# A DESCRIPTIVE STUDY OF TRAVEL AND TOURISM EDUCATION PROGRAMS AT THE SECONDARY SCHOOL LEVEL IN THE UNITED STATES

by

**Madeline Ardell Thompson**

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**APPROVED:**

K. Eschenmann, Chairman

J. Greenberg

P. O'Reilly

J. Hoerner

C. Pinder

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Dr. K. Kurt Eschenmann, Chairman

Vocational and Technical Education Department

(Abstract)

This study describes the students, educators, and programmatic thrusts of travel and tourism education programs at the public high school level in the United States. Specifically, it looked at 39 educators in 30 high school travel and tourism programs. Reviewing literature revealed that descriptions of these programs did not exist. Therefore, this study is exploratory in nature.

The research population included regular members of the Society of Travel and Tourism Educators (STTE) and the Council for Hospitality, Restaurant, and Institutional Education (CHRIE). Questionnaires were mailed to a total of 87 members who were active in 1994. A total of 39 or 45% of the members were included in the data.

The data were transcribed for statistical analysis; frequency and percentages were employed to describe these students, educators and programmatic thrusts.

Based on the data the following conclusions were reached:

1. Travel and tourism programs at the secondary school level utilize articulation agreements;
2. The location of secondary school travel and tourism programs and significant tourism

sites is high;

3. There is a need for on-going staff development and /or vocational institutes in secondary school travel and tourism programs;
4. There are similarities of mission, structure, and curriculum among travel and tourism educational programs at the secondary school level, and
5. Travel and tourism programs at the secondary school level should be marketed more to the non-college bound, males, minorities, and to students with disabilities.

*Dedication*

*To family and friends*
*for a lifetime of*
*help and love,*

*and*

*To those who have been*
*or are in distance learning programs.*

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# CHAPTER 1

# BACKGROUND OF THE STUDY

## Introduction

Travel and tourism is the temporary movement of persons to destinations at least 100 miles away from their normal habitats and activities (Mathieson and Wall, 1982). It involves the "study of . . . establishments which respond to the requirements of travelers, and of the impact that they have on the economic, physical and social well-being of their hosts" (p. 61). Before World War II, travel and tourism was seen as a luxury industry, catering to those with both the time and money to travel. This industry has changed since that time due to improvements in infrastructure and transportation systems, the growth of inexpensive tours, and extended opportunities for leisure activities.

The contemporary travel and tourism industry is a major economic and social activity whose significance is felt worldwide. This significance is documented as it "stimulates employment and investment, modifie[s] land use and economic structure, and [makes] a positive contribution to the balance of payment in many countries throughout the world" (Mathieson and Wall, 1982, p. 1).

Waters (1990) reported that $579 billion of the $4.86 trillion United States' GNP (Gross National Product), which accounted for 27.6% of the world's GNP was spent on tourism. Waters further reported that these amounts would indicate that "...tourism now has the right to claim the position of the world's largest industry, a development predicted by futurist, Herman Kahn, in 1976. Moreover,

> travel and tourism is important to national economies around the world [,] not just for its present contributions [,] but also for its present growth potential. In the next few years, every one percent expansion in the industry can generate at least one million new jobs, $10 billion additional national product, and billions of dollars in global investment, foreign exchange receipts, and government tax revenues. If travel and tourism continues to expand in the 1990's at the same rate as during the past decade, 38 to 55 million new jobs could be created. (Quick, 1991, cited in Hawkins and Ritchie, p. 72).

According to the U.S. Travel Center, "In 1990, the U.S. collected a record $328 billion in tourism expenditures ... ." (cited in Rach, 1992, p. 3). This translated into 5.9 million jobs, $83.7 billion in wages, and 43.6 billion in tax revenues (U.S. Travel Center, cited in Rach, 1992). Globally, travel and tourism is a two trillion

dollar a year industry, touching the lives of almost everyone (Moshacher, 1989). Moreover, every country in the world competes for tourism revenues, and some countries' economies depend solely upon the revenues gleaned through travel and tourism services (MITA Newsletter, 1983). This impact is further seen in that one person in every 15 is employed in the tourism industry worldwide (Ruggia, 1991). This employment pattern exists because travel and tourism is a generic term cutting across occupational clusters, such as personal services, recreation, hospitality, and transportation. Moreover, we live in a world which is spending more time and money on leisure-oriented activities. This is especially true if we consider the interrelated businesses which, in part or whole, have to do with the movement of persons, goods, and services outside the home community for leisure and/or business purposes.

Because of the growth currently being experienced, travel and tourism will be the world's largest industry in the next six years (Hawkins and Hunt, 1988; Edgell, 1990, Toohey, 1990). Forecasters estimate that by the year 2000, 50% to 60% of the world's countries will be industrialized, causing the world's travel markets to double (Hawkins and Hunt, 1988). The technological and industrial restructuring of the next century will require continuous post-secondary education, as "training and retraining are going to be a part of every worker's life" (Brock, 1987, p. 26). Thus, this

development will be the preoccupation of United States employees (Schachter, 1988). Such predictions will have a profound effect on the United States, since they mean moving from a manufacturing to a service/informational society. Revenues will not come from goods produced, but from services rendered and information created and passed on. This means that some occupations generated in a production economy will disappear, and new careers in service sectors will be created.

"According to the U.S. Department of Commerce, tourism is the fastest growing industry in the world" (Waters, 1990, p. 7). Thus, travel and tourism will contribute to the economy of the next century by being "a potent generator of job and tax revenues" (p. 7). It will contribute . . . "as well, to educational, recreational values, and in general, enhanc[e] the quality of life in much of the [world]" (p. 7).

Tourism is a labor-intensive industry requiring trained persons who will service the wants and needs of the traveler and host community. Elizabeth McKinney, of the Boyd School of Pittsburgh, a leading travel training organization, said travel graduates face bright futures:

There are probably more jobs out there today than there ever have been--particularly entry-level positions, since more people are moving into upper-management areas of the industry. Most [students] have job

opportunities available before they graduate ("Job Picture," 1987, p. 16). A spokesperson for the McGregor School in New York said, "We cannot fill requests that come in" ("Job Picture," 1987, p. 16). Further, Cord Hansem-Strum of the New York School for Social Research in New York City said:

> Every city in those countries [industrialized nations] has gone into hock to put up a new Convention Center and . . . is desperately trying to attract business travelers. That over extension, however, is creating a vast number of jobs for the industry . . . . [M]anagement level positions are available from bath suppliers—hotels and bureaus—to corporations. (p. 16).

Other industry personnel add that "there is an incredible demand out there for people, yet not many realize what an opportunity there is. There aren't enough people to fill available jobs" ( "Hospitality Industry . . . " (1987, p. 17). What these educators indicate is that there is a growing need for people who are professionally trained in the travel and tourism field.

Travel and tourism courses and programs have proliferated in colleges and universities in recent years; when the hospitality industry is grouped with tourism, there are over 700 two-year certificate programs (Lefever and Graves, 1991) and 200 Associate degree programs (Anbros, 1990) currently in place at the community college level. Moreover, there

are almost 160 university-level programs available (Lefever and Graves, 1991).

However, the growth in tourism has created a need for training to begin even before the university years; high schools much teach courses in travel and tourism to help insure "a good supply of talent for the industry" (Friedhelm, 1989, p. 108). Some of these programs which have developed are attached to corporation entities like American Express (AMEXCO), which have created a series of high school academies for tourism in major cities within the last three years. In 1992 AMEXCO planned to expand its academies to 30 additional cities in the United States, all of which depend on tourism revenues (Blum, 1991). Creation of these secondary tourism programs also helped to alleviate one challenge Edgell (1990) says faces travel and tourism education today—"the lack of tourism education or awareness programs at the grade school and high school" (p. 117). Course work for these programs tends to focus on the development of practical and academic skills. Since the majority of the students pursue post-secondary educational opportunities, these programs are seen as a "long needed bridge" (Friedhelm, 1989, p. 108) to colleges, especially those offering tourism courses.

## Statement of the Problem

America is in the middle of what Edgell (1990) called the "services revolution," a revolution characterized by the production of services rather than goods. This transformation has caused the United States to move "from a capital-intensive economy based on physical resources to a diversified services economy increasingly based on human resources" (p. 3). Because the travel and tourism industry has become, as of 1991, a $2.5 trillion services industry, whose gross national product equals 5.5% of the world's output (Ruggia, 1991, p. 17), it has also emerged as one of the largest sources of jobs in the United States. Some forecasters predict that travel and tourism will be the front-runner in manpower and dollar volume (outstripping health services) for the next century (Friedhelm, 1989), a trend which will lead to the creation of career opportunities which must meet the needs of the traveler, host community, and travel services providers (Lundberg, 1985). However, this trend has also led to labor shortages of skilled travel personnel.

As an interdisciplinary field, travel and tourism relies heavily upon fields such as sociology, psychology, law, transportation, urban planning, marketing, and economics (Schulman, 1988). On-the-job training was the initial training method in tourism, but more formal courses and programs

arose as a result of the private sector demands, and because tourism rose as an economic force. (Rach, 1992). Edgell (1990) has found that educational and training programs emerge almost daily in response to [the] growth of the tourism industry" (p. 116). Moreover, the importance and growth of tourism is recognized by colleges and universities, as they include travel and tourism education in their programs at increasing numbers (Shafer and VanWeenen, 1983; Wolfire, 1988). While travel and tourism education has been offered only at the post-secondary level until recently. The newly-emerging high school programs, generally found in cities which depend on large visitor traffic (Friedhelm, 1989), will serve the critical function of providing skills personnel needed by the industry in the next century.

Tourism education's expansion at the post-secondary levels has precipitated research, cataloging tourism education's curricula, mission, linkages, articulation frameworks, and status. Tourism education at the public secondary level, however, is an unresearched area. This lack of a research base has created a void in the literature, especially in respect to the characteristics of its students, educators, and its programmatic thrusts at the secondary schools level.

Despite the existence of the aforementioned programs, there is nonetheless, a shortage of viable programs at the post-secondary level, and

programs appear to be non-existent at the secondary level. It is impossible to plan, develop and implement a sufficient number of effective secondary travel and tourism education programs until it is determined how many programs currently exist and what is the nature of existing programs. Therefore, the problem of this study is to determine the status of travel and tourism education programs at the secondary school level in the United States.

## Need for the Study

Since travel and tourism education on the secondary level is a recent career education addition, a review of its initial programs is essential to understand the current thinking in travel and tourism education (Messer, 1988). Such descriptions of public secondary school tourism programs, while they are in their infancy, provide valuable historical data on the educators' academic and professional backgrounds, student participation, skill development, and behavior. Data would reveal information on program enrollment, geographic location, size, curricula, mission(s), articulation agreements, and the initial programmatic thrusts. Moreover, the results of this study would be helpful to secondary vocational program developers, providing data for the creation of secondary school travel and

tourism programs, and validating existing programs' direction, components and linkages. And, with no data currently available, the results would contribute to the literature by serving as a baseline study upon which future research can be conducted. Perusal of data concerning program locations, enrollment figures, and the behavior of participants lends credence for the creation and the continuous funding of such programs by both public and private sector sources.

## Purpose of the Study

The purpose of this study is to describe travel and tourism education's students, educators, and programmatic thrusts at the public secondary school level in the United States. Specifically, this exploratory, non-hypothecated study:

1. Describes the programs' geographic location, articulated efforts, and enrollment;
2. Describes the educators which regard to educational background, and prior work experiences, and
3. Describes the student participants in respect to enrollment, types of skill development, and program completer rates.

The research questions addressed by this study were:

1. How many articulation agreements exist between secondary and post-secondary programs in travel and tourism education?
2. What is the relationship between the locations of secondary school travel and tourism education programs and areas of significant industry growth?
3. What is the formal training and industry experience of travel and tourism educators at the secondary school level?
4. What are the similarities and differences among secondary school travel and tourism education programs in respect to mission, structure, and curriculum?
5. What are the characteristics of those students enrolled in secondary school travel and tourism education programs in the United States? How many students enter the field of tourism study and/or industry upon completion?

## Definition of Terms

| | |
|---|---|
| Academic Disciplines: | "A course of study in high school which meets minimum requirements for college admission" (Shafritz et al, 1988, p.5). |
| Articulation Program | General term used to describe program coordination between education levels or units. One example occurs when high school programs are articulated with colleges and universities. Here students have specific experiences which will enhance their college success. This may be achieved through an integration of curriculum, teaching, and experiences across program levels ( Kapel and Dejnozka, 1991). |
| Career Education: | That part of school which focuses on the world of work through awareness, exploration, preparation, knowledge and specialization. It extends through all subject areas and educational levels by merging the |

| | |
|---|---|
| | academic world with the world of work (Kapel and Dejnozka, 1991). |
| Department: | "An administrative subdivision with a teaching staff responsible for instruction in a particular subject-matter area or field of study." (Shafritz et al, 1988, p.147) |
| Free Standing Program: | Programs which act independently and are not a part of other traditional curricula programs. |
| Facilitator: | One who promotes, helps to forward, adds to the attainment of a goal usually in a formal educational setting. This term is currently being applied to teachers. |
| Personal Characteristics: | A set of characteristics other than professional ones which impact upon an occupational field. This set would include such demographic data as sex, rank, experience, employment history, and job status (full or part-time). |
| Post-Secondary Education: | "Instructional programs...provided for persons who have completed or left |

| | |
|---|---|
| | educational programs in elementary and secondary school" (Shafritz et al, 1988, p. 359). |
| Professional Characteristics: | A predetermined set of requirements in an occupational field. These characteristics represent a substantial body of knowledge necessary for exercising skills needed for that occupational field (Good, 1973). This definition is currently being applied. |
| Program located within another Department: | A program division of a department which occupies the same building as the department but may have its own physical area, faculty, and students. |
| Programmatic Thrusts: | Macro-level purposes, philosophy and directions offered by a school or discipline (Shafretz et al, 1988, p. 299). |
| Secondary Education: | Education provided to students who have completed elementary and/or middle/junior high school programs. This definition |

| | |
|---|---|
| | narrows the student population to those from ninth to twelfth grades. |
| Separate School: | A school or program which is physically separated from other divisions or levels. Works as a decentralized part of an educational system. |
| Technical Disciplines: | "Those educational training programs that prepare individuals for jobs and corporations requiring technical skills" ( Kapel and Dejnozka, 1991, p. 520). |
| Tourism Education: | The "research, professional preparation, continuing education, and public services, whereby a person studies the disciplines comprising the study of [travel] and tourism" (Ibida, 1990, p. 48). |
| Travel & Tourism Industry: | The "entire spectrum of government and business activities that provides and manage the needs, wants and desires of the tourist. [It] includes agencies and groups seeking to promote [travel and] tourism[, and also,] [t]he |

residents of destination areas, educational institutions seeking to provide qualified industry personnel" (Metelka, 1990, p. 76).

Vocational Education: "Curriculum designed to prepare students for employability in an occupation that does not require a college degree."(Shafritz et al, 1988, p.491).

## Methods and Procedures

This exploratory study is designed to survey public secondary school travel and tourism educators about their programs. It is descriptive in nature, utilizing a mail questionnaire developed by this investigator. The data gleaned in this study are to be considered "soft," that is "rich in the description of people [and programs] . . . and not easily handled by statistical procedures" (Howell, 1988, p. 32). Research questions have been formulated to collect detailed, factual information, to identify current conditions, policies and practices, and to determine what these programs are doing so that others may benefit from this experience.

## Population

The population for this study was drawn from public secondary school travel and tourism educators who hold active membership in U.S. travel and tourism education organizations. They are:

1. The Society of Travel and Tourism Educators (STTE)—1994 Membership Roster, and
2. The Council for Hotel, Restaurant, and Institutional Education (CHRIE)—1994 Roster.

A total of 87 educators from 42 different programs was selected for this study. Since the 1994 secondary school membership of STTE and CHRIE was small, all 87 members were asked to participate in this study.

## Instrument

The mail questionnaire format, based upon several existing questionnaires in related fields, was utilized. Before a pilot mailing was done, this instrument was examined by a jury whose members were currently involved with travel and tourism education. This committee was supplied with research objectives, the statement of the problem, and statements of purpose and need. They were asked to critique the cover letter

and the questionnaire, particularly in terms of clarity and comprehensiveness. The changes, they suggested, which enhanced both documents' clarity and comprehensiveness, were employed.

Next, a pilot study in which nine educators participated was conducted. Criteria for participation was based upon their active membership in STTE and CHRIE and their direct involvement in travel and tourism education. Pilot respondents were instructed to place comments in the margins of the document. Their comments helped in establishing questions which were user-friendly and logical.

Additionally, an advisory committee of travel and tourism professionals who were conversant with contemporary and future employment demands of the travel and tourism industry. The final documents were developed according to the suggestions of the jury critique, the pilot study participants, and the advisory committee members.

## Data Collection

The instrument was mailed to the active public secondary school members of STTE and CHRIE for 1994. A cover letter and a self-addressed, stamped envelope were also enclosed.

## Analysis

The data derived from the returned questionnaires were descriptively analyzed. Such analysis involves describing patterns which emerge and "finding and making linkages among various parts of the data" (Patton, 1980, p. 297). Content analysis techniques were used for open-ended questions so that "objective, systematic, quantitative analysis of the content of communication . . . may be used to determine the emphasis of responses by counting frequencies" (Kerlinger, cited in Evans, 1979, p.78).

## Limitations

The findings of this study are limited to the respondents of the selected population of the active secondary school educator members of both STTE and CHRIE for 1994. Thirty-nine (48%) secondary school members responded to the survey. Although travel and tourism education can be found on the post-secondary level, the findings of this study are applicable to travel and tourism education programs at the secondary school level.

## Organization of the Study

Chapter 1 introduces the study, the problem statement, purpose of study, need for the study, definition of terms, methods and procedures, and study limitations.

Chapter 2 contains a review of the literature relating to the problem. The review focused on the travel and tourism industry, tourism education, student participation in vocational education at the secondary school level, characteristics of travel and tourism educators, and content analysis.

Chapter 3 describes the procedures and methods used in making an analysis of the data. Included here are presentations of research methods, population, instrumentation, data collection, and analysis of data.

Chapter 4 presents the analysis and interpretation of the data collected.

Chapter 5 summarizes the study and presents findings. Conclusions and recommendations for further research are also included in this section.

# CHAPTER 2

## REVIEW OF THE LITERATURE

### Introduction

This chapter will (a) provide background for this descriptive study; (b) provide an understanding of the nature of travel and tourism education; and (c ) document the development of the questionnaire which was used. A review of relevant research literature was employed, and this review focused upon the following:

(a) Travel and Tourism—The Industry

- Historical Development,
- Tourism's Importance, and
- Tourism's Future;

(b) Travel and Tourism Education

- Growth of Travel and Tourism Education,
- Post-secondary Travel and Tourism Programs,
- Travel and Tourism Education, and
- Travel and Tourism Education on the Secondary School Level;

(c) Student Participation in Vocational Education on the Secondary School Level;

(d) Characteristics of Travel and Tourism Educators;

(e) Content Analysis; and

(f) Summary

The discussion describes the travel and tourism industry, travel and tourism educational programs, and the educators and students who participate in vocational education programs at the secondary school level. Additionally, the review discusses content analysis techniques. These techniques, used on the survey's open-ended questions, make the display of such descriptions statistically possible.

A review of the travel and tourism industry was necessary to catalog the growth and importance of the travel tourism industry and to predict its future.

## Travel and Tourism—the Industry

Multi-faceted is certainly a word which characterizes the travel and tourism industry, for this industry is a series of interwoven labor-intensive businesses which, singly or collectively, provide for travelers' food, shelter, entertainment, education, leisure/business activities, and other "creature comforts." Travel and tourism "involves the largest peace-time movements of people, goods, services, and money in human history" (Ibida, 1990, p. 13),and is

considered as the first, second, or third largest industry in the world (McIntosh and Gupta, 1977; Toohey, 1990; Bialock, 1991; Reigel, 1991).

Broadly, the terms travel and tourism are used interchangeably (Edgell, 1990). Each suggests "the buying, selling, and management of services and products [for tourists], which might range from buying hotel rooms to selling souvenirs or managing an airline" (Edgell, 1990, p. 7). Hunt and Layne (1991) reviewed the literature over the past 30 to 40 years and found no consistent definition for tourism. Most researchers accept a holistic definition for travel and tourism (Jafari, 1975; Leiper, 1990), seeing it as "a study of man away from his usual habitat, the use of the industry which responds to his needs, and of the impact that both he and the industry have on the host social-cultural, economic and physical environments" (Jafari and Ritchie, 1981).

