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A STUDY TO DETERMINE THE EFFECTS OF MARKETING OCCUPATIONAL
EXPERIENCE ON URBAN SECONDARY MARKETING TEACHERS'
PERCEPTIONS OF CURRICULUM PRIORITIES

by

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B.S. May 1984, East Tennessee State University
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A Dissertation Submitted to the Faculty of
Old Dominion University in Partial Fulfillment of the
Requirement for the Degree of

DOCTOR OF PHILOSOPHY

URBAN SERVICES - EDUCATION

OLD DOMINION UNIVERSITY
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ABSTRACT

A STUDY TO DETERMINE THE EFFECTS OF MARKETING OCCUPATIONAL
EXPERIENCE ON URBAN SECONDARY MARKETING TEACHERS'
PERCEPTIONS OF CURRICULUM PRIORITIES.

K. Denise Threlfall
Old Dominion University, 1996
Chair: John M. Ritz, Ed.D

The purpose of this study was to determine the significance of marketing occupational work experience on urban marketing teachers' prioritization of curriculum content areas delivered through instruction. This study tested a hypothesis of difference, using the variable of years of experience in marketing occupations as the catalyst for four research questions. By identifying the effect of occupational experience in marketing and its relationship to the prioritization of curriculum content for urban secondary marketing programs, the importance of occupational experience on curriculum content could be explored from an educational viewpoint.

This research assessed seventy-five secondary marketing educators and a twelve member panel of marketing occupational professionals for their perceived prioritization of the eleven curriculum content areas for the Marketing Specialist track. Once the assessments were collected, the marketing educators were subdivided into two groups: (a) those with two years or more experience in

marketing occupations, and (b) those with less than two years experience. These two groups of educators were then compared against the mean of perceived prioritization for the curriculum content areas from marketing occupation professionals. An Analysis of Variance (ANOVA) was used to compare the responses of the three groups. Statistical analyses found three areas (Finance, Marketing-Information Management, and Selling) of significant difference at the $p < .05$ level. Also, an Analysis of Covariance (ANCOVA) was conducted to account for any possible personal teaching preference that may have been imposed on the educators' responses. The ANCOVA revealed no significant difference for the educator sub-groups, but it did statistically verify the influence that personal teaching preference had on the prioritization of curriculum content areas.

Additional inferential statistics (Friedman ANOVA by Ranks, Multivariate Regression Analysis, and Multivariate Analysis of Variance) provided information on the influence of marketing occupational experience on curriculum prioritization. Although four curricular content areas (Economics, Finance, Marketing-Information Management, and Selling) differed significantly between the panel of experts and the educators from several statistical tests, the greatest conclusion drawn was that educators were influenced most by their personal teaching preference, and their occupational background experience (amount and type) was a secondary consideration in approaching the curriculum.

To my husband and son,
whose patience and love
assisted me in attaining
this goal

ACKNOWLEDGMENTS

I would like to acknowledge the many individuals who contributed in making this endeavor a reality. To the members of my dissertation committee, Dr. John Turner and Dr. Mark Fravel, my thanks for all the hours you spent guiding me in the right direction during this lengthy process. Dr. Turner provided me with an opportunity to gain a deeper appreciation for the discipline of Marketing Education, and his assistance is greatly appreciated. Dr. Fravel was instrumental in the area of curriculum design, providing new knowledge on resources and parallel research. I thank them both for their professionalism and expertise.

A special acknowledgment is extended to Dr. John M. Ritz, who served as my mentor and dissertation committee chair. He provided constant feedback and insight during this endeavor, and I am sincerely grateful for his contributions to this research.

Additional appreciation is extended to the marketing education supervisors who allowed me to meet with their educators and collect data for this study. Also, thanks are extended to the marketing educators and occupational professionals who took the time to complete the assessment and provide the basis for this research.

Thank you to my dear friend and fellow doctoral student, Melody Wilt, who supported and listened to me as we muddled through this process. There were days when I could

not have made it without her. She reminded me that there was a light at the end of this tunnel.

Thanks to my professor and colleague, Dr. James R. K. Heinen, who advised me in matters of proposal construction and statistical analyses. Your assistance in these matters is much appreciated.

A special thanks to my mother, who supported me both financially and emotionally during my quest for this degree. Your strong belief in education has given me an opportunity to achieve my dream.

Thanks to my son, who had to give up a great deal while I attended courses and completed this research. I hope you will someday realize what your sacrifices mean to me.

A final acknowledgment of sincere thanks to my husband, without whom this project would have never been possible. You always believed in my ability to complete this dissertation, even when I did not believe in myself.

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CHAPTER 1

INTRODUCTION

Educational policy commissions continue to report that preparation for work is a fundamental objective of public education (American Vocational Association [AVA], 1994; Stern, 1995). Still, few public school systems have focused their curricula toward that goal (National Coalition for Advanced Manufacturing [NACFAM], 1993). The need for public schools to direct their attention to preparing young people for employment is especially crucial in urban areas with high inner-city unemployment. Also the changing nature of our economy indicates a change in the types of future workers that will be needed (e.g., the rapid shift in America's economic base--from production to service sector employment).

In a recent NBC news report by Tom Brokaw (February 15, 1995), it was stated that the greatest increase in entry level employment positions within the American workforce for the remainder of the century would be in sales and marketing (service sector occupations). To meet these demands, employment education and training for these emerging service occupations has to begin. Many of these demands can be met in our current secondary schools through their Marketing Education programs.

