u=375952932576. It will take approximately 15 minutes to complete the survey. School districts will be identified by your Virginia district code and all correspondence will remain confidential.

Thank you for assisting me with the study. Also, I will be glad to provide you a summary of the findings for district use. You may contact me at bbrowder@vt.edu or 804-338-4717 if there are questions.

Sincerely,

Bobby R. Browder
Doctoral Candidate
Virginia Tech

Appendix G

Second Notification to Superintendents

Bobby R. Browder
12341 New Market Mill Rd.
Beaverdam, Virginia 23015

February 1, 2007

Dear Superintendent:

On January 9, 2007 I forwarded correspondence to you regarding my dissertation study *Commercialism in Public Schools: A Study of the Perceptions of Superintendents Accepting Corporate Advertising in Virginia* (IRB# 06-733). Dr. Theodore Creighton and Dr. Travis Twiford, former school superintendents, serve as my dissertation chairs. A request was made to complete the electronic survey **Commercialism in Public Schools** by January 31, 2007. As of late today, the electronic survey had not been completed.

The survey is important to me in obtaining vital information from you on the district size, gender, and years of experience, types of advertising that impact commercialism in districts, and need for policy on commercialism. There are approximately, 40 questions on the electronic survey, and will take fifteen minutes to complete.

The electronic survey entitled **Commercialism in Public Schools** will remain open through February 17, 2007 for completion. The survey may be accessed through the following website: www.surveymonkey.com/s.asp?u=37595293576. A school district will be identified by your assigned Virginia district code and all correspondence will remain confidential.

Thank you for assisting me with the dissertation study. You may contact me at bbrowder@vt.edu or 804-338-4717 if there are questions. Your time and completion of the survey are greatly appreciated.

Sincerely,

Bobby R. Browder
Doctoral Candidate
Virginia Tech

VITA

Bobby R. Browder*****

**12341 New Market Mill Road
Beaverdam, Va. 23015**

Education:

**Finishing Doctorate on “Commercialism in Public
Schools: A Study of the Perceptions of Superintendents
Accepting Corporate Advertising in Virginia”**

**Completed classes for Doctorate Degree at Va. Tech (2001-2003)
Residency completed June-July 2004**

**Completed Master of Science Degree at Va. Tech in August 1976
(Major – Vocational-Technical Education with minor in
Guidance and Counseling)**

**Completed Bachelor of Science Degree at Va. Tech in December
1975 (Major – Industrial Education)**

**Completed Associate of Applied Science Degree at Southside
Virginia Community College in June 1972 (Major – Drafting &
Design)**

**Graduate of Brunswick Senior High School, Lawrenceville, Va.
in June 1970**

Endorsements

**Superintendent
Administrative and Supervision Prekindergarten-12
Mechanical Drawing
Specific Learning Disabilities Kindergarten-12
Technology Education
(Educational Technology Standards have been met)**

VITA of Bobby R. Browder (continued)

Experience

Assistant Superintendent of Prince George County Public Schools August 1, 2007 to Present

Director of Pupil Personnel for Brunswick County Public Schools July 1 through June 30, 2006

Principal of Mount Vernon Middle School from July 2001 to June 2005

Assistant principal at Fairfield Middle School from August 1999 until June 2001

Assistant Principal at Henrico High School from August 1998 until July 1999

Summer Academy Coordinator at J. R. Tucker High School in 2000 and Henrico High School in 1999

Director of Pupil Personnel with Brunswick County Public Schools from 1983-1998

Visiting Teacher/School Social Worker with Brunswick County Public Schools from 1979-1983

Department Chair of Industrial and Vocational/Art/Music Areas at Henrico High School in 1978-1979

Industrial and Vocational Education Instructor for Henrico County Public Schools from 1976-1978 at Highland Springs High School

VITA of Bobby R. Browder (continued)

Other Experience

Consultant to State Department of Education – Participated in 22 Administrative Reviews (State and Federal Monitoring of Regular and Special Education) from 1979 to present

Part-time contractor with completion of drafting and Engineering work for facilitation of construction

Adjunct instructor for Southside Virginia Community College (GED Program) and Norfolk State University

Manuscript reader and advisor of educational publications for Corwin Press

Agency Affiliation

Member of Association of Supervision and Curriculum Development (State and National)

Member of National Middle School Association

Former Board member of Southside Community Services Board for Mental Health/Mental Retardation/Substance Abuse Services

Former Board member of Alberta Health Care which provided Federal health care services

Former school division representative for Family Assessment Planning Team and Comprehensive Services Team, as needed (residential and day treatment services for special needs children)

Civic Affiliation

Member of West Henrico Kiwanis Club

Guest speaker for Henrico Rotary Club

Sunday School President for Scotchtown Ward/Latter Day Saints

VITA of Bobby R. Browder (continued)

Accomplishments

Completed VAAP and VGLA Scoring Training Institutes through Department of Education March 2006

Completed Classroom Walk-Through Training using Palm System in March 2006

2006 State Special Education State Task Force member working on Part C Reporting and Disproportionality Issues

Developed Child Abuse and Recognition CD and Video for Brunswick County Public Schools

Completed Marzano Training in 2005 with Henrico County Public Schools

Worked with State Department of Education on Educational Leadership Task Force (goal to seek middle and high school principals' input on ways to effect change in schools and proven methods to achieve accreditation)

Teamwork in moving Mount Vernon Middle School from no accreditation to Accreditation with Warning in 2004 (Student attendance increased to 90 percent with reduction in discipline by 50 percent)

Served as consultant to State Department of Education for other school divisions in the area of Alternative Education (Mount Vernon hosted the State Alternative Education Conference in 2002)

Directed Virginia School Census in Brunswick for five terms and applied research and planning for school construction, personnel, and budgetary needs

VITA of Bobby R. Browder (continued)

Additional Accomplishments

Assisted Henrico Human Resources Department in State and National Recruitment of staff members

Served on Henrico's Disciplinary Review Committee for review of Code of Conduct and proposed alignment to State guidelines

Implemented staff development training at New Bridge Middle School, Mount Vernon Middle School, and Fairfield Middle School on the Boy's Town Behavioral Systems Program

Developed the Discipline with Dignity Program Fairfield Middle School

Developed Homebound/Continuing Education, Child Study Team, Bloodborne Pathogens, Section 504, School Health Advisory, and Guidance Counseling Manuals for Brunswick County Public Schools