In summary, this section, Travel and Tourism--the Industry, lays a foundation for the descriptive dissertation by focusing on the following major components: (a) historical development; (b) tourism's importance; (c ) future of tourism.

## Historical Development

Historically, most travel and tourism events are the results of migrations and curiosity. Travel and tourism, as we understand it today, can be said to be one of the results of the World War II (Blank, 1989). Hudman (1980) gives two

reasons for this: first, the communication and transportation systems effectively reduced the world in size to the point that the large middle-class that developed during and after the Industrial Revolution could now reach many areas of the world with relative ease and comfort. . . . Second, millions of people came into contact with different cultures, peoples and environments. [This] forced interaction, . . . resulting from the War, along with improved communication and media, increased unusual awareness of other places and other people (p. 12).

Many researchers have considered other factors for travel and tourism development. Mathley (1976) believes that modern travel and tourism is spurred by rail improvements, airline industry development, inexpensive car construction, interstate highways, and large tour bus production. Elder (1983) takes yet another viewpoint, suggesting that travel and tourism developed because people have more leisure time and money for such activities. Elder suggests that the building of cultural sites specifically designed around themes abets the tourism industry. This concept is used in marketing New York City for theater excursions and Washington, DC for its monuments. At these destinations, the impact of tourism is felt more greatly than in more industrialized states which depend upon more diversified economies (Mill and Morrison, 1985). The following section presents a review of the literature relevant to travel and tourism being an industry of continuous, significant growth.

## Tourism's Importance

In addition to travel and tourism's ability to pull travelers to destinations, to bridge gaps between countries, and to cultivate understanding among peoples and cultures, it has also become a vital force globally for economic and technological development (McIntosh, 1972; Wolfire, 1988; Moshacher, 1989; Edgell, 1990; Foster, 1991). Edgell (1990) points to several reasons for this phenomenon. Travel and tourism:

1. Stimulates the development of infrastructure (roads, sewers, airports);
2. Contributes to local businesses which supply/support tourism;
3. Attracts investments in the tourism area (hotels and airlines); and
4. Facilitates the transfer of technical skills and technology itself (hotel/airline computer systems).

Globally, travel and tourism produces $2.5 trillion in annual revenues and employs 112 million people (Bialock, 1991). And, just as it has globally, tourism produces jobs and businesses for local communities in the United States. It "is one of the three largest employers in more than thirty states, generating about six million jobs and estimated payrolls totaling about $74 billion. Travel services directly generate more jobs than any other industry except health services" (Edgell, 1990, p. 26). As the "second largest private employer in the United

States, [it] accounts for nearly 9% of the total non-agricultural employment [as of 1977]. Almost seven and a half million jobs were created directly and indirectly by the business" [travel and tourism] (Moshacher, 1989, p. 10). Consequently, U.S. businesses which provide retail services and goods become a part of the tourism industry (Blank, 1989). Figure 1 graphically depicts such growth. Schnabel (quoted in Brown, 1990) concurred, saying it (tourism) is "ahead of agriculture [,] and chemical and automaking" (p. 36). Its employment growth between 1976 and 1990 grew by almost 60%, more than twice that of other industries (Mosbacher, 1989; Travel Printout, 1991, Dec.) This is due, in great part to travel and tourism being a labor-intensive industry. ". . . [T]he sector tends to be less automated. Thus, much labor is used with relatively little capital" (Edgell, 1990, p. 26).

Moreover, tourism also offers the potential for entrants in becoming business owners and managers as no other industry does (Blank, 1989). "The Small Business Administration (SBA) classified 98.8 percent of the tourism-related business types . . . as small businesses" (p. 88). These companies have two unique advantages as they revitalize and regenerate not only the tourism industry, but also the U.S. economy. Employment opportunities in tourism are excellent due to the "unprecedented growth [of the industry] during the past two decades" (Reigel, 1991, p. 3).

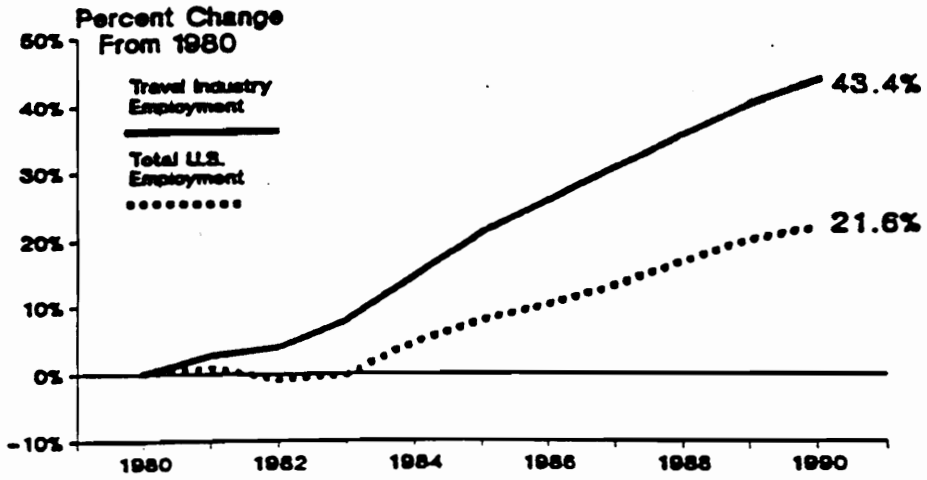



Figure 1 — Growth of travel industry employment versus U.S. industry employment

Source: U.S. Travel Data Center

And while many tourism-related jobs are low-paid and seasonal, they are, however, desirable because they:

- Are accessible to those seeking entry-level positions;
- Provide for a second income for those seeking part-time employment;
- Offer employment and opportunities to the handicapped; and
- Provide employment opportunities for traditionally disadvantaged workers.

In the last category,

> in 1987 [ tourism] provided 970,000 jobs for blacks (11.2 percent of total travel industry employment, compared with 10.1 nationally); 765,000 jobs for Hispanic-Americans (8.8 percent versus 6.9 percent nationwide); and nearly 4.6 million jobs for women (52.9 versus 44.8 percent of total U.S. employment)" (Edgell, 1990, p.27).

In summary, travel and tourism continues to be of major economic significance because it is labor rather than capital intensive. This will lead to the growth of new career opportunities where the needs of the traveler, host community, and travel services providers, both at home and abroad, must be met (Lundberg, 1985).

## Future of Tourism

By the beginning of the twenty-first century, a significant number of new jobs will come from services industries. Nine of every ten new jobs is the figure prognosticated by the U.S. Department of Labor (Brock, 1987; Edgell, 1990). Forty-seven percent of that workforce will be women; "[m]inorities, including many economically disadvantaged youth, will be the larger share of new entrants" (Brock, 1987, p. 26). Hawkins, Shafer, and Rovelstad (1980) suggested that tourism will help to provide such jobs because of its service-industry status, its "intrinsic growth" (p. 14), and because there will be

> a general shift from what we call primary, secondary, and tertiary industries to quaternary [ones]. . . . Quaternary refers to things done for their own sake—tourism, medicine, education, art, music, prayer, rituals, [and] parades (p. 14).

Hawkins and Hunt (1988) believe that tourism will enjoy growth in the next century because of newly industrialized nations' status. Labor shortages, however, may be a major inhibitor to such travel opportunities. There will be less availability of trained personnel to . . . "meet the diverse needs of the domestic and international traveler, the host community, and service providers" (p. 9). Table 1 on page 31 suggests some of the types of occupations Hawkins and Hunt believe will be available.

Lee (1988) said "indeed, travel and tourism is of major economic and social significance" (p. 22). It is a major producer of jobs both internationally and nationally. Further, with the tourism revenues alluded to earlier of $2.5 trillion dollars in 1991, we seem to be on the way to verifying the prediction by Khan, who in his book, The Next 200 Years: A Scenario for America and the World (1976), said that tourism would become the largest industry worldwide. Moreover, "[t]he rise of tourism as an activity and as an economic force has caused an increase in the demand by the private sector for a well-trained workforce" (Rach, 1992, p. 3). This workforce will come from the education and training programs which Edgell (1990) said "emerge almost daily in response to the growth of the tourism industry" (p. 116).

Summary: Travel and Tourism as an Industry

Research and literature encompassing the past two decades on travel and tourism as an industry were reviewed. The review concentrated on travel and

Table 1—Sample Listing Positions Available in the Field of Travel and Tourism

Tourist Bureau Manager
Promotion/Public Relations Specialist
Group Sales Representative
Travel Agency Manager
Tour Escort
Incentive Travel Specialist
Consultant
Planner
Policy Analyst
Research/Statistical Specialist
Economist
In-Transit Attendant
Motor Coach Operator
Auto-Recreation Vehicle Rental Agency Mgr.
Information Officer
Interpretive Specialist (Museums, Crafts, Art Destination Information, etc.)
Reservation Agent
Business Travel Specialist
Teacher/Instructor
Market Researcher
Association Manager
Public Relations Officer
Receptionist
Meeting/Conference Planner
Ski Instructor
Convention Center/Fair Manager
Guest House/Hotel Manager
Program Specialist
Restaurant Sales Manager
Travel Journalist/Writer
Marketing Representative
Tour Operator
Recreation Specialist
Retail Store Manager
Hotel/Motel Manager
Translator
Sales Manager
Campground Manager
Marina Manager
Front Office/Bookkeeping Mgr.
Resident Camp Director
Concession Operator
Destination Development Spec.
Travel Agent
Travel Counselor/Sales Mgr.
Tour Wholesaler
Curriculum Specialist
Financial Analyst
Transfer Officer
Group Sales Manager
Tour Broker
Tour Operator
Tour Leader
Guide
Advertising Agency Acct. Exec.
Sales Representative
Entertainer
Recreation Facility/Park Mgr.
Promoter

SOURCE: D.E. Hawkins and J.D. Hunt, "Travel and Tourism Professional Education" *Hospitality and Tourism Educator*, Spring, 1988, p. 9

tourism's history, importance, and future. The literature revealed reasons why travel and tourism is such a vital economic force. It must have a well educated, trained workforce to meet current and future demand. The researcher reviewed travel and tourism as an industry in order to build a base of information as a background for the dissertation focus—the description of travel and tourism education programs at the secondary level.

## Travel and Tourism Education

Most formal travel and tourism education programs are post-secondary and are coordinated with other fields of study such as geography, urban planning, and marketing. Travel and tourism education is a direct outcome of the rapidly-growing tourism industry (Edgell, 1990, Reigel, 1991). "The growth of mass tourism spawn a very large travel and tourism industry, which as it matured, looked more and more to educational institutions to provide needed personnel" (Ansbro, 1990, p. 11). Traditionally, educational competency in travel and tourism was gained through a variety of formal delivery systems and through on-the-job training. Hawkins and Hunt (1988) related that the early travel professionals received their formal education in a variety of fields not necessarily related to tourism. Demos (1988) added "[i]initially, people involved in occupations relating to travel acquired their knowledge and skills 'on the job'" (p.

46). Schulman (1988) concurred, saying "[t]hese individuals enter[ed] the travel industry for a broad range of reasons, a great many of which had little to do with the conscious decision to pursue a professional career in the tourism industry" (p. 2).

In terms of the numbers of programs, Reigel (1991) reported that "there were approximately 40 four-year programs in the U.S. in the 1970's that offered degrees [in the field of tourism] . . . " (p. 6). This figure has ballooned to over 700, two-year certificate programs (Lefever and Graves, 1991) and to 200 degree programs on the community college level (Ansbro, 1990). Moreover, at the university level there are now approximately 170 institutions issuing baccalaureate degrees in travel and tourism (Reigel, 1991).

The travel and tourism industry looks more and more to formal delivery systems to educate and train its workers. It is anticipated that travel and tourism education at the secondary school level will assist in the preparation of skilled, front-line personnel that will be needed by this industry in the next five years (Friedhelm, 1989), just as post-secondary programs continue to assist in the preparation of travel and tourism managers. The growth of travel and tourism education, its graduate programs, public secondary school programs, and issues in travel and tourism education were reviewed in order to catalogue the

characteristics of such programs. The following section is a review of the literature relevant to the growth of travel and tourism education programs.

## Growth of Travel and Tourism Education

With the completion of high school as the rule rather than the exception, nearly 75% of today's young people complete high school, as compared to only 50% in 1940 (Reigel, 1991). Moreover, Otto (cited in Lee, 1988) reported that between 1950 and 1982 the percentage of those pursuing college degrees went from 6 to 18 percent and "the percentage of 18 to 24-year-olds enrolled in college increased from 14 to 25 percent" (pp. 43-44). An increasing number of these students selected career options in the travel and tourism industry (Ansbro, 1990).

Travel and tourism education's growth can be traced to the expansion of vocational programs and to the growth of career-oriented programs at the post secondary level (Reigel, 1991). Moreover, increases in the numbers of graduates and types and levels of tourism education have spawned a change in the expected education levels of the American workforce. Reigel (1991) agreed, saying

> As the workforce becomes better educated, knowledge and skill become more valued by the society generally, and this, in turn, increases demand for workers with more education. Similarly, as the opportunity for participation in higher education is extended to

> an even broader proportion of the population, the decision to pursue further education becomes based more on career and economic goals than on objectives related to cultural or personal development (p. 5).

Thus, as courses in travel and tourism continued to increase, and as colleges expanded their travel and tourism programs and courses, travel and tourism became a field of study (Demos, 1988). And similarly, travel and tourism continues to be increasingly selected by students as an option for meeting career goals.

## Post-Secondary Travel and Tourism Programs

The present project is the first to profile travel and tourism programs on the secondary school level. There have been several studies on travel and tourism programs at the post-secondary and graduate levels. And, while these studies are outside the scope of this study, this investigator summarized related literature regarding the description of those programs. The Graduate Programs Technical Committee of the Council of Hospitality, Restaurant, and Institutional Education (CHRIE) conducted a mail survey of its 4-year member institutions to "assess the current status and development of hospitality education graduate programs" (Umbriet and Pederson, 1989, p. 14). The survey questioned the member

institutions in three areas: (1) demographics on existing programs; (2) administration of programs, and: (3) placement of program graduates.

A 44 percent return was gleaned. Of this number, 40 percent offered graduate programs. Thirty-three percent of the respondents did not currently have a graduate hospitality program. Schools which had programs currently running offered degrees in a variety of hospitality and tourism studies. An average of thirty-five students were enrolled in each, with an average of two students graduating per year. The average placement percentage for the programs exceeded 85 percent, with the graduates being placed in jobs with an average starting salary of $25,000.

Another example in the literature relating to descriptions of travel and tourism programs is the discussion written by Olsen and Khan (1989) of the graduate hospitality program at the Virginia Polytechnic Institute and State University. This monograph fully describes the course of study, faculty, and levels (Masters and Doctoral) of the program. Also included are (1) an overview of the program; (2) an informational worksheet indicating requirements and electives for both levels; and, (3) a course description sheet, pointing out the topics and focuses of selected courses.

Basselman and Fersten (1988) reviewed CHRIE's graduate members. Seventy percent of its graduate program members responded, discussing their

programs by four descriptors—name, degree, concentrations and student enrollment. Basselman and Fersten recommended that the faculty, size of institution, curriculum and students also be areas of consideration when describing programs.

In Howell's (1983) description of a perfect tourism curriculum for upper level travel and tourism programs, he suggests a combination of a sound background in liberal arts followed by courses in a tourism specialty such as hotel/restaurant operations, aviation, travel marketing, or tourism development. He also advocates generalist programs over specialized ones on the upper levels so that upper level graduates have "specialized flexibility" (p. 38). Such flexibility enables tourism graduates to advance through "several horizontal shifts among the industry sectors" (p. 38) rather than vertically in only one sector.

Although these studies relate to graduate level programs, they also address the importance of describing such hospitality and travel and tourism programs in terms of their faculty, programs, and students, and describe how such programs assist in the preparation of post-secondary graduates in acquiring positions at the management level in travel and tourism. These studies have in common with this dissertation the goal of describing public secondary school programs in a similar manner, as they assist in front-line personnel preparation (Friedhelm, 1989).

## Secondary Travel and Tourism Programs

Friedhelm (1989) contended that secondary school travel and tourism programs insure a "good supply of talent for the industry" (p. 108) and also produce more talent "within areas where tourism revenues were significant" (Shafer, 1980, p. 24). To support this contention this study examined the existence of 42 secondary school travel and tourism programs.

There are many examples of travel companies which take advantage of nearby programs. Travel companies in or near Fairfax County, Virginia, for instance, have been able to tap into secondary school sources since 1987. Durbin (1990) reported that this county's secondary school travel education program is found in eleven of its high schools and is taught as a two-credit elective. The course is divided into four, nine-week segments. Each segment is designed to teach high school juniors and seniors about careers in the travel industry, ". . . using a curriculum devised jointly by school officials and the local business community" (p. 35). Each segment provides opportunities for hands-on experiences within the travel and tourism industry. An articulation agreement with a nearby community college allows students to earn college credit in travel agency automation. Moreover, extra secondary school Carnegie units are given to students who hold part-time jobs with local travel companies.

Another example concerns American Express, which through its National Academy Foundation supports public school efforts by preparing students for training in emerging and expanding career fields, including the tourism and trade industry. The Foundation's first two travel academy programs opened in 1987 in New York City and Miami, respectively. It is interesting to note that, as Frredhelm's research predicts, the revenues of both cities depend heavily upon travel and tourism dollars (Blum, 1991).

Like the program in Fairfax, Virginia, the travel academies offer on-the-job training experiences, extra-credit work, and summer internships which are taken in addition to regular high school course loads. Enrolling in these courses "increases their [students'] workload and homework by almost 50 percent" (Industry joins Schools . . . 1989, p. B10). In 1992 the Foundation expanded its programs to 30 new sites, most of which are in large metropolitan areas (Blum, 1991). Friedhelm (1989) maintained that the expansion " [is]... particularly appropriate in states and municipalities with large visitor traffic" (p. 108). About 70 percent of the tourism academy's graduates enter college and pursue courses "aimed at entering the tourism industry at the management level" (Blum, 1991, p. 36).

Shawnee High School, a magnet school in Lexington, Kentucky, is the nation's first high school with a 4 year curriculum devoted to travel and tourism.

As a component of its aviation program, Shawnee's travel and tourism program offers a curriculum which consistently provides optimal experiences for employability after completion; and insures that travel and tourism students are given an excellent orientation of the industry to make a career decision (Shawnee High School . . ., 1992).

As these examples suggest, career options in the travel and tourism industry are being introduced and developed at the secondary school level. As such programs increase in number and quality, so will the numbers of prepared front-line workers who will choose travel and tourism as a career. In order to continue building a base for travel and tourism education at the secondary level, the literature concerning issues in travel and tourism education is reviewed next.

## Issues in Tourism Education

A number of issues faces travel and tourism education. As mentioned in the review above, one issue stems from the nature of the industry, which causes diversity in the programmatic thrusts of tourism education programs (Christie-Mill, 1978). Diversity is inherent in this industry; it is an amalgam of many smaller businesses and industries: "Travel and tourism is airlines and lodging companies . . . state visitors' bureaus and tour operators . . . financial service companies, and travel agents. Many . . . are inter-related—each working to serve

the traveling public" (Putting the pieces . . ., 1989, p. 1). And as educational programs in travel and tourism continue to emerge, the quality, curriculum and scope of such programs are in question (Edgell, 1990).

Tourism is generally taught from two perspectives on the post-secondary levels—single component and multi-component models (Schulman, 1988). The latter approaches tourism curricula from a holistic or generalist point of view. This concept considers that

- tourism is a complicated field . . . [requiring] . . . the totality of touristic activities, i.e., economic, social, cultural, environmental, political, technological and physical . . .;
- [t]he graduate of the tourism program must be a broadly educated person with knowledge, skills and awareness required by all educated people with a professional specialization in tourism;
- [t]he program should be designed so that the graduate can secure an entry-level position heading toward leadership and managerial roles in the tourism industry [, and];
- [t]he tourism program should be based on theoretical models of tourism which are dynamic, comprehensive, easily understood, and unifying (Hawkins and Hunt, 1988, p. 11).

Several tourism educators address the generalist or holistic models (Gee, 1978; Jafari and Ritchie, 1981; McIntosh, 1983). Nevertheless, these educators do differ in respect to the component makeup of a generalist program. Gee (1978), for example, emphasized a curricula built upon four components—liberal arts and science, business management, tourism specialization and internship. His rationale for these components is that students would have the necessary background in general business education, as well as travel and tourism practicum experiences. Successful completion of the above would make a travel and tourism worker able to make the horizontal shifts in the industry alluded to by Howell (1988).

McIntosh (1983) expanded upon Gee's model, adding components such as planning and design, business law, and foreign language. "With these as fundamentals, students would go on to concentrate in elective courses in one of five areas: marketing and promotion management, tour company management, public carrier management, or research, development and management advisory services" (Ansbro, 1990, p. 13).

Jafari and Ritchie (1981) saw a need to go beyond the above cross-disciplinary approaches to a higher transdisciplinary, one of "starting with an issue or problem and, through the processes of problem-solving, bring to bear the

knowledge of those disciplines [i.e. business management, marketing, science, etc.] that contribute to a solution or resolution" (p. 24).

The above curricular approaches address views normally associated with four-year programs. A single component model, however, is generally used by secondary and post-secondary programs at the proprietary and community college levels. Here the emphasis is on skill development in one area of the tourism field, such as travel agency management or culinary arts training (Schulman and Underman, 1988). These programs aid their communities by helping local businesses develop their trade potential. One such school, Rockland Community College (RCC) in New York, developed a number of programs which answer the needs of the community. Included in RCC's curriculum are pre-career programs, on-the-job supplementary training, customized training for local businesses, and cooperative efforts. These inclusions allow the college to play a vital leadership role in the community by insuring responsiveness to industry needs and by also stimulating community growth (Lindeman and Schwartz, 1986).

Edgell (1990) noted that no matter what curriculum model is used, there is a lack of effective textbooks and materials in travel and tourism education. And, perhaps more importantly, he also contends that, although travel and tourism education programs are well-established in the post-secondary levels, tourism education or awareness is weak at the grade and high school levels.

Because the aim of this study is to speak to this issue of weakness at the secondary level by presenting descriptions of public secondary school travel and tourism programs in the United States, researching travel and tourism education programs at the secondary school level gives an accurate accounting of this population's faculty, students, and programmatic thrusts. Also, such research provides historical data, and educational planners will have necessary baseline data upon which to structure secondary programs.

Summary: Travel and Tourism Education

The proliferation of travel and tourism education programs is an outcome of the rapidly growing industry. Educational programs at the post-secondary levels are expected to prepare skilled travel and tourism managers while secondary school programs should prepare the front-line workers for travel and tourism industry. There has been research conducted cataloging the existence of and giving descriptions of post-secondary programs, educators and students, but none conducted of the public secondary school programs. Edgell (1990) concluded that this is a weakness in travel and tourism education. Therefore, descriptions of public secondary school travel and tourism education programs will be examined in this dissertation's data collection process. Examining post-secondary travel and tourism education programs, while outside the scope of this

study, provided parameters concerning how to describe travel and tourism education programs.

## Student Participation in Secondary Vocational Education

The literature on secondary-student participation in vocational programs was of interest because it describes student participants and reveals the extent to which these students participate in vocational programs like travel and tourism.

Secondary vocational education plays a crucial role in preparing youth for productive lives (Greenan, 1990). The training and education received in vocational education at the secondary level affords students opportunities to explore and prepare in a variety of "specific technical and subprofessional skills" (Career education, 1992, p. 11). Boyer (1983) related "about 11 percent of all high school student concentrate in vocational education. Another 18 percent take three vocational courses, while 78 percent of high school students take at least one vocational course, usually to satisfy a special interest or just to fill out the requirements for graduation" (p. 120).

Paulter (1988) said that "[s]tudents choosing a vocational educational program of studies in high school are entering a select form of education. Such students are making a career decision, one hopes, based upon good guidance and realistic expectations for the future" (pp. 268-69).

Affective as well as cognitive skills are fostered in these vocational programs. For

> skills and knowledge associated with work attitudes, socialization, safety . . . hygiene, and ethics are also taught, and these applied skills will never become obsolete. Students are taught good work habits and often they develop a sincere desire to become a productive worker in a society which is increasingly complex occupationally. Through vocational education youth clubs, students are given opportunities to learn leadership skills. They are given responsibilities and provided activities that help students develop socially (Cheek, cited in Paulter, 1990, p. 50-51).

Between 1969 and 1987 the National Center for Education Statistics (1992) reported that almost all the public secondary school graduates completed one or more courses in vocational education, and this percentage increased from 92 percent in 1969 to about 97-98 percent in 1987. This is shown on Table 2.

Vocational programs which offer preparation in specific labor markets, such as marketing and distribution, trade and industry, health, and agriculture showed great growth during the same time period. "In 1969, 72 percent of graduates participated in specific labor market programs, and in 1987, this figure

rose to 89 percent" (National Center for Education Statistics; 1992, p. 24). Figure 2 illustrates such data.

Further, this study revealed that 39 percent of secondary vocational education graduates of 1982 were attending two-year or four-year post-secondary institutions in 1984. However, students who concentrated in vocational education in high school were actually more likely to attend a less than two-year institution (National Center for Education Statistics; 1992, p. 40). This study also showed that participation in secondary school vocational education was positively related to full-time employment. Of the high school graduates who accumulated eight or more Carnegie units and who did not seek post-secondary options in vocational education, about 50 percent reported full-time employment.

Table 2

Percentage of public high school graduates completing one or more courses in vocational education: 1969-1987

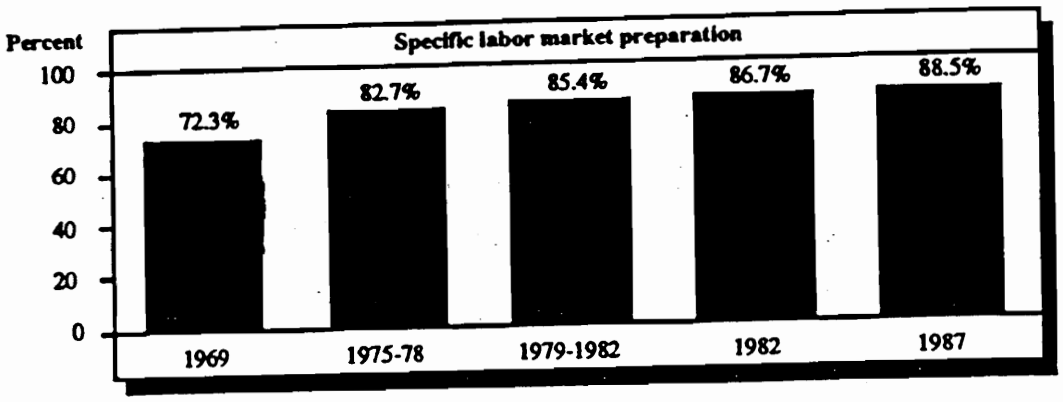
| GRADUATES | TOTAL |
|---|---|
| 1969 | 91.9 |
| 1975-1978[1] | 96.7 |
| 1979-1982[2] | 97.7 |
| 1982 | 97.7 |
| 1987 | 97.8 |

[1]The figures are an average for sampled graduates in the years 1975-1978.

[2]The figures are an average for sampled graduates in the years 1979-1982.

Source: National Center for Education Statistics, *Vocational Education in the United States: 1969-1990.*

Figure 2 Percentage of public high school graduates completing one or more courses in specific labor market preparation: 1969-1987




Source: U.S. Department of Education, National Center for Education Statistics, 1969 Study of Academic Growth and Prediction, National Longitudinal Survey of Labor Force Experience—Youth Cohort, High School and Beyond Sophomore Cohort 1982 Transcript Study, and 1987 High School Transcript Study employment rose with the amounts of units accumulated.

## Summary of Vocational Student Participation

In summary, student participation in secondary school vocational programs has steadily increased over the years, with the students who have entered this select form of education gaining the affective behaviors and cognitive skills necessary to be successful in the workplace. Travel and tourism programs have increased because they are a part of a growth program area—marketing and distribution. Studies done by the U.S. Department of Education's Office of Education Research and Improvement (1992) revealed that participation in vocational programs is positively related to employment, especially full-time employment.

The researcher reviewed student participation in secondary vocational education programs to continue to build a comprehensive base concerning the characteristics of students who enrolled in public secondary school travel and tourism education programs. Discussion on this topic also required describing vocational educators who plan and implement the travel and tourism programs.

## Travel and Tourism Educators

As stated above, one of the three objectives of this study is to profile educators in public travel and tourism high school program by their personal and professional experiences. Personal and professional experiences are those

characteristics which educators bring to educational settings. Examples of such experiences can be their educational background, professional industry memberships, years of participation, professional certification status, and teaching experiences, all of which are common measures of qualifications for educators according to the National Center for Education Statistics (1992). Since travel and tourism programs at the secondary level are classified as vocational education programs, educators in these programs are subject to the above experiences as well as to those assigned to vocational educators. Vocational education teachers must have work experience and/or certification in given fields as additional measures of fitness. According to the National Cener for Education Statistics (1994), the Smith-Hughes Vocational Education Act of 1917, instructors teaching in federally funded vocational education programs must have work experience in the specific occupational area in which they are hired to teach (National Center for Education Statistics, ( p. 62).

Marland (1974) said such experiences and certifications help to assure correlation of subject matter content with occupational opportunities for career-relevant content and methodology. Moreover, many states "have enacted policies and offered classes that enabled skilled workers to become employed and credentialed as vocational teachers without the educational requirements that most teachers must meet" (National Center for Educational Statistics, 1994, p. 62).

According to a recent study done by the National Center for Educational Statistics (1994), approximately 46 percent of all vocational teachers have at least a master's degree; 7.4 percent have less than a bachelor's degree. Seventy-one percent majored in education, and 72 percent have ten or more years of teaching experience. This study implies that these educators probably worked in specific occupational areas before coming into education, creating what Beck (cited in Ansbro, 1990) said is a mixture of theory and practice.

Travel and tourism teachers must be recruited from the industry and have a day-to-day understanding of hotel, transportation, travel agencies, and the like. Beck (cited in Ansbro, 1990) intimated that it is difficult to find educators with both qualities in travel and tourism, and he suggests ways for insuring a cadre of vocationally trained and academically prepared educators. Vroom (cited in Ansbro, 1990) concurred with Beck, suggesting that educators, especially those in the administration of travel and tourism programs, have a degree from accredited universities and have several years of practical occupational experience within the travel and tourism industry. Thus, these travel and tourism programs will have highly skilled, multi-experienced personnel as program leaders and facilitators. Ansbro (1990) surveyed public two-year college travel and tourism educators and found that 57 percent of these educators held more than a bachelor's degree and that 87 percent had previous industry experience.

Pavesic (1984) maintained that educators' industry experiences are more important than their having advanced degrees. This is due in part to students becoming more critical consumers of education. Students want to be able to compete for the best jobs, so programmatic thrusts, faculty qualifications, and facilities are important to them. He further contends that since educational programs cannot keep up with changing conditions in the real world environment, they must rely upon active partnerships and staff selection to offer more relevant learning experiences.

Beck (cited in Ansbro, 1990) related that staff selection is an important consideration in travel and tourism program development, and, as a result, Ansbro considered the characteristics of post-secondary travel and tourism educators in her study in 1990. Her study also considered the characteristics of travel and tourism educators at the post-secondary level. The population of this study, however, will be considered in terms of the characteristics of educators at the public secondary school level as one of its objectives.

## Content Analysis in Survey Research

Literature concerning the use of content analysis in survey research is reviewed here. This method was used with the open-form questions in the questionnaire designed for this dissertational study. It is the intent of this research to use content analysis as Best (1977) suggested—to describe prevailing practices and conditions. This analysis allows for the quantification of qualitative data.

Content analysis allows for inferences to be made from book, documents, surveys, and other graphic forms (Monly, 1970; Travers, 1973; Best, 1977; and Weber, 1985). Hence, verbal, non-quantitative documents like those above are transformed into quantitative tables which contain frequencies and percentages as in survey data (Bailey, 1982). This method allows for the data to be "categorically classified and evaluated, and thus provides a description and interpretation of a situation or condition not otherwise describable" (Hill and Kerber, 1967, p. 109). Such analysis makes "replicable and valid inferences from the data to their context" (Krippendorff, 1980), and "inferences are about the senders of [the] message, the message itself, or the audience of the message" (Weber, 1985, p. 9).

"In content analysis studies, researchers may merely describe the surface characteristics of content, precisely what is said or depicted—the frequency of occurrence of specific data in the document (Van Dalen, 1973, p. 202) or such

analysis may seek a deeper, more reflective meaningful of the content after it is placed . . . into a scientifically meaningful content, e.g., prejudice, propaganda or emotional appeal . . ." (Monly, 1970, p. 280).

In the educational area, content analysis has primarily been used in studies on readability, bias, and societal trends (Travers, 1973).

Best (1977) catalogued seven uses of content analysis:

1. To describe prevailing practices or conditions.
2. To discover the relative importance of, or the interest in, certain topics or problems.
3. To discover level of difficulty of presentation in textbooks or in other publications.
4. To evaluate bias, prejudice or propaganda in textbook presentation.
5. To analyze the use of symbols representing persons, political parties or institutions, countries, or points of views.
6. To analyze types of errors in student's work.
7. To identify writer style, concepts or beliefs (p. 129-30).

According to Bailey (1982) performing content analysis on communications must include four steps:

1. Drawing a sample of documents.
2. Defining of content along the purpose of the study.

3. Defining the context unit.

4. Defining the system of enumeration.

Samples for content analysis are drawn in much the same way as samples are drawn in regular quantitative survey research. These methods are employed once the sampling frame is constructed, with random sampling as the least complicated and the most widely used (Bailey, 1982).

Next, the samples are placed into categories which reflect the theory or purpose of the study. Holsti (cited in Evans, 1979) suggested that such categories be built on five general principles:

1. Categories should reflect the purpose of the research, i.e., conceptual and operational definitions are established.
2. Categories should be exhaustive, i.e., all relevant data from the transcripts are capable of being placed into a category.
3. Categories should be mutually exclusive, i.e., content data cannot be placed in more than one single category cell.
4. Categories should be independent i.e., content data cannot affect the classification of other data.
5. Categories should be derived from a single classification principle, i.e., conceptually different levels of analysis are completely separate (Evans, 1979, p. 50).

Defining a recording unit is next in the content analysis process. Holsti (cited in Bailey, 1982) listed five chief recording units. Single word/symbol, the theme, the character, the sentence/paragraph, and the item. The first type is the most widely used. Coding into units can be labor-intensive depending upon how narrow or broad the categories are. The context unit is a step which may be deleted unless there is difficulty testing into which category a unit belongs without considering the context in which it is found. Lastly, a system of enumeration is employed to quantify the data. Frequency counting and strength or intensity of statement are two enumeration systems suggested by Bailey (1982); they provide for what he says is the "revelation of context of the document" (p. 323).

In conclusion, content analysis is an effective method when non-quantitative data must be analyzed. It allows for the description and interpretation of conditions or situations that are indescribable otherwise (Hill and Kerber, 1967, Best, 1977). Moreover, Jackson (cited in Evans, 1974) related that content analysis is also effective because it allows for the analysis of open-ended questions, like those which are a part of the survey in this study.

## Summary

This chapter presented a selective review of literature that is relevant for the exploration, cataloguing, and description of data concerning the status and

characteristics of travel and tourism education programs at the public secondary school level. The review covered: (a) travel and tourism—the industry; (b) travel and tourism education; (c ) student participation in vocational education on the secondary school level; and (d) characteristics of travel and tourism educators. Specifically, this discussion offered background on the industry and its importance to our society, the growth of travel and tourism education, and descriptions of the educators and students who participate in such vocational programs. Additionally, a descriptive statistical method, used in quantification of verbal and non-quanitative statements, content analysis, was also discussed.

Industry personnel have come to realize the need for the inclusion of travel and tourism education at the secondary level. It is evident from the literature review, however, that there has been little research conducted on this topic.

Chapter 3 describes the research design and methods used in the study.

# CHAPTER 3

## RESEARCH METHODS AND PROCEDURES

The purposes of this chapter are to (a) describe the research procedures selected to address the questions relevant to this study; and (b) delineate the procedures selected for data collection analysis. This chapter includes the following sections: the research design, selection of the population, instrumentation, data collection and data analysis. A summary of the methods and procedures is also presented at the end of this chapter.

This study used the qualitative approach to describe travel and tourism programs among public secondary schools in the United States. The procedures used in this study were designed to:

(1) Describe the geographic location, articulation efforts, and enrollment in public secondary school travel and tourism education programs in the United States.

(2) Describe the educators of these programs according to educational backgrounds and prior work experience.

(3) Describe the students of these programs with respect to enrollment, the levels and types of skill attained, and program completion rates.

## The Research Design

The methods and procedures selected for this study fit the parameters of qualitative research. Van Dalen and Meyers (1966) defined this methodology as "verbal symbols" (p.206), as opposed to mathematical ones which are generally expressed through quantitative data. Such descriptive research presents facts and characteristics of a given population systematically and accurately, describing the phenomena in detail as they are found (Bailey, 1978; Salvin, 1984). It "does not necessarily seek or explain relationships, test hypotheses, make predictions, or get at meanings and implication . . ." (Issac and Michael, 1982, p. 46). While descriptive data can be presented by both quantitative and qualitative means (McMillian and Schumacher, 1984), the latter is usually selected so that

(1) An actual picture of the phenomena is given.

(2) An identification of current conditions, practices, and/or problems is presented.

(3) Determinations and future plans can be made by others in similar situations or with similar problems (Issac and Michael, 1982).

The procedures used to conduct this study consisted of the following:

(1) A selective literature review.

(2) The selection of the population.

(3) The development of the questionnaire.

(4) The development of a jury critique and a pilot study to secure content validity of the questionnaire and the cover letter.

(5) The review of the revised questionnaire by an advisory committee for further refinement.

(6) The forwarding of the survey to the selected participants.

(7) The creation and/or sending of a second request for those who did not respond in a timely fashion.

(8) The creation and oral determination of non-respondent types.

(9) The organizing, analyzing, and presenting of the data collected from the respondents.

Raudenbush (1991) suggested that descriptive data should clarify, describe, and discover. These methods permit the researcher to discover and generate theories while quantitative methods verify and confirm such theories (Reichardt and Cook, 1979). And while the data are considered "soft," the descriptive method is by no means a less effective method of reporting data. "[P]eople conducting qualitative research may develop a focus as they collect data; they do not approach the research with specific questions to answer or hypotheses to test. They are concerned . . . with understanding behavior from the subject's own frame of reference" (Howell, 1988, p. 25-26). Moreover, this

approach was judged appropriate since it ". . . enabled patterns, categories, and relationships to emerge from analyzing the data, without predicting in advance what these would be" (Patton, 1980, cited in Raudenbush, 1991, p. 63). And, there was no wish to discover, verify, and identify casual relationships among the concepts that derive from an a priori theoretical scheme . . ." (Filstead, 1979, p. 37).

In addition, this approach is appropriate because it matched the categories Van Dalen (1979) cited as the types of information sought when describing educational programs:

(1) The characteristics of educational personnel. Here information is gathered about the backgrounds, responsibilities, demographics, group memberships of teachers, non-teaching personnel, supervisors, and administrators.

(2) The nature of pupils. Descriptions of students' behavior in school, with peers, and the community are sought; and

(3) The nature of the education process. Educational programs, processes, and outcomes are accessed. Investigations ". . . may determine . . . what is and is not included in the curriculum" (Van Dalen, 1979, p. 228). This area may also include the nature and scope of school programs and services.

Finally, Chacko and Nebel (1990) reported that the descriptive approach is warranted whenever a researcher" . . . explores[s] concepts and phenomena that have not been previously studied" (p. 384), and when the research samples are small and perhaps non-representative. All of these aspects are true of travel and tourism education on the secondary school level. This is the first time this subject has been studied; the sample is small, consisting of 87 persons, and this population represents only public secondary school travel and tourism programs, students, and educators in the United States.

## The Selection of the Population

The research population for this study includes the secondary school members drawn from the 1994 membership rosters of two travel and tourism education organizations.

1. The Society of Travel and Tourism Educators—(STTE)—1994, and
2. The Council for Hospitality, Restaurant, and Institutional Education—CHRIE)—1994.

A total of 87 secondary school educators were identified from those rosters. The national memberships of both organizations are predominately post-secondary institutions, and since this study focused upon secondary school travel and

tourism programs, only the members who were public secondary educators were selected. The number of secondary school travel and tourism educators identified in the study is small (87); therefore all were included.

Table 3 summarizes the total number of public secondary travel and tourism educators who were participants in this study and the total number of surveys received and selected for this study. Eighty-seven educators, however, were identified as participants for this study. Six were not selected as members of the population because one was a post-secondary institution and the others no longer had active programs. From a total of 81 educators, 49% (40) of the surveys were returned. Of 40 returned surveys, one was deemed unusable because the respondent gave information for a region rather than for an individual program.

## Instrumentation

A mail questionnaire was developed for this study. To insure the appropriateness of the questions, a literature review was done and several existing questionnaires in the fields of hospitality and travel and tourism were perused. Perusal of questionnaires and the literature review were helpful in the formulation

of the survey. Next, the researcher compiled a set of questions designed to identify the views that secondary school travel and tourism educators have concerning their programs. After compiling a set of questions, the researcher employed a jury critique composed of travel and tourism leaders. Two are tourism educators on the university level, the other is a travel school instructor. Each jury member was asked to examine the cover letter to determine whether the items on the questionnaire documents focused on the stated objectives, and whether each question on the survey coordinated with the following research questions. Thus, the jury helped to insure content validity of the survey questions; its input also assured ". . . the theoretical and practical applicability of the study results" (Schulman, 1988, p. 72).to see if both

Those research questions were:

1. How many articulation agreements exist between secondary and post-secondary programs in travel and tourism education?
2. What is the relationship between the locations of secondary school travel and tourism education programs and areas of significant industry growth?

3. What is the formal training and/or industry experience of the travel and tourism educators at the secondary level

4. What are the similarities and differences among secondary school travel and tourism education programs in their mission, structure, and curriculum?

5. What are the characteristics of those students enrolled in secondary school travel and tourism education programs in the United States? And how many students enter the field of tourism study and/or industry upon completion? l?

A pilot study was employed after the jury's critiques were received. The pilot study allowed for further discovery of " any ambiguities in phrasing the questions and to solicit the respondents' opinions and comments concerning the difficulties encountered in filling out the questionnaire" (Demos, 1988, p. 71). Nine post-secondary educators were selected because of their familiarity with travel and tourism education programs and the travel and tourism industry. Moreover, since the pilot study participants are post-secondary educators, they would not be included in the research population and their views would not bias

Table 3

Study Population

| Number of Secondary School Participants | Number of Surveys Returned | % of Usable Surveys Returned |
|---|---|---|
| 81 | 40 (49%) | (45%) 39 |

Six returned surveys were not usable due to one being a post-secondary institution and five no longer having programs. These six were not consider as members of the population. One response was not usable; the information given was for a region rather an individual school.

the findings. Their suggestions, however, were scrutinized by the researcher to assure that those suggestions were not outside the scope of the survey and were not post-secondary in nature.

The revised documents were next reviewed by an advisory committee of four travel and tourism professionals. This committee was composed of travel and tourism professionals who were conversant with contemporary and future demands of the travel and tourism industry.

The revised documents were developed according to the findings of the jury critique, the pilot study participants, and advisory committee members. Their statements helped to produce an instrument which was more readable and understandable, and one which elicited the information called for in the research questions. One of the suggested revisions was the addition of the open-form questions to the survey. This type of question allowed for the responses which were "longer, more detailed and variable in content; [these] responses permit one to understand the world as seen by the respondents" (Patton, 1980, p. 28). This type of data also enables the researcher to understand the respondents' viewpoints without predetermining those points through the selection questionnaire categories (Patton, 1980).

A three-part questionnaire was designed. Part One was designed to obtain data from the respondents concerning their programs, specifically their mission,

structure, curricula, geographic location, and articulation agreements. Part Two asked questions about the personal and professional characteristics of the participants. Part Three was composed of questions concerning the student participants enrolled in their secondary travel and tourism programs. The questionnaire was composed of forty-nine closed-form questions and seven open-form questions. The revised questionnaire and cover letter are included in Appendix A. A listing of participants for the jury critique, pilot study, and advisory committee are located in Appendix B.

## Data Collection

On February 2, 1994, copies of the revised cover letter and questionnaire were mailed to the 87 participants selected for this study. A self-addressed, stamped envelope was enclosed. The participants were asked to return their completed surveys within a ten-day period. To insure a maximum number of usable responses, a second request for the data was made, starting on February 15, 1994. After a seven-day period, those who did not respond to the second request were given a phone call. This call was to ascertain participation, as well as to ascertain whether another copy of the survey was needed.

A third copy of the questionnaire and a self-addressed, stamped envelope was sent when necessary. The individuals who did not respond by returning a completed survey after the third mailing were considered non-respondents. The list of the participants and the non-respondent cover letter (part of the third mailing) are located in Appendixes C and D, respectively.

The data collection plan designed for this study included the following components:

Day 1: Initial survey instrument and cover letter sent to each member of the population.

Day 10: Second survey instrument and cover letter sent to all member of the population who had not returned the original survey instrument.

Day 17: Individuals not yet responding to the first two requests were contacted by telephone and asked for their participation. A third survey instrument was sent to those individuals who had misplaced the original requests.

Day 24: Survey procedure ends. All individuals not returning completed survey instruments were considered non-respondents.

At the end of this period, 49 percent (40) of the surveys had been returned. A non-respondent follow-up was conducted to determine whether the respondents and non-respondents were fundamentally different in their response patterns.

The non-respondent procedures that were used in this study are outlined below:

Day 1: Mail card prompt sent to all non-respondents.

Day 10: Non-respondent cover letter and instrument sent to all remaining non-respondents.

Day 20: Data collection ceased.

There was no response to the above follow-up procedures. To further insure against non-respondent bias, telephone interviews were employed to determine why the interviewees had not responded and to determine if these interviewees were different from the survey respondents. Gustilo and Trufant (1974) suggested that five percent of the non-respondent population be interviewed. This researcher decided to randomly sample ten percent since the number of interviewees, the cost and time involved would not be prohibitive. The non-respondents totaled 43 persons. The randomly selected interviewees totaled four persons, or ten percent of the population.

Three of the four interviewees had retired from their respective school systems and felt that they could not give accurate descriptions of their programs.

Moreover, two of the interviewees' programs had closed upon their retirement. Only one reported not wanting to participate because surveys took too much time to complete. The follow-up procedures identified above were utilized to generate the highest rate of return, thus reducing the risk of non-respondent bias. The response rate for this study which represents 40 respondents (49%) of the participant population of 81. Six returns were not a part of the participant population because one was a post-secondary institution and the five others no longer had active programs. One of the returns, however, was deemed unusable because it gave regional information, making the participant population 39.

Three respondent schools had more than one educator respond to the survey. The descriptions of these programs, found in Appendix E, are aggregate descriptions based on their responses.

## Data Analysis

Data gathered from the questionnaires were analyzed separately for each of the closed-form questions which focused upon describing travel and tourism education at the secondary school level. Responses for the closed-form questions were coded and categorized by their frequencies and percentages (Best and Kahn, 1989). Their graphic displays are located in Chapter IV and were suggested by Miles and Huberman (1984). The above procedures were used in summary fashion to identify frequency of cases in specific categories. Moreover, relational

measures were employed to make comparisons between responses of the participants cited in research question two [Is there a relationship between the locations of secondary school travel and tourism education programs and areas of significant industry growth?].

The data received pertaining to the programs also allowed for the creation of a brief description of each of the responding programs, as well as graphic displays of their locations in the United States. The descriptions and the displays are a part of Appendixes E and F.

The first section of the questionnaire was named Program Profile. This section requested demographic and historical information about the programs. Section Two, Personal and Professional Data, consisted of questions which would develop a profile of travel and tourism educators at the secondary school level. And finally, Section Three, Students' Profile, requested descriptive information about the students and completers of the program.

Instead of using the program's name, a symbol was used as a recording unit in the form of a randomly selected, 5-digit number assigned for the purposes of this study. This number was used as the computer file number to facilitate filing and confidentiality. Items in this section were also recorded as single-digit numbers to expedite data entry. Double digit numbers were also employed when responses needed two columns.

Seven open-form questions were identified in the Program Profile section. This type of question allowed for more depth of response from secondary travel and tourism educators; as one source suggests, through open-form questions "the respondents reveal their form of reference and possibly the reasons for their responses" (Best and Khan, 1989, p. 183). Moreover, participants were encouraged to enclose pre-printed documents for these open-form questions.

Content analysis techniques were employed for these responses because of its appropriateness for processing data derived from open-ended questions. . ." (Patton, 1980, p. 61). This methodology allows for an "objective, systematic, and quantitative description" of such data (Travers, 1973, p. 767). Further, Hill and Kerber (1967) said that such analysis provides a "systematic examination of current information . . . that might be categorically classified and evaluated, and [provides] a description and interpretation of a situation or condition not otherwise describable" (p. 109). Content analysis of these questions required that the researcher:

1. create independent, mutually exclusive, exhaustive categories that were used to analyze the responses, and
2. register the regularity with which each of these categories was observed (Holsti, 1969; Evans, 1979; Bailey, 1982; Razeghi, 1987).

Open-form items tend to be difficult to "interpret, tabulate, and summarize" (Patton, 1980, p. 183). The respondents' answers were in relatively short blocks of text, and as the data indicated, these blocks were then interpreted for the attachment of "meaning and descriptive patterns [,] and [the] looking for relationships and linkages among descriptive dimensions" (p.268). The quotations were organized to present any emerging patterns or themes (Miles and Huberman, 1984; Patton, 1980; Raudenbush, 1990). The display of these patterns or themes is presented in Chapter IV. This format was suggested by the qualitative researchers, Miles and Huberman (1984).

Since the researcher read the narratives of the respondents and produced the categories or grouped the responses into categories, there was a need to reduce the possibility of research bias. The researcher elected to reduce bias by using a validation procedure on the analysis of data. An independent individual was asked to perform the same analysis as the researcher. The findings of the independent were compared with those of the researcher. If the findings did not differ, the researcher used her analysis. If there was a difference, a second independent opinion was sought to determine which finding should be reported.

The accuracy of the researcher's findings was accomplished by the independent analyses of experienced vocational-technical educators. These were two educators who critiqued the survey before it was sent out. These individuals

reviewed the narratives and helped to complete content analysis on the narratives. Their content analysis was then compared to that of the researcher.

A coding process was selected whereby the data was transformed into units which allowed for the precise description of relevant characteristics contained in the seven open-form questions. The universe upon which the content analysis was done consisted of all replies from the respondents. This analysis linked the research data to the research questions.

These statements were categorized for theme categories which emerged according to Holsti's (1969) principles concerning category construction. The themes reflected the purpose of the research, were mutually independent, and were derived from a single classification principle. An example of a topic area in this study would be "missions," with one of its theme categories, being "industry driven."

A theme was identified as being a sentence, a phrase or several sentences about the subject matter. These responses sometimes elicited credit under the same theme category, even though such responses were not made with the same words. When themes matched, they were coded as one unit for that same theme category under the topic area. All units were then counted, and overall percentage concerning the theme categories for each topic area were calculated.

The quantification of the open-ended questions was done by computing the frequency of categories and percentages. Frequency counting is the most widely used method of enumeration (Holsti, 1969), and "[k]nowing the exact frequency with which a category appears is much more valuable than merely knowing whether or not the category appears at all" (Bailey, 1982, p. 320). Evans (1979) noted that this allows for the crediting of similar themes under one particular theme category when such responses are not said with the same words.

Thus, the goal of content analysis, according to Bailey (cited in Razeghi, 1987) is accomplished. That goal is "to take a verbal, non-quantitative document and transform it into quantitative tables containing frequencies and percentages in the same manner as [regular, quantitative] survey data" (Razeghi, 1987, p. 41).

Data taken from these questions and all closed-form questions were post-coded, as suggested by Bailey (1982). He recommends this stating, "categories constructed without prior inspection of documents would no doubt exclude any important categories and include many that are superfluous or unnecessary" (p. 316).

A single word/symbol unit format was selected for the closed-form questions on the survey. Words or symbols as recording units are "discrete, [have] clear boundaries, and [are] relatively easy to identify" (Bailey, 1982, p.

317). Responses to closed-form questions were randomly assigned numbers (single digits), intended to expedite the entry of data and for confidentiality.

An example of a closed-form question which links the research data and the research questions is taken from the PROGRAM PROFILE section of the survey. Question 4 in that section asks:

Do you have articulation agreements with post-secondary institutions?

_____Yes _____No

This survey question is linked to research question 1 which concerns cataloging the existence of articulation agreements between secondary and post-secondary travel and tourism education programs.

Respondents were to check 1 of 2 options. Option 1 for this question was assigned the number 1; option 2, 2. This method allowed for measuring frequency distribution and percentage of such characteristics. Responses were added together for a frequency count and divided by the number of respondents. This allowed for the overall degree of response for such characteristics.

An individual computer file was developed for each responding program, and a randomly selected five-digit number was used as a computer file number to facilitate filing and confidentiality. This was implemented by using the Number Crunches Statistical System Computer Software package (NCSS).

## Summary

This chapter presented a description of the methods and procedures employed in this study. The collection of data was accomplished through the use of a mail questionnaire. This questionnaire was validated through a jury critique, a pilot study, and an advisory committee. It was revised and then mailed to 87 public secondary school travel and tourism educators in the United States.

The data gathered from the survey's closed-form questions were quantified for frequency count and percentages. Those questions which did not apply for quantification were used as a part of a descriptive profile of each responding school. Content analysis was performed on the survey's seven open-form questions. This necessitated transforming such verbal non-quantitative data into quantitative data. A computer data file was created for each responding school, and the schools' quantitative data were post-coded and entered into files to reveal frequency counts and percentages for all responses.

The report of the findings and analysis of the data is offered in the next chapter.

# CHAPTER 4

# ANALYSIS AND FINDINGS

## Introduction

This chapter presents and analyzes the data related to the five general research questions identified in Chapter 1: (1) How many articulation agreements exist between secondary and post-secondary programs in travel and tourism education? (2) What is the relationship between the locations of secondary school travel and tourism education programs and areas of significant industry growth? (3 ) What is the formal training and/or industry experience of travel and tourism educators at the secondary school level? (4) What are the similarities and differences among secondary school travel and tourism education programs in their mission, structure, and curriculum? (5) What are the characteristics of those students enrolled in secondary school travel and tourism education programs in the United States? And how many students enter the field of tourism study and/or industry upon completion?

This chapter is based on these questions and the data gathered from the respondents; it includes six sections. Research question 1 is addressed in the first section. The second section contains a presentation of data concerning the

relationship between program location and areas of significant travel and tourism industry growth (research question 2).

Next are the data concerning the formal training and/or industry experience of these travel and tourism educators (research question 3). The similarities and differences among the responding programs in terms of mission, structure, and curriculum (research question four) are presented in the fourth section. Research question five is discussed in section five. It addressed the characteristics of the students enrolled in secondary school travel and tourism education programs and the number of students who enter the field of tourism study and/or the industry upon completion.

Descriptive summaries compiled from the data of a typical travel and tourism education program and its educators and students of the secondary school level are found in Section 6.

More detailed data presented in tabular form are located in Appendix F. Entries are organized and reported in the same order as they appear on the survey questionnaire.

Comprehensive data analysis for the descriptive summary is presented in a content analysis format in Section 6. Illustrative quotations found in Appendix F show the range and detail of responses. The use of quotations in the appendix enables the reader to participate in the perceptions of the participants and provides

focus on rich detail and meaning found in the data. Notable minority views are also presented. The data, however, are not presented in a quotation format alone. Relying on only quotations would, according to researchers Miles and Huberman (1984) be " . . . extremely weak ... cumbersome . . . monotonous, and overloading" (p.79). For this reason, and so that valid conclusions could be drawn and verified, visual displays of questions are also presented.

Specifically, 30 of 42 public travel and tourism programs at the high school level were included in this study. Forty-six persons responded to the survey, but only 39 surveys were deemed usable by the researcher. Surveys were deemed unusable which were incomplete or from respondents who where outside survey parameters. Three programs had more than one participant respond to the survey.

Frequency counts and percentages were employed in analyzing the information. Results were formulated on an IBM, XT computer using Number Cruncher Statistical System (NCSS) computer software program to perform the statistical analysis. Content analysis procedures were utilized for the open-form questions.

Drawing a sample was the first procedure of the content analysis. The sample was small and consisted of all of the open-form questions (7) in the survey. Next, these questions were placed into categories which were exhaustive,

mutually exclusive, and reflected the purpose of the study as suggested by Holsti (cited in Evans, 1979) and Bailey (1982). Categories were then collapsed in theme units. Finally, frequency counting and percentages were employed to quantify the strength or intensity of the categories.

## Section One

Tables 4 and 5 in this section represent the analysis of research question 1 (How many articulation agreements exist between secondary and post-secondary programs in travel and tourism education?). Thirty four (87%) of the responding program have articulation agreements, and most programs have at least two such agreements with post-secondary institutions.

## Section Two

The data in this section address the relationship, if any, of the locations of secondary school travel and tourism programs with areas of significant industry growth (research question 2). Additional data concerning this question can be found in Appendix F.

Questions 1 and 2 on the research survey asked for the programs' names and addresses. Thirty locations were revealed from the 39 respondents. Three of the programs had more than one educator respond to the survey. This is shown in

Table 4

Respondents' Use of Articulation Agreements (N=39)

| Topic Area | N | % |
|---|---|---|
| Agreements | | |
| Yes | 34 | 87 |
| No | 05 | 13 |

Table 5
Average Use of Articulation Agreements by Respondents (N=39)

| Topic Area | Mean | SD | Min | Max |
|---|---|---|---|---|
| Number of Articulation Agreement | 02 | 1.00 | 01 | 05 |


FIGURE 3

## LOCATIONS OF 30 PARTICIPATING PROGRAMS

Appendix C.

As shown by Table 6, the majority of the participants came from two geographic regions - the Mid Atlantic/Atlantic (30%) and the Pacific (27%). Table 7 shows the amounts of travel and tourism revenues for the 16 states in which the 30 responding programs are located. Revenues are listed in billion dollar amounts, and the states' rankings for tourism revenues are also given. California, Florida, and New York rank as numbers 1, 2, and 3 respectively in terms of tourism revenues. It is interesting to note that Rhode Island ranks 51$^{st}$ in tourism revenues; while the District of Columbia (which is not a state) ranks 31$^{st}$.

Table 8 lists the proximity of the responding programs to significant travel and tourism destinations within 50 miles of responding programs.

This table also shows the intensity of growth currently experienced by those destinations. Again, it is not surprising that California, Florida, and New York rank numbers 1, 2, and 3. Moreover, 12 of 30 responding programs are located in these states. Only New York and Florida, however, are experiencing steady growth in travel and tourism.

Table 6
Locations of Responding Programs by Regions (N=30)

| Location by Regions* | N | % |
|---|---|---|
| New England | 2 | 7 |
| Massachusetts (1) | | |
| Rhode Island (1) | | |
| Mid Atlantic/Atlantic | 9 | 30 |
| New York (5) | | |
| Maryland (2) | | |
| District of Columbia (1) | | |
| Virginia (1) | | |
| South Atlantic | 6 | 20 |
| Georgia (2) | | |
| Florida (4) | | |
| East South Central | 1 | 3 |
| Kentucky (1) | | |
| Mountain/South West | 4 | 13 |
| Colorado (2) | | |
| Arizona (2) | | |
| Pacific | 8 | 27 |
| Alaska (1) | | |
| California (3) | | |
| Washington (1) | | |
| Oregon (3) | | |

Source: Our Fifty States (1980). Washington, DC: Geographical Society.

Table 7
Travel and Tourism Revenues Amounts and Ranking (N=16)

| State | Amounts* | Ranking** |
|---|---|---|
| Alaska | 2.30 | 45 |
| Arizona | 9.77 | 19 |
| California | 79.93 | 1 |
| Colorado | 10.35 | 18 |
| Washington, DC*** | 5.75 | 31 |
| Florida | 51.75 | 2 |
| Georgia | 15.53 | 11 |
| Kentucky | 6.33 | 30 |
| Maryland | 8.63 | 21 |
| Massachusetts | 13.23 | 12 |
| New Jersey | 19.55 | 7 |
| New York | 37.95 | 3 |
| Oregon | 6.33 | 28 |
| Rhode Island | 1.15 | 51 |
| Virginia | 16.10 | 9 |
| Washington | 9.20 | 20 |

*Stated in billion dollar amounts (1993)

**Travel and Tourism Revenue Ranking (1993)

***The federal district—Washington, DC, was considered as a state.

Source: Lundberg, D., Stavenga, M., and Kreshnamoorthy, M. (1995) Tourism Economics , John Wiley & Sons: New York.

Table 8

Responding Programs' Proximity to Significant Travel and Tourism Destinations and Levels of Growth (N=30)

| Actual Program Location | Proximity* | Travel and Tourism Destinations | Level of Growth** |
|---|---|---|---|
| Anchorage | Yes | Anchorage, AL | ∇ |
| Phoenix | Yes | Phoenix, AZ | + |
| Glendale | Yes | Phoenix, AZ | + |
| Loomis | Yes | Sacramento, CA | ∇ |
| Carmel | Yes | Monterey, CA | ∇ |
| Turlock | No | San Francisco, CA | ∇ |
| Aurora | Yes | Denver, CO | + |
| Denver | Yes | Denver, CO | + |
| Washington, DC | Yes | Washington, DC | ∇ |
| Miami | Yes | Miami, FL | + |
| Rivera Beach | Yes | Miami, FL | + |
| Orlando | Yes | Orlando, FL | + |
| Fort Lauderdale | Yes | Miami, FL | + |
| Atlanta[2] | Yes | Atlanta, GA | ∇ |
| Louisville | Yes | Louisville, KY | ∇ |
| Ellicott City | Yes | Baltimore, MD | + |
| Gaithersburg | Yes | Baltimore, MD | + |
| Boston | Yes | Boston, MA | + |
| Hackensack | Yes | New York City, NY | ∇ |
| Fairport | Yes | Nigra Falls, NY | + |
| Carle Place | Yes | New York City, NY | + |
| New York City | Yes | New York City, NY | + |
| Brooklyn | Yes | New York City, NY | + |
| Portland | Yes | Portland, OR | — |
| Sandy | Yes | Portland, OR | — |
| Troutdale | Yes | Portland, OR | — |
| Warwick | Yes | Providence, RI | + |
| Reston | Yes | Washington, DC | + |
| Kent | Yes | Seattle, WA | ∇ |

*Yes = within 50 miles radius
**Type of Growth
[2] two programs
+ = Steady growth
— = No growth
∇ = Slow growth

Source: Travel Industry World Yearbook for 1993: The Big Picture.

## Section Three

Section 3 presents responses to Research Question 3 (What is the formal training and/or industry experience of travel and tourism educators at the secondary school level?)

The professional tenure of the respondents was collected from Survey Questions 39 and 40. As indicated on Table 9, the average years of tenure at the profiled institution was 13 years; the range was 1 to 30. Seven years was the average for educational tenure (years in travel and tourism education).

The respondents' professional tenure (years in the industry) average was three years in related industries. Most illustrative were the Rail Industry with 13 years and the Cruise and Consulting fields with 11.5 years. Tour operations received an average of nine years and the Restaurant and Marketing industries eight years, respectively.

The formal education levels, industry job titles, work experiences and professional memberships held were collected from survey questions 21, 38, 39, and 42-49. Table 10 shows that typically the respondents possessed Master's degrees (62%). Twenty-eight percent of the respondents held either a Bachelor of Science or Arts degree.

Table 9
Summary of Illustrative Respondent Personal and Professional Demographics

| Topic Area | Mean | Median | SD | Min | Max |
|---|---|---|---|---|---|
| Years of Service (Total Tenure) | | | | | |
| at Profiled Institution | 12.7 | 10.0 | 9 | 1 | 30 |
| in Travel and Tourism Education | 6.7 | 5.0 | 5 | 0 | 26 |
| in Travel and Tourism Industry | 3.3 | 0* | 6 | 0 | 23 |
| Years of Service | | | | | |
| Rail (n=2) | 13.0 | 13.0 | 10 | 6 | 20 |
| Cruises (n=2) | 11.5 | 11.5 | 12 | 3 | 20 |
| Consulting (n=2) | 11.5 | 11.5 | 12 | 3 | 20 |
| Tour Operations (n=7) | 08.8 | 05.0 | 08 | 5 | 20 |
| Restaurant (n=11) | 07.9 | 03.0 | 09 | 1 | 23 |
| Marketing (n=8) | 07.8 | 05.5 | 07 | 1 | 20 |

* number is less than 1.

Some survey participants indicated more than one job title under the category of Job Titles. Sixty-nine percent of the respondents used the title of teacher; 21% of the respondents listed the job title administrator. The title of coordinator was used by 26% of the respondents.

Forty-one percent of the respondents' work experience has been entirely in education. The work experience of the respondents outside education tended to be in the following fields: Restaurant/Food Service (23%), Hotel/Motel (21%), Marketing (18%), and Travel Agency (15%).

Respondents belonged to The Society of Travel and Tourism Educators (STTE) (62%) and almost half (46%) were members of the Council of Hospitality, Restaurant, and Institutional Education. The formal travel and tourism education degree levels and non-travel and tourism education experiences were obtained from survey questions 22 and 41. As shown on Table 11, 41% of the survey participants did not respond to formal degree levels. Those who did respond (15%) indicated degree level travel and tourism education, and 21% indicated the category of travel school as their highest level of travel and tourism education. Additionally, 23% reported no formal travel and tourism education.

Table 10
Summary of Selected Respondent Educational and Professional Characteristics, Institutional Responsibilities, Work Experiences, and Professional Memberships (N=39)

| Topic Areas | N | % |
|---|---|---|
| Formal Education Levels | | |
| High School | 2 | 5 |
| Associate Degree | 1 | 3 |
| BS/BA | 11 | 28 |
| Masters | 24 | 62 |
| Doctorate | 1 | 2 |
| Post Doctorate | 0 | 0 |
| Others | 0 | 0 |
| Job Titles * | | |
| Teacher | 27 | 69 |
| Administrator | 8 | 21 |
| Planner | 3 | 8 |
| Coordinator | 10 | 26 |
| Counselor | 3 | 8 |
| Supervisor | 3 | 8 |
| Researcher | 2 | 5 |
| Consultant | 3 | 8 |
| Other | 3 | 8 |

Table 10
continued

| Topic Area | N | % |
|---|---|---|
| Work Experience | | |
| All Educational | 16 | 41 |
| Restaurant/Food Services | 9 | 23 |
| Hotel/Motel | 8 | 21 |
| Marketing | 7 | 18 |
| Travel Agency | 6 | 15 |
| Professional Memberships | | |
| American Society of Travel Agents | 9 | 25 |
| Cruise Line International of America | 0 | 0 |
| Society of Travel & Tourism Educators | 24 | 62 |
| American Retail Travel Agent | 0 | 0 |
| Institute of Certified Travel Agents | 0 | 0 |
| Travel & Tourism Research Ass'n | 3 | 8 |
| Council of Hospitality, Restaurant and Institutional Education | 18 | 46 |
| Others | 4 | 10 |

* Some respondents listed more than one job title
** Some respondents belong to more than one organization

Table 11
Summary of Formal Travel and Tourism Degree Levels and Non-Travel and Tourism Work Experiences. (N=39)

| Topic Area | N | % |
|---|---|---|
| Degree Levels | | |
| College | 6 | 15 |
| Travel School | 8 | 21 |
| None | 9 | 23 |
| No Answer | 16 | 41 |
| Non-Travel and Tourism Work Experience Areas | | |
| No Response | 15 | 38 |
| Sales/Marketing | 10 | 26 |
| Business | 4 | 10 |
| Supervisory/Management in Hospitality | 3 | 8 |
| Home Economics | 2 | 5 |
| Computers | 1 | 3 |
| College Instructor | 1 | 3 |
| Information Specialist (Conventions) | 1 | 2 |
| Self-Employed | 1 | 3 |
| U.S. Customs Inspector | 1 | 2 |

Thirty-eight percent of the participants did not list any non-travel and tourism work experiences. The most notable area, Sales/Marketing, was listed by 26% of the respondents.

Section 4

Data on similarities and differences of mission, structure curriculum among secondary school travel and tourism education programs (Research question 4) is presented in Section Four.

The current enrollment, date of establishment, program length, number of articulation agreements, and frequency of evaluation were obtained from survey questions 3, 6, 9, 13, and 18. Table 12 shows that the average enrollment for the 30 programs was 85. With a standard deviation of 95, this average is skewed; the range for current enrollment was 14 to 385. The number 385 is an outlier; its value is so far removed from the main body of data that its inclusion is questionable (Weldon, 1986). Thus, the mean does not give a true picture of student enrollment. The mode, the number most often given, is a more appropriate indicator of enrollment. The mode is 40.

The type of facility, structure, programmatic thrusts, articulation agreements, areas of instruction, and type of curriculum were obtained from survey questions 4, 5, 7, 12, 14, and 17. Table 13 shows the 54% of the programs are located in comprehensive high schools. Thirty-three percent of the

Table 12
Summary of Selected Program Demographics Identified in Profile Section of Survey (N=39)

| Topic Area | Mean | SD | Min | Max |
|---|---|---|---|---|
| Current Enrollment | 85 | 95.00 | 14 | 385 |
| Program Length (in months) | 16 | 11.00 | 01 | 36 |
| Number of Articulation Agreement | 02 | 1.00 | 01 | 05 |
| Frequency of Evaluation* | 04 | 1.00 | 03 | 05 |

*Only 8 of the 39 respondents responded to this question

respondents indicated that their programs are free-standing structures. Free-standing programs are those which act independently and are not a part of other existing curricula programs. It is also interesting to note that 31% of the respondents' programs are either departments or programs within other departments.

The majority of these programs are career preparatory (54%), and all but five of the thirty-nine programs have articulation agreements. The typical programs according to the data include the following instructional areas: airlines (77%), geography (72%), marketing instruction and travel agency office practice (69%) respectively, cruises (64%), computer training, and hotel/motel (61%), respectively, and transportation (51%). A competency-based curriculum is used by 85% of the responding programs. Percentages for the categories of structure and instruction exceed 100% due to multi-response checking by survey participants.

Question 19 in the survey collected data on program mission or purpose. The respondents discussed eighteen missions used in their programs. Quotes which are most illustrative of respondents' views concerning mission and the usage of these 18 missions by the respondents are located in Appendix F.

Table 13
Summary of Selected Program Characteristics Identified in the Program Profile Section of the Survey (N=39)

| Topic Areas | N | % |
|---|---|---|
| Program Location | | |
| Comprehensive High School | 21 | 54 |
| Vocational/Occupational High School | 16 | 41 |
| Special Facility | 02 | 05 |
| Structure | | |
| Separate School | 36 | 92* |
| Department | 12 | 31* |
| Free Standing | 13 | 33* |
| Program within another Department | 12 | 31* |
| Program Nature | | |
| Exploratory | 18 | 46 |
| Career Preparatory | 21 | 54 |
| Articulation Agreements | | |
| Yes | 34 | 87 |
| No | 05 | 13 |
| Areas of Travel and Tourism Instruction | | |
| Airlines | 30 | 77 |
| Geography | 28 | 72 |
| Marketing | 27 | 69 |
| Computer Training | 24 | 61 |
| Hotel/Motel | 24 | 61 |
| Transportation | 20 | 51 |
| Curriculum | | |
| Competency-based | 33 | 85 |
| Other | 06 | 15 |

* Percentages exceed 100% due to mult-response checking

Clusters of similar areas of concern, called themes for purpose of this analysis, were formed. Table 14 presents the mission concerns clustered in three theme areas- - building career skills and behaviors, industry introduction, and general focus. Each of the six missions clustered to form the theme category of Building Career Skills and Behaviors focused on students acquiring general workplace competencies. The category of Industry Introduction is composed of five areas, each focusing on introducing the hospitality and travel and tourism industries to students.

Missions categorized as General Focus are broader-based missions, encompassing areas other than travel and tourism purposes. Seven of the 18 missions clustered around General Focus. Six of the missions focused upon building Career Skills and Behaviors. It is interesting to note that skills specific to areas in the travel and tourism industry were present in only five mission statements.

Program objective(s) were derived from question 20 of the survey. Thirty-five objective areas of concern were listed by respondents. Supporting quotes and total usage of these objectives by respondents are located in Appendix F. Table 15 presents the 35 objectives clustered into two theme areas, Industry Driven and General.

Table 14
Program Missions Clustered into Themes

Building Career Skills and Behaviors

Technology Skill Development
Meaningful Skills Development
Employability Competencies
Team Building
Career Preparation
Tech-Prep

Industry Introduction

Local Job Employment
Experiential Opportunities
Culinary Art Related Opportunities
Travel and Tourism Industry Exposure
Hospitality Industry Experiences

General Focus

Pre-College Training
Reaching Individual Potential
Increase Attendance
Student-Centered Education
Community Serving
Character Development
Post-Secondary Opportunities

The majority of the objectives (22) were compiled under the theme category of Industry-Driven. These objectives are those which the Hospitality, Food Service, and Travel and Tourism industries would require of their potential workers. Each of the respondents included the objective of Entry-level Skills.

General objectives tended to be more general in nature as they (the objectives) tend to apply to all students, not just to those students enrolled in travel and tourism education. Thirteen objectives were clustered into this category. Character development and micro-computer skills were listed the most often as General objectives. Additionally, communication skills, critical thinking, and interpersonal skills were also stressed by respondents.

## Section 5

Research Question 5 data (What are the characteristics of those students enrolled in secondary school travel and tourism education programs in the United States? And how many students enter the field of tourism study and/or industry upon completion/) are contained in Section 5. A student profile was obtained from the data compiled from survey questions 50 through 55. These questions considered gender, ethnicity, home language completer primary interests, and completer industry pursuits.

Table 15
Objectives Clustered into Themes

| Industry Driven | General |
|---|---|
| Occupational Entry Level Skills | |
| Cooperative Skill Building | Confidence Building |
| Post-Secondary Education in Preparation | Microcomputer Skills |
| Career Opportunities | Leadership Skills |
| Hospitality Industry Employment | Appreciation of Work |
| Management Skills | Critical Thinking Skills |
| Sales Skills | Character Development |
| Travel Industry Employment | Good Grooming |
| Travel Agency Operations | Communication Skills |
| Food Services Operations | Interpersonal Skills |
| Tour Pack Development | Researching Skills |
| Service and Operational Functions | Telephone Manners |
| Licenses and Certifications | Lite Skills Building |
| Local Job Development Appreciation | Good Attendance |
| On-the-Job/Internship Experiences | |
| Industry Literacy | |
| Professional Development | |
| Marketing Skills | |
| Customer Relations Skills | |
| Product Knowledge | |
| Geography Skills | |
| Airline Computer Skills | |

Table 16 shows that more females are enrolled in the responding programs. Males make up only 31% of the enrollment. Ethnically, Caucasian students tend to enroll at the highest numbers. Forty-nine percent of the students are Caucasian. African-American and Hispanic students average 28% and 17%, respectively. The majority of the students speak English at home (85%). Upon completion of the program, the students tend to pursue post-secondary education. Forty-one percent tend to go to colleges and universities; 26% to community colleges. Thirty-four percent go into the general workforce. The data indicated that 25% go into the travel workforce.

Competencies demonstrated by student completers were obtained from question 56. Responses were grouped into ten categories. As shown in Table 17, almost all of the respondents (90%) chose the competency of social/interpersonal skills as an important competency. These programs also stress competency in Verbal/Written Communication Skills (87%) and Geography (79%).

Table 16

Summary of Selected Student Demographics and Characteristics (N=39)

| Topic Areas | Mean | Median | SD | Min | Max |
|---|---|---|---|---|---|
| Enrollment | | | | | |
| Female | 69% | 65% | 18.76% | 20% | 95% |
| Male | 31% | 35% | 18.76% | 5% | 80% |
| Ethnic Makeup | | | | | |
| African-American | 28% | 10% | 30.96% | 0% | 100% |
| Caucasian | 49% | 48% | 36.48% | 0% | 100% |
| Hispanic | 17% | 05% | 24.45% | 0% | 75% |
| Home Language | | | | | |
| English | 84% | 94% | 21.33% | 0% | 100% |
| Other than English | 15% | 05% | 18.94% | 0% | 74% |
| Completers Post-Secondary Interest | | | | | |
| Universities/College | 41% | 25% | 34.85% | 01% | 100% |
| Community College | 26% | 23% | 18.57% | 1% | 70% |
| Workforce | 34% | 30% | 02% | 02% | 100% |
| Travel Workforce | 25% | 25% | 21.50% | 03% | 80% |

Table 17
Travel and Tourism Competencies (N=39)

| Topic Areas | N | % |
|---|---|---|
| Competencies Stressed | | |
| Social & Interpersonal Skills | 35 | 90 |
| Verbal/Written Communication skills | 34 | 87 |
| Problem-Solving Skills | 26 | 67 |
| Ethics | 25 | 64 |
| Geography | 31 | 79 |
| Travel Reference Skills | 29 | 74 |
| Automation Skills | 25 | 64 |
| Ticketing Skills | 26 | 67 |
| Travel Office Practices | 27 | 69 |
| Other(s) | 18 | 46 |

## Descriptive Summary Profile of Programs, Educators, and Students

According to the data obtained from this study's 39 respondents, a typical travel and tourism program at the secondary school level is one which has come into being since 1984 and has an enrollment of 40 students. This program lasts an average of 16 months, and has at least two articulation agreements with post-secondary institutions.

The typical secondary school travel and tourism program is located in a comprehensive high school in a free-standing program. This program tends to the career preparatory in nature and its curriculum is competency-based. The following areas would be included for instruction: airlines, geography, marketing, travel agency practice, cruises, computer training, hotel/hotel, and transportation. Additionally, this program would be found in high schools on either the Atlantic or Pacific coasts and would be located within a 50-mile radius of significant travel and tourism destinations. And, its state's income would depend on the revenues gleaned from the travel and tourism industry.

### Educators' Profile Summary

The educators who work in the 30 responding programs tend to be teachers who hold a Master's degree. Most of these educators have worked

entirely in the educational field for an average of 13 years, seven of which have been in travel and tourism education. These educators have only worked professionally in the travel and tourism industry an average three years in the following fields: Restaurant/Food Services, Hotel/Motel, Marketing, and Travel Agency. Over 40% of respondents listed no travel and tourism work experience. Finally, if they belong to a professional education societies, they would be either STTE (Society of Travel and Tourism Educators)(67%) and CHRIE (Council on Hospitality, Restaurant, and Institutional Education).

Students' Profile Summary

The students who enroll in these programs tend to be female; twice as many females enroll as do males. These students', ethnic identities are generally will be Caucasian, African-American, and Hispanic. Most speak English at home.

Although these programs tend to be career-preparatory in nature, the students, upon completion, seek post-secondary education options rather than work-force options. And, in addition to showing competencies in areas of travel and tourism instruction, these completers would also show competency in areas of social/interpersonal skills and verbal/written communications.

## Summary

This chapter presented the analysis of the data obtained describing travel and tourism education programs at the secondary school level. The study sample included a total of 39 respondents, representing 30 programs. Results are reported in five sections. Each section depicted, in tabular form, data concerning this study's five research questions. Frequencies and percentages were employed to analyze and organize the data.

Research questions 1 (Section 1) cataloged the use and intensity of articulation agreements by the study respondents. Data in Section 2 provided information on the locations of the programs so that relationships, if any, between areas of travel and tourism programs and industry growth could be made.

In Section 3 are data presentations for research question 3 (The formal training and/or industry experience of the respondents). Data in Section 4 addressed similarities and differences among responding programs in terms of missions, structure, and curriculum (research question 4). And, research question five, catalogued in Section 5, considered selected characteristics of the students enrolled in travel and tourism education programs at the secondary school level.

Finally, the data from all six sections made possible descriptive summary profiles of a typical travel and tourism education program, its educators and students. These profiles are found in Section 6. Additional comprehensive data in tabular form are located in the Appendix F.

# CHAPTER 5

# SUMMARY AND DISCUSSIONS

In this chapter a summary of the previous chapters and discussions derived from an analysis of data. Conclusions and recommendations are also included in this chapter.

## Summary of the Study

This study was designed to describe the students, educators and programmatic thrusts of travel and tourism education programs at the public high school level in the United States. Specifically 39 educators in 30 high school travel and tourism education programs were surveyed to provide the data for such descriptions. The review of the literature revealed that, while descriptions of college and graduate programs have been done, none existed which described high school travel and tourism programs, students, and its educators. Therefore, this study was descriptive and exploratory in nature.

The research population for this study was all public high school, regular members of the Society of Travel and Tourism Educators (STTE) and the Council for Hospitality, Restaurant and Institutional Education (CHRIE) for 1994. The survey participants' total was 81. The response rate was forty which represents 49% of the total population. One response was deemed unusable, leaving a response total of 39 or 48%.

Findings show that the respondents consider articulation efforts with post-secondary institutions important. Secondly, they reveal that there is a relationship between the location of secondary school travel and tourism programs areas of significant tourism growth. The survey participants listed almost no formal training and/or experience in the travel and tourism industry. The programs described by the respondents showed more similarities than differences in terms of mission, curriculum and structure. Finally, the students described by the respondents tend to be female, Caucasian, and speak English at home. Additionally, these students seek post-secondary educational options. Those who enter the workforce, upon program completion, are most likely to pursue careers in either the airlines, travel agency, or hotel/motel industries.

The data obtained from the usable questionnaires were numerically coded and transcribed for statistical analysis. NCSS (Number Cruncher Statistical System) was used for computer analysis of the data. In the analysis, frequencies

and percentages were employed to describe these programs, students, educators, and programmatic thrusts.

## Conclusions

Based on the data presented in Chapter 4, the following conclusions are provided; these conclusions are based upon the five research questions:

1. Articulation agreements are important components of travel an a tourism programs at the secondary school level.

Literature reviewed indicates the importance of such agreements, and 34 (87%) of the respondents have articulation agreements. The average number of agreements is two.

2. There is a relationship between the locations of travel and tourism educational programs at the secondary school level and major tourist destinations.

All of the programs in this study except one are located within a 50-mile radius of major tourism sites. Three of the states which have travel and tourism programs at the secondary school level rank 1,2, and 3 in travel and tourism revenues. Respondents' states are experiencing steady growth in tourism revenues.

3. The respondents have little travel and tourism education or industry experiences. Almost half indicated no travel and tourism education experience and almost none had industry experience.

4. There are similarities of mission, structure, and curriculum among travel and tourism education programs at the secondary school level.

The literature reviewed indicated that travel and tourism education programs have similarities in mission, structure, and curriculum. As a result of the themes which emerged from this study, the researcher has concluded that travel and tourism educators at the secondary school level see building of career skills and behaviors as a major mission.

There is also consensus in the areas of structure and curriculum. Most programs are located in comprehensive high schools, receiving student enrollment at either the ninth or eleventh grades. Moreover, these programs tend to be career preparatory and have competency-based curriculum.

## Recommendations

Recommendations are presented in two sections: (a) recommendation for educators, and (b) recommendations for further research.

Recommendation for Educators

Travel and tourism education programs at the high school level should be modified to accommodate more non-college bound students, males, and minorities.

The data indicated that the students in the responding programs tended to be Caucasian (49%), female (69%), and English-speaking (84%). Only 25% went into the travel workplace upon completion of the program. Perhaps these programs are viewed as college-bound programs, since so many completers (67%) enter community and four-year colleges. A stronger, non-college component may garner more student participants as well as it could become the breeding ground for those front-line industry workers alluded to in the literature by Eric Friedheim (1989).

Recommendation for Further Research

While useful in describing travel and tourism education programs at the secondary school level, the exploratory nature of this study may lead to areas for future investigation. The following are some topics for consideration:

1. This study documents the existence and scope of 30 public secondary school travel and tourism education programs. There is, however, a need to

investigate this area with a larger study sample. Such an investigation would determine if the findings and conclusions of this study were applicable with a larger population.

2. A descriptive study should be conducted which focuses on the specific competencies or learner outcomes of these programs. This study would review curriculum and program purpose, and identify and compare competencies incorporated in the programs' curricula. The results would be distributed to the travel and tourism education programs at the secondary school level for consideration in future planning and also to the travel and tourism academic community. These results would be made available to both secondary and post-secondary institutions which are considering future articulation agreements. Such information would aid in cohesion of curriculum, mission, and competencies, especially between the articulated pair.

3. This study should be replicated with international travel and tourism high school programs to determine if there are similarities and differences among domestic (U.S.) and international programs. Such a study would assist in broadening and deepening the scope of the respective programs.

4. A study which determines the effectiveness of travel and tourism programs in providing opportunities for post secondary education, training, and/or employment should be conducted at the secondary school level.

5. A study which describes international travel and tourism education programs at the high school level should be conducted. Similarities and differences, if any, among domestic and international programs would be discussed.

6. In this study seven responding schools indicated that they were part of the National Academy Foundation. A descriptive study of this type of travel and tourism program at the secondary school level could be discussed.

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APPENDIX A -

1. Cover Letter
2. Survey

February 1, 1994

Dear Travel Educator:

Your help is needed in completing a survey on travel and tourism education on the secondary school level. I am conducting this survey as part of my doctoral dissertation for the Vocational and Technical Education Program at the Virginia Polytechnical Institute and State University.

Since this area is rarely researched, you and your school will be making a valuable and historic contribution to tourism education by your participation. Travel and tourism, as you know, has emerged as one of the largest sources of jobs, and as a result, educational and training programs have emerged in response to this trend. Currently, a void exists in the literature on secondary school travel and tourism education, especially in respects to the characteristics of its students, educators, and programmatic thrusts.

Now sit back and take a few minutes to enjoy the enclosed packet of coffee while you complete this survey. Again, you will be making a valuable and historic contribution to tourism education by your participation. A speedy reply is appreciated on or before February 15, 1994. Returning your entry by the above date will make you eligible for a drawing of $50.00. Moreover, if your entry is received by the 10th of February, you will be entered twice in this drawing. A self-addressed, stamped envelope is provided for your convenience.

Thank you for your cooperation and time.

Sincerely,

M. Ardell Thompson

M. Ardell Thompson

**SURVEY**

A DESCRIPTIVE STUDY OF TRAVEL AND TOURISM EDUCATIONAL PROGRAMS AT THE SECONDARY SCHOOL LEVEL IN THE UNITED STATES

M. A. THOMPSON

The purpose of this questionnaire is to identify the views of secondary travel and tourism educators concerning their travel and tourism programs. The information that you provide will be kept confidental. If you have any questions regarding this instrument please contact: M. Ardell Thompson, 1629 Columbia Road NW, Suite 324, Washington, DC 20009. (202) 483-2268, Fax (202) 543-5694.

Thank you for your time and interest. **PLEASE RETURN THIS SURVEY BY FEBUARY 15, 1994**

**PART I - PROGRAM PROFILE**

1. The formal name of your program is:

_____

2. Your school's mailing address:

_____

_____

_____

Phone number ( ) _____ FAX ( ) _____

3. Your program's current enrollment is (Indicate the school year for which these figures apply):

# _____ Year _____

4. Your program is in a (Check one):

Comprehensive high school _____
Vocational/occupational high school _____
Special facility _____ (Please describe briefly) _____

_____

5. The following most accurately reflects your program's structure (CHECK ALL THAT APPLY).

A separate school _____
A department _____
A free-standing program _____
A program located within another department
Other (Explain) _____

_____

6. This program was established in 19 ___.

7. Your program is considered to be (Check one):

Exploratory in nature _____
(Giving students an overview of the entire industry, and students are expected to seek post-secondary education) **OR**
Career preparatory _____
(Students receive skills in specific sectors of the tourism industry such as catering, hotel/motel, travel agency)

8. At what grade (s) may students enroll in your program?

_____ 9th grade _____ 11th grade
_____ 10th grade _____ 12th grade

9. How long is your program? _____ MONTHS

10. Are certificates given upon completion of the program? _____ YES _____ NO

11. If yes, is this certificate in addition to a high school diploma? _____ YES _____ NO

12. Do you have articulation agreements with post-secondary institutions? _____ YES _____ NO

13. If yes, with how many institutions is your program articulated?

_____

_____

14. Please check the areas of tourism instruction in your program (Check all that apply):

| | | | | | |
|---|---|---|---|---|---|
| travel agency | _____ | accounting | _____ | housekeeping | _____ |
| hotel/motel | _____ | tour escort | _____ | law | _____ |
| catering | _____ | resorts | _____ | casino/gaming | _____ |
| planning | _____ | transportation | _____ | sales | _____ |
| convention | _____ | marketing | _____ | computer | _____ |
| food service | _____ | airlines | _____ | wholesale | _____ |
| management | _____ | cruises | _____ | geography | _____ |

other (s) _____

15. Does your program include internships/coops? YES _____ NO _____

16. Does your program include experiental/field studies component?
YES _____ NO _____

17. Is your program's curriculum competency-based: _____ YES _____ NO

18. How often is your curriculum evaluated (CHECK ONLY ONE):

every year _____
every two years _____
every _____ (Indicate frequency)
not evaluated/new program _____

19. Indicate the program's mission or purpose. A photocopy of the stated purpose or mission can be attached at the end of the survey: _____

_____

_____

_____

_____

_____

20. List the objectives of your program. A photocopy of objectives may be attached. _____

_____

_____

_____

_____

**PART II - PERSONAL AND PROFESSIONAL DATA - These items are intended to provide information that will be used to develop a profile of travel and tourism educators.**

Check the most appropriate response in the blank spaces below. If you feel the need to provide short answers, please do so.

21. Level of Formal Education - Check your highest level achieved:

High School Diploma _____ BS/BA _____
G.E.D. _____ Master _____
Associate Degree _____ Doctorate _____
Post Doctorate _____
Other (Explain) _____

22. Indicate below the highest degree attained in formal travel and tourism education:

_____

23. Do you hold certificates from a post-secondary institution other than at the university level?
_____ YES _____ NO

24. If yes, indicate school name, type of certificate, area of concentration (major)

| SCHOOL | MAJOR | CERTIFICATE AWARDED |
|---|---|---|
| | | |
| | | |
| | | |

Indicate which of the following professional industry certificates you hold. (Please check all that apply):

25. CHA _____
26. CPA _____
27. CCE _____
28. CHE _____
29. CPM _____
30. CFBE _____
31. CCM _____
32. CMP _____
33. CTP _____
34. CTC _____
35. CEC _____
36. CHSE _____
37. CRDE _____

38. You are presently employed in the travel and tourism program as a (check all that apply) :

_____ Teacher
_____ Administrator
_____ Planner
_____ Coordinator
_____ Other (Explain) _____
_____ Counselor
_____ Supervisor
_____ Researcher
_____ Consultant

39. Please indicate the number of years of service you have in each of the following:

at the institution listed in the program profile section _____
in travel and tourism education _____
in the travel industry _____

40. Indicate your areas of experience in travel and tourism outside of education. Place a check by all applicable work experience and indicate on the second line, the number of years of work experience:

All years have been in education _____
(Go on to Question #48)

| | WORK EXPERIENCE | YEARS | | WORK EXPERIENCE | YEARS |
|---|---|---|---|---|---|
| Hotel/Motel Industry | _____ | _____ | Travel Law | _____ | _____ |
| Ecotourism | _____ | _____ | Marketing | _____ | _____ |
| Transportation | _____ | _____ | Travel Agency | _____ | _____ |
| Parks/Recreation | _____ | _____ | Cruises | _____ | _____ |
| Car Rental | _____ | _____ | Rail | _____ | _____ |
| Amusement Parks/Attractions | _____ | _____ | Motorcoach | _____ | _____ |
| Travel Writing | _____ | _____ | Consulting | _____ | _____ |
| Tourism Planning/Research | _____ | _____ | Recreational Vehicles | _____ | _____ |
| Convention/Meetings/Visitors' Bureaus | _____ | _____ | Airline | _____ | _____ |
| Restaurant/Food Service | _____ | _____ | Tour Operator | _____ | _____ |
| Tour Guides | _____ | _____ | | | |

41. Indicate field (s) and experiences other than in travel and tourism education which you bring to the position held in question : _____
_____
_____

Place a check beside the name of the organizations in which you hold membership:

42. _____ American Society of Travel Agents
43. _____ Cruise Line International of America
44. _____ American Retail Travel Agents
45. _____ Society of Travel & Tourism Educators
46. _____ Institute of Certified Travel Agents
47. _____ Travel & Tourism Research Association
48. _____ Council of Hospitality, Restaurant, & Institutional Education
49. _____ Other _____

## PART III - STUDENTS PROFILE

Check the most appropriate response in the blank spaces below. If you feel the need to provide short answers, please do so.

50. Indicate current enrollment of your program by gender:
_____% Female _____% Male

51. Indicate by percentage the racial makeup of your program's student body:

| | | | |
|---|---|---|---|
| _____ | African-American | _____ | Hispanic |
| _____ | Asian | _____ | Native American |
| _____ | Caucasian | _____ | Other |

52. Indicate students' home language backgrounds:

_____% English
_____% Other than English

53. Indicate the percentage of students in your travel and tourism program who are disabled:

_____ %

54. Indicate by percentage, the numbers of completers whose primary interest is to: (Primary interest means completers who will spent 70% or more of their time in pursuit of one activity below)

enter universities/colleges _____%
enter travel schools _____%
enter military _____%
enter travel work force _____%
enter community colleges ____%
enter trade/proprietary schools _____%
enter apprenticeships _____%
enter the work force_____%
enter other _____%

55. Rank order from one to ten those industry areas in which your completers are the most likely to enter
( 1 = most likely, etc.):

_____ wholesale/tour operations
_____ motorcoach (bus)
_____ cruise lines
_____ theme parks
_____ airlines
_____ others please list _____
_____ travel agencies
_____ hotel/motel
_____ conventions/meetings
_____ car rental

56. What are the specific travel and tourism competencies demonstrated students who complete your program:

Social and Interpersonal skills _____
Verbal/Written Communication skills _____
Problem-solving skills _____
Ethics _____
Geography skills _____
Travel references skills _____
Automation skills _____
Ticketing skills _____
Travel Office Practices _____
Other _____

COMMENTS _____

THANK YOU FOR YOUR TIME.

APPENDIX B—

1. Jury Critique
2. Pilot Study
3. Advisory Committee

Jury Critique Listing

1. John Hunt, Ph.D.
   University of Idaho
   Dept. of Recreation and Tourism
   Moscow, Idaho 83812

2. Laila Rach, Ed.D.
   George Washington University
   Dept. of Health and Leisure Studies
   817 23rd Street, Ste. 304
   Washington, DC 20052
   (202) 994-7071
   FAX (202) 994-1420

3. Robert Wolff, CFD
   Best Western Hotel
   Hinn at Children's Center
   342 Longwood Avenue
   Boston, Massachusetts 02115

Pilot Study Participants

1. Marianne Ansbro, CTC
   Tompkins Cortland Community College
   170 North Street
   PO Box139
   Dryden, NY 13053

2. David W. Howell, CTC
   Niagara University
   Institute of Travel, Hotel and Restaurant Administration
   Niagara, NY 14109

3. Marilyn Kern-Ladner, CTC; DS
   Miami-Dade Community College
   Aviation Department
   9930 NW 27 Terr
   Miami, FL 33172

4. Barbara A. Krygel
   Travel Education Institute
   24681 North Western Highway Ste. 305
   Southfield, MI 48075

5. Laurie J. Pitts
   SST Travel School of Western Washington
   1474-112th Ave NE Ste 200
   Bellevue, WA 98004

6. Kevin N. Raleigh
   TriState Travel School
   4600 Montgomery Road Ste 210
   Cincinnati, OH 45212

7. Roberta Sebo, CTC
   Johnson and Wales University
   8 Abbott Park Place
   Providence, RI 02903

8. Dr. Barbara D. Steffen
   Kingsborough Community College
   2001 Oriental Blvd.
   Manhattan Beach
   Brooklyn, NY 11235

9. Suzanne S. Weissinger
   Fleet Business School
   2530 Riva Road Ste 201
   Annapolis, MD 21401

## Advisory Committee

1. Neval Featherstone, Jr.
   Capital City Travel
   921 S Street, N.W.
   Washington, DC 20001

2. Ellen Haxthausen
   Travel Temps
   7758 Wisconsin Avenue, Ste 508
   Bethesda, Maryland 20814

3. Lori Neal
   Instructor-Travel and Tourism
   T. H. Pickens Technical Center
   10359 Severance Drive
   Parker, Colorado 80134

4. Robert Wolff
   Best Western Inn at Children's Center
   342 Longwood Avenue
   Boston, Massachusetts 02115

# APPENDIX C-

## List of Participants

Listing of Participating Programs*

1. Martin L. King Career Center
   Tourism Program
   2650 E. Northern Lights Blvd.
   Anchorage, Alaska 99508
   (907) 278-2631, Ext. 226
   FAX (907) 278-6559

2. Metro-Tech-Vocational Institute
   Academy of Travel and Tourism
   1900 W. Thomas Road
   Phoenix, Arizona 85015
   (602) 271-2652
   FAX (602) 271-2696

3. Vocational Technical Center
   Travel and Tourism Program
   18400 North 51st Avenue
   Glendale, Arizona 85308
   (602) 866-5889

4. Placer High School
   Culinary Arts/Home Economics
   FEAST (Food Education and Service Training)
   Box 182
   Loomis, California 95650

5. Carmel Unified School District
   Travel Careers
   P.O. Box 222780
   Carmel, California 93922
   (408) 624-3544
   FAX (408) 624-0127

6. Turlock High School
   Regional Occupational Food Service Program
   1600 East Canal Drive
   Turlock, California 95380
   (209) 667-0884
   FAX (209) 699-0936

7. T. H. Pickens Technical Center
Arerora Public Schools
500 Backley Road
Arerora, Colorado 80011
(303) 344-4910
FAX (303) 340-1898

8. Fred N. Thomas Career Education Center
Academy of Travel and Tourism
265 Eliot Street
Denver, Colorado 80211
(303) 964-3045
FAX (303) 964-3004

9. Theodore Roosevelt High School
Travel and Tourism Program
13th and Upshur Streets, N.W.
Washington, DC 20011
(202) 576-6130

10. S. H. Archer Hospitality/Retailing Magnet
2250 Perry Boulevard, N.W.
Atlanta, Georgia 30318
(404) 799-9533
FAX (404) 792-1211

11. Norland Senior High
Academy of Travel and Tourism
1050 N.W. 95th Street
Miami, Florida 33169
(305) 653-1416

12. North Technical Educational Center
Commercial Foods and Culinary Arts
7071 Garden Road
Rivera Beach, Florida 33404
(407) 881-4626

13. Colonial High School
Academy of Travel and Tourism
6100 Oleander Drive
Orlando, Florida 32807
(407) 277-5431
FAX (407) 277-5431-701

14. Broward County School
600 S.E. 3rd Avenue
Fort Lauderdale, Florida 33301
(305) 760-7400

15. Shawnee High School
Aviation Magnet
4018 West Market Street
Louisville, Kentucky 40212
(502) 473-8726
FAX (502) 473-8738

16. Gaithersburg High School
Hotel and Travel Program
314 S. Frederick Avenue
Gaithersburg, Maryland 20899
(301) 840-4700

17. Howard Vo-Technical Center
Culinary Arts Program
10920 Route 108
Ellicott City, Maryland 21042
(410) 313-6982
FAX (410) 313-6997

18. East Boston High School
Academy of Travel and Tourism
86 White Street
East Boston, Massachusetts 02128
(617) 635-9896
FAX (617) 635-9726

19. Bergen County Technical High School\Culinary Arts Tech-Prep 2+2
200 Hackensack Avenue
Hackensack, New Jersey 07601
(201) 343-6000 Ext. 255

20. Travel and Tourism/Marketing
EMCE
41 O'Connor Road
Fairport, New York 14450
(716) 235-3622
FAX 716) 235-2208

21. Culinary Arts
Board of Coop. Ed. Services
234 Glencoe Road
Carle Place, New York 11514
(516) 742-3500

22. Norman Thomas High School
Academy of Travel and Tourism
111 East 33 Street
New York, New York 10016
(212) 532-8910
FAX (212) 545-9648

23. Jolia Richman High School
Health and Human Services - Culinary Arts
317 East 67th Street
New York, New York 10021
(212) 879-6866
FAX )212) 861-3004

24. South Shore High School
The Academy of Travel and Tourism
6565 Flatlands Avenue
Brooklyn, New York 11236
(718) 531-4454

25. David Douglas High School
Hospitality, Tourism, and Recreation
1001 S.E. 185th Avenue
Portland, Oregon 97233
(503) 252-2900 Ext. 356
FAX (503) 256-5218

26. Sandy High School
Hospitality/Tourism/Recreation
17100 Bluff Road
Sandy, Oregon 91055
(503) 668-8011

27. Reynolds High Schools
Restaurant and Hotel Management
1698 S.W. Cherry Park Road
Troutdale, Oregon 97060
(503) 667-3186, Ext. 246

28. Warwick Area Career and Technical Center
575 Centerville Road
Warwick, Rhode Island 02886
(401) 737-3300

29. South Lakes High School
Travel and Tourism Marketing
11400 South Lakes Drive
Reston, Virginia 22091
(703) 661-6611
FAX (703) 476-0825

30. Kentridge High School
12430 S.E. 208th Street
Kent, Washington 98031
(206) 859-7345

*Listing is in alphabetical order by state.

APPENDIX D—

Non-Respondent Letter

March 22, 1994

Dear Travel Educator:

Recently you received a survey from me concerning travel and tourism programs at the secondary school level. I am conducting this survey as a part of my doctoral dissertation for the Vocational and Technical Education Program at the Virginia Polytechnical Institute and State University.

Unfortunately, your survey information has not been received as of the date of this letter. Would you be kind enough to send it back as sson as possible so that an accurate picture of travel and tourism programs at the secondary level is given? Moreover, since this is the first time that this information has been requested, you will be making history. Additonally, since your program may be the only such progam in your state, if you do not return the survey, your program and your state will not be counted.

A second copy of the survey and a self-addressed envelope is provided.

Thank you for your anticipated participation.

Sincerely,

M. Ardell Thompson

M. Ardell Thompson

# APPENDIX E-

## Description of Programs

## Key for School Profiles

### Areas of Instructions:

| | | | | | |
|---|---|---|---|---|---|
| travel agency - | A | accounting - | H | housekeeping - | O |
| hotel/motel - | B | tour escort - | I | law - | P |
| catering - | C | resorts - | J | casino/gaming - | Q |
| planning - | D | transportation - | K | sales - | R |
| convention - | E | marketing - | L | computer - | S |
| food service - | F | airlines - | M | wholesales - | T |
| management - | G | cruises - | N | geography - | U |
| | | other(s) - | V | | |

### Competencies Stressed:

| | |
|---|---|
| Social and Interpersonal skills - | 1 |
| Verbal/Written Communication skills - | 2 |
| Problem-solving skills - | 3 |
| Ethics - | 4 |
| Geography skills - | 5 |
| Travel references skills - | 6 |
| Automation skills - | 7 |
| Ticketing skills - | 8 |
| Travel Office Practices - | 9 |
| Other - | 10 |

MARTIN L. KING CAREER CENTER
Tourism Program
2650 E. Northern Lights Blvd.
Anchorage, Alaska 99508
(907) 278-9631 Ext. 226
Fax: (907) 278-6559

| Established | Current Enrollment | Location |
|---|---|---|
| 1974 | 120 (1993-94) | Vocational Education Center |
| **Structure** | **Program Length** | **Entry** |
| Department | 9 Months | 11th & 12th Grades |
| **Articulation** | **Internship** | **Experimental/Field Study** |
| None | Yes | No |

**Program Description**

Career Preparatory; Competency Based;
Certificate given upon completion;
Curriculum evaluated every two years.
Tourism instruction- A,B, D, E, I-M, R, S, U,
Competencies emphasized
1-7; 9;10 (Sales & Marketing).
Travel and Tourism is one of 23 vocational programs at this center.

**Students**

90% female; 10% male;
89% Caucasian;
5% Afro-American;
2% Asian; 2% Native American;
2% Alaska Native;
2% Learning disabled; 58% enter work force upon completion;
20% travel work force.
20% College; 5% Travel Schools

VOCATIONAL TECHNICAL CENTER
Travel & Tourism Program
18400 North 51st Avenue
Glendale, Arizona 85308
(602) 866-5889

| Established | Current Enrollment | Location |
|---|---|---|
| Not Given | 50 | Vocational High School |

| Structure | Program Length | Entry |
|---|---|---|
| Department | 18 Months (2 years) | 11th Grade |

| Articulation Agreement | Internship | Experimental/Field Study |
|---|---|---|
| Yes | Yes | Yes |

Program Description

Career Preparatory; Competency based;
Certificate given;
Program evaluated every year;
Tourism instruction-
A,B, E, G, I-N, R,S, U;
Competencies stressed 1-3, 5-9.
This program offers a course
on Best Western hotel reservation
system.

Students

90% female; 10% male; 80% Caucasian,
10% Asian,
5% each, Hispanic and Native American;
3% of students are disabled.
50% enter the work force;
30% travel schools,
5% each to Universities, the Military,
Trade schools, and Community Colleges.
Students are most likely to enter
Travel agencies, Hotel or
Meeting industries.

METRO TECH-VOCATIONAL INSTITUTE OF PHOENIX
Academy of Travel and Tourism
1900 W. Thomas Road
Phoenix, Arizona 85015
(602) 271-2652
Fax: (602) 271-2696

| Established | Current Enrollment | Location |
|---|---|---|
| 1983 | 40(1993-94) | Vocational High |

| Structure | Program Length | Entry |
|---|---|---|
| Free-standing Program | 2 yrs | 11th Grade |

| Articulation Agreement(s) | Internship | Experimental/Field Study |
|---|---|---|
| Yes (1) | Yes | Yes |

Program Description

Career Preparatory; Competency based;
Certificate given upon completion;
Evaluated every year; Tourism
Instruction- A,B, ; K-N; R,S, U
Competencies stressed -1,2, 5-9
Mission "provide students with
Knowledge and skills necessary
to enter the travel services industry".

Students

80% female; 20% male;
75% Hispanic, 20% Caucasian;
5% African-American.
20% of students do not speak
English at home.
60% enter travel work force;
30% to community colleges;
Completers are most likely to enter the
Airline, Travel Agency or Hotel industries
A good deal are hired by the
Arizona Automobile Association.

CARMEL UNIFIED SCHOOL DISTRICT
Travel Careers
P.O. Box 222780
Carmel, California 93922
(408) 624-3544
Fax: (408) 624-0127

| Established | Current Enrollment | Location |
|---|---|---|
| 1989 | 17 (1994) | Special Facility Regional Occupation Program |
| **Structure** | **Program Length** | **Entry** |
| Department | 4 Months | 12th Grade |
| **Articulation** | **Internship** | **Experimental/Field Study** |
| No | No | No |

Program Description

Career Preparatory; Evaluated every two years; Certificate given.
Tourism instruction-
A,B, D, I-N, R-V (rail; car rental)
Competencies 1-10 (salesmanship)
This is a off campus occupational program; students are encouraged to arrange their own Students.
Adults also participate in this program.
Objectives- "To provide entry-level skills appropriate for employment in the local job market".

Students

90% female; 10% male;
80% Caucasian; 10% Hispanic;
5% Other; 4% Asian; 1% African-American; 100% enter travel work force.
Completers most likely to enter Travel Agency , Hotel, and Car rental industries.
30% of students in the program are high school students

PLACER HIGH SCHOOL
Culinary Arts / Home Economics
FEAST (Food Education & Service Training)
Box 182
Loomis, CA 95650

| Established | Current Enrollment | Location |
|---|---|---|
| 1968 | None | Comprehensive High School |
| **Structure** | **Program Length** | **Entry** |
| Program located within Another dept. Home Ec | 2 years | 11th & 12th Grades |
| **Articulation** | **Internship** | **Experimental/Field Study** |
| Yes (Sierra College) | None | None |

Program Description

Both exploratory and Career prep, comp based;
Certificate given upon completion.
Curriculum evaluated every year
Tourism instruction in
C-G, H, L, P and R.
Competencies emphasized 1-3;
Program closed upon retirement of Coordinator

Students

10% students with disabilities; 50% Completers go to Community Colleges; 20% apprenticeships; 30% enter work force.
Completers most likely to enter Hotel and Meeting Planning Industries

TURLOCK HIGH SCHOOL
Regional Occupational Food Service Program
1600 East Canal Drive
Turlock, California 95380
(209) 667-0884
Fax: (209) 669-0936

| Established | Current Enrollment | Location |
|---|---|---|
| 1972 | 200+ | Comprehensive High School |

| Structure | Program Length | Entry |
|---|---|---|
| Department | 24 Months | 11th Grade |

| Articulation | Internship | Experimental/Field Study |
|---|---|---|
| Yes (1) | Yes | No |

Program Description

Career Preparatory; Completency – based;
Evaluated yearly;
Tourism Instruction in
C, F, and G;
Competencies stresses 3 and 4
Mission statement-
"To provide an educational
opportunity to learn the
hospitality industry"
Objective – "To provide
entry level skills in the food industry".

Students

60% female; 40% male; 65% Hispanic
12% Native American and
Caucasian, respectively; 1% African-
American; 10% Other.
20% speak a language other
than English at home.
1% disabled; 85% enter workforce;
most likely to enter Food Service industry.

T.H. PICKENS TECHNICAL CENTER
Aurora Public Schools
500 Buckley Road
Aurora, Colorado 80011
(303) 344-4910
Fax: (303) 340-1898

| Established | Current Enrollment | Location |
|---|---|---|
| 1990 | 25 (1993-1994) | Vocational /Technical Center |

| Structure | Program Length | Entry |
|---|---|---|
| Program in Another Department Marketing | 9 Months | 9th Grade |

| Articulation Agreements | Internship | Experimental/Field Study |
|---|---|---|
| Yes (3) | None | None |

Program Description

Career Preparatory (Travel Agency);
Certificate given upon completion.
Tourism instruction in
A, L-N, S-U;
Competencies in 1-9

Students

92% female; 8% male; 92% Caucasian
4% African American; 4% Hispanic
4% speak other language at home;
12% with disabilities
Student most likely to enter Car Rental,
Wholesale Tour Operation and
Airline industries

FRED N. THOMAS CAREER EDUCATION CENTER
Academy of Travel and Tourism
2650 E. Eliot Street
Denver, Colorado 80211
(303) 964-3045
(303) 964-3004

| Established | Current Enrollment | Location |
|---|---|---|
| 1990 | 50(1993-94) | Vocation Career Center Magnet School |

| Structure | Program Length | Entry |
|---|---|---|
| free standing program | 131/2 months | 10th & 11th Grades |

| Articulation Agreements | Internship | Experimental/Field Study |
|---|---|---|
| Yes | Yes | Yes |

Program Description

Academy Program; Exploratory in nature; Competency-based; Certificate given upon completion . Curriculum evaluated every year Tourism instruction-A;B;D;E; G; I-N; R-U; V (economics) Competencies emphasized 1-9; paid internship summer of jr. year Program closed upon retirement of coordinator.

Students

63% female; 10% male; 56% Hispanic; 20% Caucasian; 18% African-American; 5% Asian; 45% home language is not English; 2% disabled; 90% enter college; 8% travel work force; 1% community college; 1% military; most likely to enter Hotel, Car Rentals, Airlines, Travel Agencies.

Mission: "The program is designed to expose students to the variety of job opportunities in the travel and tourism industry, train them with entry-level skills and encourage them to go to college and major in a related degree."

Objectives:1. To provide a career preparation program to explore the world of travel and tourism through study of English, geography, economics and computers, 2. Provide a learning environment for students to succeed and gain life skills, 3. Create a desire for continuing education, 4. To promote good attendance.

THEODORE ROOSEVELT HIGH SCHOOL
Travel and Tourism Program
13th and Upshur Street N.W.
Washingotn, DC 20011
(202) 576-6130

| Established | Current Enrollment | Location |
|---|---|---|
| 1985 | 105 (1993-94) | Comprehensive high school |

| Structure | Program Length | Entry |
|---|---|---|
| free standing program | 3 years | 9th & 10th Grades |

| Articulation Agreements | Internship | Experimental/Field Study |
|---|---|---|
| None | Yes | Yes |

Program Description

Emphasizes all aspects of travel and tourism except travel law, gaming and computers; evaluated yearly by advisory board;
Completion Certificate given
Competencies emphasized 1-10;
Mission:
1. explore career of their choice and to prepare to enter college or the job market
2. students are taught how to be analytical, self-controlled, wise decision makers and effective communicators.

Students

60% female; 40% male; 40% African-American; 15% Hispanic; 15% Other; 2% Disabled; 85% enter colleges; 15% work force upon completion;
Completers most likely to enter
(1) hotel (2) meetings (3) travel agencies industries.

S. H. ARCHER HOSPITALITY/ RETAILING MAGNET
2250 perry Boulvard N.W.
Atlanta, Georgia 30318
(404) 799-9533
(404) 7921211

| Established | Current Enrollment | Location |
|---|---|---|
| 1985 | 160 | Magnet School |

| Structure | Program Length | Entry |
|---|---|---|
| Department | 9 Months | 9-12 Grades |

| Articulation Agreements | Internship | Experimental/Field Study |
|---|---|---|
| None | None | None |

Program Description

Career Preparatory; Competency based; Program evaluated every year, certificate given upon completion; Tourism instruction - B, C, F, H, L, R, and S. Competencies stressed - 1-4. Currently working to re-establish articulation with Morris Brown College.

Students

65%female; 35male; 100% African-American; 5% with disability; 40% into work force; 10% college; 10% military; 5% each to community college and trade school;
Most likely to enter food source and hotel industries.

# APPENDIX F-

## Comprehensive Tables

Table 16
Summary of Respondents' Personal and Professional Demographics (N=39)

| Topic Area | Mean | Median | SD | Min. | Max. |
|---|---|---|---|---|---|
| Years of Service | | | | | |
| Profiled Institution | 12.7 | 10.0 | 9 | 1 | 30 |
| Travel and Tourism Education | 6.7 | 5.0 | 5 | 0 | 26 |
| Travel and Tourism Industry | 3.3 | 0 | 6 | 0 | 23 |
| Years of Experience | | | | | |
| Hotel/Motel Industry | 4.6 | 1.5 | 6 | 1 | 19 |
| Ecotourism | 0 | 0 | 0 | 0 | 0 |
| Transportation | 1.5 | 1.5 | .71 | 1 | 2 |
| Parks/Recreation | 3.0 | 3.0 | 3 | 1 | 5 |
| Car Rental | 5.0 | 5.0 | 0 | 5 | 5 |
| Amusement Parks/Attractions | 2.0 | 0 | 0 | 0 | 0 |
| Travel Writing | 5.0 | 2.0 | 0 | 2 | 2 |
| Tourism Planning/Research | 3.0 | 5.0 | 0 | 5 | 5 |
| Convention/Meeting Visitors' Bureau | 7.9 | 3.0 | 2 | 1 | 5 |
| Restaurant/Food Service | 0 | 3.0 | 9 | 1 | 23 |
| Tour Guides | 2.0 | 2.0 | 1 | 1 | 3 |
| Travel Law | 20.0 | 20.0 | 0 | 20 | 20 |
| Marketing | 7.8 | 5.5 | 7 | 1 | 20 |
| Travel Agency | 5.7 | 1.0 | 8 | 1 | 20 |
| Cruises | 11.5 | 11.5 | 12 | 3 | 20 |
| Rail | 13.0 | 13.0 | 10 | 6 | 20 |
| Motorcoach | 20.0 | 20.0 | 0 | 20 | 20 |
| Consulting | 11.5 | 11.5 | 12 | 3 | 20 |
| Recreation | 20.0 | 20.0 | 0 | 20 | 20 |
| Airline | 5.3 | 1.0 | 7 | 1 | 20 |
| Tour Operator | 8.8 | 5.0 | 8 | 5 | 20 |

Table 17
Summary of Student Demographics and Characteristics (N=39)

| Topic Areas | Mean | Median | SD | Min. | Max. |
|---|---|---|---|---|---|
| Enrollment | | | | | |
| Female | 69% | 65% | 18.76% | 20% | 95% |
| Male | 31% | 35% | 18.76% | 5% | 80% |
| Ethnic Makeup | | | | | |
| African-American | 28% | 10% | 30.96% | 0% | 100% |
| Asian | 2% | 0% | 3.30% | 0% | 11% |
| Caucasian | 49% | 48% | 36.48% | 70% | 95% |
| Hispanic | 17% | 5% | 24.45% | 0% | 75% |
| Native American | 1% | 0%* | 2.08% | 0% | 12% |
| Other | 1% | 0%* | 3.73% | 0% | 15% |
| Home Language | | | | | |
| English | 84% | 94% | 21.33% | 0% | 100% |
| Other Than English | 15% | 5% | 18.94% | 0% | 74% |
| Students with Disabilities | 9% | 65% | 11.41% | 1% | 50% |
| Completers Post-Secondary Interests | | | | | |
| Universities/College | 41% | 25% | 34.85% | 1% | 100% |
| Travel School | 25% | 25% | 21.50% | 3% | 80% |
| Military | 8% | 5% | 7.43% | 1% | 20% |
| Travel Work Force | 25% | 20% | 26.11% | 1% | 100% |
| Community College | 26% | 23% | 18.57% | 1% | 70% |
| Trade/Proprietary School | 9% | 6% | 4% | 4% | 25% |
| Apprenticeships | 13% | 10% | 2% | 2% | 25% |
| Work Force | 34% | 30% | 2% | 2% | 100% |
| Other | 15% | 13% | 2% | 2% | 30% |
| Completers Post-Secondary Travel and Tourism Pursuits | | | | | |
| Wholesale/Tour Operations | 5 | 5 | 1 | 1 | 8 |
| Motor Coach | 8 | 8 | 6 | 6 | o |
| Cruiselines | 6 | 7 | 2 | 2 | 9 |
| Theme Parks | 5 | 5 | 1 | 1 | 9 |
| Airlines | 3 | 3 | 1 | 1 | 6 |
| Travel Agencies | 3 | 3 | 1 | 1 | 5 |
| Hotel/Motel | 3 | 2 | 1 | 1 | 8 |
| Conventions/Meetings | 5 | 5 | 2 | 2 | 8 |
| Car Rental | 5 | 5 | 1 | 1 | 10 |
| Other | 4 | 4 | 1 | 1 | 10 |

* Represents rounded median

Table 18
Summary of Program Characteristics Identified in Program Profile Section of Survey (N=39)

| Topic Areas | N | % |
|---|---|---|
| Program Location | | |
| Comprehensive High School | 21 | 54 |
| Vocational/Occupational High School | 16 | 41 |
| Special Facility | 2 | 5 |
| Program Structure | | |
| Separate School | | |
| yes | 3 | 8 |
| no | 36 | 92 |
| Department | | |
| yes | 12 | 31 |
| no | 27 | 69 |
| Free-Standing Program | | |
| yes | 13 | 33 |
| no | 26 | 67 |
| Program within another Department | | |
| yes | 12 | 31 |
| no | 27 | 69 |
| Other(s) | | |
| yes | 6 | 15 |
| no | 33 | 85 |
| Programmatic Thrusts | | |
| Exploratory in Nature | 18 | 46 |
| Career Preparation | 21 | 54 |
| Enrollment Years | | |
| 9th Grade | 15 | 38 |
| 10th Grade | 3 | 8 |
| 11th Grade | 11 | 28 |
| 12th Grade | 2 | 5 |
| 9th Grade & 10th Grades | 2 | 5 |
| 10th Grades& 11th Grades | 1 | 3 |
| 11th Grades & 12th Grades | 5 | 13 |
| Certificate Option | | |
| Given | 33 | 85 |
| Not Given | 6 | 15 |
| Diploma and Certificate | | |
| Yes | 31 | 79 |
| No | 8 | 21 |

Table 18 (Continued)

| Topic Areas | N | % |
|---|---|---|
| Articulation Agreements | | |
| Yes | 34 | 87 |
| No | 5 | 13 |
| Areas of Travel and Tourism Instruction | | |
| Travel Agency | | |
| Yes | 26 | 67 |
| No | 13 | 33 |
| Hotel/Motel | | |
| Yes | 24 | 61 |
| No | 15 | 39 |
| Catering | | |
| Yes | 12 | 31 |
| No | 27 | 69 |
| Planning | | |
| Yes | 12 | 31 |
| No | 27 | 69 |
| Convention | | |
| Yes | 16 | 41 |
| No | 23 | 59 |
| Food Service | | |
| Yes | 17 | 44 |
| No | 22 | 56 |
| Management | | |
| Yes | 18 | 46 |
| No | 21 | 54 |
| Accounting | | |
| Yes | 6 | 15 |
| No | 33 | 85 |
| Tour Escort | | |
| Yes | 18 | 46 |
| No | 21 | 54 |
| Resorts | | |
| Yes | 19 | 49 |
| No | 20 | 51 |
| Transportation | | |
| Yes | 20 | 51 |
| No | 19 | 49 |
| Marketing | | |
| Yes | 27 | 69 |
| No | 12 | 31 |
| Airlines | | |
| Yes | 30 | 77 |
| No | 9 | 23 |
| Cruises | | |
| Yes | 25 | 64 |
| No | 14 | 36 |

Table 18 (Continued)

| TOPIC AREAS | N | % |
|---|---|---|
| Housekeeping | | |
| Yes | 30 | 23 |
| No | 9 | 77 |
| Law | | |
| Yes | 6 | 15 |
| No | 33 | 85 |
| Casino Gaming | | |
| Yes | 1 | 3 |
| No | 38 | 97 |
| Sales | | |
| Yes | 19 | 49 |
| No | 20 | 51 |
| Computer | | |
| Yes | 24 | 61 |
| No | 15 | 39 |
| Wholesale | | |
| Yes | 13 | 33 |
| No | 26 | 67 |
| Geography | | |
| Yes | 28 | 72 |
| No | 11 | 28 |
| Others | | |
| Yes | 8 | 21 |
| No | 31 | 79 |
| Internships/Coops | | |
| Yes | 28 | 72 |
| No | 11 | 28 |
| Experiential/Field Studies | | |
| Yes | 19 | 49 |
| No | 20 | 51 |
| Competency Based Curriculum | | |
| Yes | 33 | 85 |
| No | 6 | 15 |
| Frequency of Evaluation | | |
| Yearly | 22 | 56 |
| Every two yearly | 4 | 10 |
| Every _____ | 5 | 13 |
| Not Evaluated/New Program | 8 | 21 |

Table 19
Summary of Respondents Educational and Professional Characteristics (N=39)

| TOPIC AREAS | N | % |
|---|---|---|
| Formal Education Levels | | |
| High School | 2 | 5 |
| Associate Degree | 1 | 3 |
| BS/BA | 11 | 28 |
| Masters | 24 | 62 |
| Doctorate | 1 | 2 |
| Post Doctorate | 0 | 0 |
| Other(s) | 0 | 0 |
| Post-Secondary Certificates | | |
| Non-University | | |
| Yes | 6 | 15 |
| No | 33 | 85 |
| Professional Industry Certificates* | | |
| CHA | | |
| Yes | 0 | 0 |
| No | 0 | 0 |
| CPA | | |
| Yes | 0 | 0 |
| No | 0 | 0 |
| CCE | | |
| Yes | 2 | 5 |
| No | 37 | 95 |
| CHE | | |
| Yes | 1 | 3 |
| No | 38 | 97 |
| CPM | | |
| Yes | 1 | 3 |
| No | 38 | 97 |
| CFBE | | |
| Yes | 0 | 0 |
| No | 0 | 0 |
| CCM | | |
| Yes | 0 | 0 |
| No | 0 | 0 |
| CMP | | |
| Yes | 0 | 0 |
| No | 0 | 0 |
| CTP | | |
| Yes | 0 | 0 |
| No | 0 | 0 |
| CTC | | |
| Yes | 0 | 0 |
| No | 0 | 0 |
| CEC | | |
| Yes | 0 | 0 |
| No | 0 | 0 |
| CHSE | | |
| Yes | 0 | 0 |
| No | 0 | 0 |
| CRDE | | |
| Yes | 0 | 0 |
| No | 0 | 0 |

Table 19 (Cont.)
Summary of Respondents Educational and Institutional Responsibilities (N=39)

| Topic Areas | N | % |
|---|---|---|
| Job Titles** | | |
| Teacher | 27 | 69 |
| Yes | 12 | 31 |
| No | | |
| Administrator | 8 | 21 |
| Yes | 31 | 79 |
| No | | |
| Planner | 3 | 8 |
| Yes | 36 | 92 |
| No | | |
| Coordinator | 10 | 26 |
| Yes | 29 | 74 |
| No | | |
| Counselor | 3 | 8 |
| Yes | 36 | 92 |
| No | | |
| Supervisor | 3 | 8 |
| Yes | 36 | 92 |
| No | | |
| Researcher | 2 | 5 |
| Yes | 37 | 95 |
| No | | |
| Consultant | 3 | 8 |
| Yes | 36 | 92 |
| No | | |
| Other | 3 | 8 |
| Yes | 36 | 92 |
| No | | |

*For sake of clarity Questions 25-37 were collapsed under the category of Professional Industry Certificates.

**Some respondents listed more than one job title.

Table 20
Professional Memberships Held by Respondents (N=39)

| Topic Areas | N | % |
|---|---|---|
| Professional Membership | | |
| American Society of Travel Agents | | |
| Yes | 9 | 23 |
| No | 30 | 77 |
| Cruise Line International of America | | |
| Yes | 0 | 0 |
| No | 39 | 100 |
| American Retail Travel Agents | | |
| Yes | 0 | 0 |
| No | 39 | 100 |
| Society of Travel & Tourism Educators | | |
| Yes | 24 | 62 |
| No | 15 | 38 |
| Institute of Certified Travel Agents | | |
| Yes | 0 | 0 |
| No | 39 | 100 |
| Travel & Tourism Research Association | | |
| Yes | 3 | 8 |
| No | 36 | 92 |
| Council of Hospitality, Restaurant & Institutional Education | | |
| Yes | 18 | 46 |
| No | 21 | 54 |
| Others | | |
| Yes | 4 | 10 |
| No | 35 | 90 |

*For sake of clarity Question 42-49 was collapsed under the category of Professional Memberships.

Table 21
Completers' Travel and Tourism Competencies (N=39)

| Topic Areas | N | % |
|---|---|---|
| Competencies Stressed | | |
| Social and Interpersonal Skills | | |
| Yes | 35 | 90 |
| No | 4 | 10 |
| Verbal/Written Communication Skills | | |
| Yes | 34 | 87 |
| No | 5 | 13 |
| Problem-Solving Skills | | |
| Yes | 26 | 67 |
| No | 13 | 33 |
| Ethics | | |
| Yes | 25 | 64 |
| No | 14 | 36 |
| Geography Skills | | |
| Yes | 31 | 79 |
| No | 8 | 21 |
| Travel Reference Skills | | |
| Yes | 29 | 74 |
| No | 10 | 26 |
| Automation Skills | | |
| Yes | 25 | 64 |
| No | 14 | 36 |
| Ticketing Skills | | |
| Yes | 26 | 67 |
| No | 13 | 33 |
| Travel Office Practices | | |
| Yes | 27 | 69 |
| No | 12 | 31 |
| Other | | |
| Yes | 18 | 46 |
| No | 21 | 54 |

Table 22
Program Mission Areas and Quotations

| Mission | Quotation |
|---|---|
| Hospitality Industry Experiences | "Provide educational opportunity to learn the hospitality industry" |
| Travel and Tourism Industry Exposure | "Equip high school students for future jobs and to fulfill employment demands of the rapidly expanding travel and tourism industry" |
| Meaningful Skills Development | "To prepare students for the world of work and to provide them with skills techniques, and knowledge, to [also] further their education at the post-secondary level." |
| Reaching Individual Potential | "To develop the unique potential of each student. |
| Culinary Arts Related Opportunities | "To provide entry level skills in culinary arts related fields" |
| Travel and Tourism | "To introduce the world of travel and tourism to high school students" |
| Team Building | "To promote team building skills" |
| Community Serving | "To provide supplemental training for the previously and currently employed in these occupations" |
| Career Preparation | "To promote the desire to pursue a career" |

Table 23
Program Objectives

| Objective | Quotation |
|---|---|
| Occupational Entry Level Skills | "Provide entry level skills in food service industry" |
| Life Skills Building | "To build critical thinking skills and common skills, prepare students for field options, improve interpersonal skills, to provide opportunities for internships and on-the-job training; to increase industry concepts and skill development." |
| Post-Secondary Education Preparation | "To provide opportunities to go on to post-secondary education institutions" |
| Microcomputer Skills | "To prepare participants, especially at-risk to retool/reprogram for advancing technology" |
| Licensure and Certifications | "To provide opportunity to earn appropriate licenses and certificates relative to field" |
| Good Attendance | "To promote good attendance" |
| Travel Industry Employment | "Demonstrate employability skills necessary for success in travel and tourism occupations" |
| Marketing Skills Development | "Prepare a simple market plan" |
| Sales Skills | "Utilize effective sales techniques and procedures in selling" |
| Food Service Operations | "Perform designated job skills" |
| Industry Literacy | "Identify code numbers and letters of major domestic airlines" |
| Professional Development | "Demonstrate work ethics" |
| Leadership Skills | "Perform decision making activities" |
| Product Knowledge | "Perform functions associated with making a hotel reservation" |
| Communication Skills | "Perform communication activities unique to travel reservation" |

Table 24
Summary of Certificate Areas Identified (N=5)

| Number of Participants | Major Area(s) | Certificate Given in: |
|---|---|---|
| 1 | Food Service | Catering/Baking |
| 1 | Hotel/Restaurant | Restaurant Management |
| 2 | Reservation Systems | World Span (TWA) |
| 1 | Vocational Education | Administration |

Table 25
Formal Travel and Tourism Education Degree Levels (N=39)

| Degree Level | N | % |
|---|---|---|
| College | 6 | 15 |
| Travel School | 8 | 21 |
| None | 9 | 23 |
| No Answer | 16 | 41 |

Table 26
Non-Travel and Tourism Education Experiences (N=39)

| Experiences Types | N | % |
|---|---|---|
| No Response | 15 | 38 |
| Sales/Marketing | 10 | 26 |
| Business | 4 | 10 |
| Supervisory/Management in Hospitality | 3 | 8 |
| Home Economics | 2 | 5 |
| Computers | 1 | 3 |
| College Instructor | 1 | 3 |
| Information Specialist (Conventions | 1 | 2 |
| Self-Employed | 1 | 3 |
| U.S. Customs Inspector | 1 | 2 |

Table 27
Missions Usage by Respondents (N=39)

| Mission | Usage by Respondents | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Total Usage |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | |
| 1. Local Job Employment | | X | | | | | X | X | | | | | | | | X | | | X | X | | X | | | | X | X | | | | X | X | | X | | | | X | X | 14 |
| 2. Technology Skill Development | X | | | | | | | | | X | | | X | | | | X | | | | | | | | | | X | | | X | | | | | | | | | | 6 |
| 3. Experiential Opportunities | | X | | X | X | X | X | X | | | X | X | X | X | X | | | X | X | X | X | | X | | X | | X | X | X | X | X | | X | X | X | | X | | | 26 |
| 4. Culinary Art Related Opportunities | | | X | | X | X | X | | | | X | | | X | | | | | | | X | | X | | | X | | | | | | | | | | | | X | | 10 |
| 5. Travel & Tourism Industry Exposure | | X | | X | | | | | X | X | | X | X | | | X | X | X | X | X | | X | | X | X | | X | | X | | | X | X | X | X | | | X | | 22 |
| 6. Pre-College Training | | | | X | | | | | | | | X | | | X | | | | X | X | | | | | | | | X | | | | | | | | | | | | | 6 |
| 7. Reaching Individual Potential | X | | X | | | | | | | X | | | | | | | X | X | X | X | | | | X | | | X | X | | | | | | | X | X | X | X | X | | 15 |
| 8. Meaningful Skill Development | X | | | | X | | | X | | | | | X | | | | | | X | X | X | | | | | | | | | | | | | | | | | | | | 7 |
| 9. Employability Competencies | X | X | | X | X | | X | X | X | X | X | X | X | | X | | X | X | X | X | X | X | X | X | X | | | | X | X | X | X | X | X | X | X | X | X | X | | 32 |
| 10. Increase Attendance | | | | | | | | X | | | X | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | 2 |
| 11. Team Building | | X | | X | X | | X | X | | | X | | | X | | | | | X | X | X | | X | | X | X | X | | | | X | X | X | X | | | | X | X | | 20 |
| 12. Career Preparation | X | X | | X | X | X | X | X | X | X | X | X | X | X | | | X | X | | X | X | X | | X | X | | X | X | X | X | X | X | X | X | X | X | | X | X | X | | 33 |
| 13. Student-Centered Education | | | | | | | | | | X | | | | | | | X | | | | | | | | | | X | | | | | | | | | | | | | | 3 |
| 14. Community Serving | | | | | | | X | X | | X | X | | | | | | X | | | X | X | | X | | | | X | | | | | | | | | | | | | | 9 |
| 15. Character Development | X | | | X | X | X | | | | | | | | | | | | X | | | X | | X | | | X | | | | | | | | | | | | X | | | 9 |
| 16. Post-Secondary Opportunities | | X | X | X | | X | | | | | | X | X | | X | X | | | X | X | | X | | | | | X | X | | | X | X | X | X | | | X | X | | | 19 |
| 17. Hospitality Industry Experience | | X | X | | X | X | X | X | X | X | X | | | X | | | X | | | | X | | X | X | | | | | X | X | | | X | X | | | | X | X | | 20 |
| 18. Tech Prep | X | X | | | X | | | | | X | | | X | | | | X | | | | | | | X | | | X | | | X | X | | | X | | | | | X | | 12 |

Table 28
Objective Usage by Respondents (N=39)

| Objective | Usage by Respondents | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Total Usage |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | |
| 1. Occupational Entry Level Skills | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | 39 |
| 2. Cooperative Skill Building | | X | | | X | X | X | X | | X | X | | | X | | | X | | | | X | | X | | | X | | X | | X | X | X | | X | | | | X | 18 |
| 3. Post-Secondary Education Prep. | X | X | | X | X | | X | X | | X | | X | | X | X | X | X | | X | | X | X | | X | | | X | X | X | | X | X | X | X | X | | X | X | X | 27 |
| 4. Career Opportunities | | | | X | X | X | X | X | | X | X | X | X | X | X | | X | X | X | X | X | X | X | | | X | X | X | | X | | X | | X | | | | X | 25 |
| 5. Confidence Building | X | | | X | | | | | X | X | | X | X | | X | | X | | X | X | X | | X | | | | | X | | | | | | X | | | | X | 15 |
| 6. Hospitality Industry Employment | X | | | X | | X | | | | X | | X | X | X | X | X | X | X | X | X | X | | X | | | X | | X | | | X | | | X | | | | X | 20 |
| 7. Management Skills | X | X | | | X | | X | X | | X | X | | | | | | X | | | | | | | | | X | | X | | X | | X | | | | | | | 12 |
| 8. Sales Skills | | X | | | | X | | | | X | | | | | | | X | | | | | X | | | | | X | X | | X | | X | | | | | | | 9 |
| 9. Travel Industry Employment | | | | X | | X | | | | X | | X | X | | X | | X | X | | | | | | X | | | | X | | | | | | | X | | | | X | 12 |
| 10. Microcomputer Skills | | X | | X | X | | | | | X | | | X | | | | X | | | X | X | | | X | X | X | X | | | X | | X | X | | | X | | | X | 17 |
| 11. Travel Agency Operations | | X | | | | X | | | X | X | | | | | | | X | | | | | X | | | | | X | X | | X | | | X | | | | | | | 10 |
| 12. Food Service Operations | X | | X | | X | X | X | X | | | X | | | X | | | | | | | X | | X | | | X | | X | | | | X | | | | | | | | 13 |
| 13. Leadership Skills | X | | | | | | | | | X | | | | X | | | X | | | | | | X | | | | | X | X | | | X | | | | | | | | 8 |
| 14. Appreciation of Work | X | | | | | X | | | X | X | | | | X | | | X | X | | | | X | X | | X | | X | X | | | | X | | | | | | | | 13 |
| 15. Critical Thinking Skills | | | X | X | | X | | | | X | | X | X | | X | | X | X | X | X | | X | X | | | | | | | | | | | | X | | | | | 14 |
| 16. Tour Package Development | | | X | | | | | | X | X | | | | | | | X | | | | | | X | | | | | | | | | | | | | | | | | 5 |
| 17. Service & Operational Functions | | | X | | X | | | X | X | | X | | | X | | | | | | | X | | X | | | X | | X | | | | X | | | | | | | | 11 |
| 18. Licenses and Certifications | X | | | | X | X | | | | X | | | | | | | X | | | | | | | X | | | | | | | | | | | | | | | X | 7 |
| 19. Character Development | X | X | | X | X | | | | | X | | | | | | X | X | X | | X | | X | | | | X | | | | | | X | X | X | X | X | | | X | 17 |

Table continues

| Objective | Usage by Respondents | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Total Usage |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | |
| 20. Local Job Development Appreciation | X | X | | | | X | | | X | X | | | | X | | | X | X | | | | X | X | | | | | X | | | X | X | | X | | | | X | 15 |
| 21. Good Grooming | | | | | | | | | | X | | | | X | | | X | | | | X | | X | | | | | X | | | | X | | | | | | | 7 |
| 22. On-the-Job/Internship Experiences | X | | | X | | X | | | X | X | | | X | | | | X | | X | X | | | | | X | X | X | | | | | | | | | | | | 12 |
| 23. Industry Literacy | X | X | | X | | X | | | | X | | X | X | | | X | X | X | | X | X | | X | | X | | | X | | | X | | | X | X | | | | X | 20 |
| 24. Communication Skills | X | | | X | | X | | | X | X | | | X | | | | X | X | X | X | X | | | | X | | X | | X | X | | | | | | | | | | 16 |
| 25. Interpersonal Skills | X | | | X | | X | | | X | X | | | X | | | | X | | | X | X | | | | | | | X | | | | X | | | | | | | X | 14 |
| 26. Professional Development | | X | X | | | | | | | X | | | | | | | | X | X | | | | X | X | | | | | | | | | | | | | | | | 7 |
| 27. Researching Skills | | | | | | | | | X | X | | | | | | | X | X | X | | | | | | X | X | X | | | | | | | | | | | X | X | 11 |
| 28. Marketing Skills Development | | X | | | | X | | | | X | | | | | | | X | X | | | | | X | | X | | | X | X | | | X | | | | | | | | 12 |
| 29. Customer Relations Skills | | X | | | | X | | | X | X | | | | X | | | | X | | | | X | X | X | | | X | | X | X | | | X | X | | | | | | X | 16 |
| 30. Product Knowledge | | X | | | | | | | X | X | | | | | | | | X | | | | | X | | | X | | X | | | | X | | | | | | | | 10 |
| 31. Telephone Manners | | X | | | | X | | | | X | X | | | | | | X | X | X | | | | X | | | | | | | X | X | | | | | | | | | 12 |
| 32. Geography Skills | | X | | | | X | | | | X | X | | | | | | | X | X | | | | X | | | X | | X | X | | | | | | | | | | | 13 |
| 33. Airline Computer Skills | | X | | | | | | | | X | | | | | | | | X | | | | | X | | | | | | | X | X | X | | | | | | | | 9 |
| 34. Life Skills Building | X | X | X | X | X | X | X | X | | X | X | | | X | X | | | X | X | X | X | X | X | X | | | X | | | X | | | | | | | | | | X | 25 |
| 35. Good Attendance | | | | | | | | | | X | | X | | | | X | | X | | | | | X | | | X | X | | | | | | | | | | | | | X | 8 |

VITA

Madeline Ardell Thompson was born in Kankakee, Illinois, on May 1, 1948. She attended school in Washington, D.C., having graduated from Theodore Roosevelt High School in 1966. She received a Bachelor of Science degree in Secondary Education from D.C. Teachers College in 1970.

She completed her Masters degree in Guidance and Counseling at Howard University in 1972. For over 20 years (1972-1993) Ms. Thompson taught English at Shaw Junior High in Washington, D.C. During that time, she earned a Masters of Science degree in Travel Administration and Tourism Development from George Washington University (1984). In 1993 she transferred to the senior high school level and is currently teaching English at Eastern Senior High in Washington, D.C.

Ms. Thompson holds memberships in the International Society of Travel and Tourism Educators and Phi Delta Kappa. She is also on the Board of City Educators with the Folger Shakespearean Library in Washington.

Madeline Ardell Thompson