Also research (NACFAM, 1993) indicates a decreasing proportion of future jobs will require a four year baccalaureate degree. As reported by the Commission on the Skills of the American Workforce (1990), it is estimated that by the year 2000, over 70 percent of the jobs in America will not require a college degree but will require some form of job-related education. Consequently, it is important that preparation for employment for many of America's urban youth take place during their secondary school years. It is also paramount that this secondary school preparation for new and emerging occupations be future focused, that is, preparing high school graduates with skills needed for existing and emerging occupations.

Secondary Marketing Education programs developed (1936) out of the need for assisting unemployed individuals in finding work in distributive/marketing occupations (Myer & Furtado, 1976). Early programs at the secondary level focused on the sales aspect of retail employment. Moving beyond this singular emphasis and focusing on secondary education as a means of developing and expanding the issues of distribution and other occupational areas within marketing, Marketing Educators established an educational model for developing leadership skills, vocational knowledge, civic responsibility, and social aptitude.

Essential to the traditional Marketing Education curriculum were two instructional formats, the cooperative method and the project plan. The cooperative method has been

an integral part of the curriculum since its inception, with supervised part-time employment serving as both an extension of the classroom and as a hands-on application of learning. This dual process developed vocational competencies in relation to distinct marketing occupational interests. The project plan (using simulations and projects in lieu of the cooperative method) promoted extended learning through activities and lessons related to merchandising, marketing, or management, with an ultimate goal of employment preparation. More recent attention has been focused on cooperative education as opposed to the project plan, since there has been an increasing need to develop workplace competencies for the growing service sector within the secondary education curriculum.

To meet these employment trends, secondary Marketing programs have prepared graduates for dozens of occupations in such areas as fashion, travel and tourism, marketing management, international marketing, and sports marketing. With the increase in the scope of secondary Marketing programs, it has become more difficult for the Marketing classroom teacher to stay abreast of the changing requirements set forth by emerging marketing occupations.

Purpose and Rationale for the Study

The purpose of this study was to obtain information that will assist urban secondary marketing teachers to appropriately restructure their curriculum to meet the needs

of current and emerging marketing occupations. By identifying the effect of occupational experience in marketing and its relationship to the prioritization of curriculum content for urban secondary marketing programs, the importance of occupational experience on curriculum content could be explored from an educational viewpoint.

The findings of this study could assist in identifying the need for changes in teacher curriculum priorities and practices. Through the analysis of data, existing gaps between current marketing occupation requirements and instruction could be determined. In addition, this study was needed to determine the relevance of current curriculum areas necessary for entry level marketing employment versus further academic preparation needed both by teachers and their students (as determined through the prioritization of curriculum areas by a panel of marketing occupation experts).

This need for current teaching practices is reflected by the National Council for Marketing Education. They believe:

The mission of Marketing Education at prebaccalaureate levels is to develop competent workers in and for the major occupational areas within marketing, assist in the improvement of marketing techniques, and build understandings of the wide range of social and economic responsibilities that accompany the right to engage in marketing in a free enterprise system. (Marketing Education Resource Center, 1987, p. 3)

This mission sets the parameters for secondary Marketing Education programs. Although as specified in the National

Marketing Education Curriculum Framework, implementation of the recommended curriculum does not mean that every program should be the same. However, there should be some consistency between the list of competencies used across programs and levels of instruction. Linked to this consistency was a concern that teachers who did not have occupational experience lacked the ability to prioritize both time allotted to and sequencing of instructional areas. Although this is an identified concern for marketing educators, no published research has been completed that examines the relationship of marketing occupational experience as a variable to the determination and prioritization of curriculum content areas within secondary marketing programs. This study explored one facet of the committee's concern, perceived allocation of instruction based on prior occupational experience.

Statement of the Problem

The purpose of this study was to determine the significance of marketing occupational work experience on urban marketing teachers' prioritization of curriculum content areas delivered through instruction.

Research Questions

This study tested a hypothesis of difference, using the variable of years of experience in marketing occupations as the catalyst for the following questions:

1. What are the differences in individual teacher rankings of curriculum priorities between those who have more than two years working experience and those who have two years or less experience in marketing occupations?

2. How do the overall teacher prioritization rankings differ from a panel of marketing occupation experts' rankings?

3. How do the teacher prioritization rankings differ from the panel of marketing occupation experts based on the number of years of the teachers' marketing occupational experience?

4. What effect does occupational experience have on the prioritization of curriculum content areas by urban secondary marketing teachers?

Limitations

As defined by Gay (1987, p. 86), limitations are aspects of a study that may affect the results or generalizability of the findings. Limitations of this study were as follows:

1. Secondary marketing educators were the focus of this study; therefore, the study's findings may not be applicable to other parallel disciplines on the secondary level.

2. This study was limited to six Hampton Roads school districts in southeastern Virginia (Chesapeake, Norfolk, Virginia Beach, Portsmouth, Hampton, and Newport News). The marketing educators and marketing occupational experts

included in this study work and live in this regional area, thus the study was restricted to the six city area of southeastern Virginia.

3. The validity of the curriculum competency survey was dependent on the integrity of the individuals reporting the information and their perceptions.

Definition of Terms

The following terms were defined to assist the reader with this research study:

Cooperative work experience is the practical application of workforce competencies through supervised part-time employment.

Curriculum content areas are the eleven topical areas within the Marketing Education curriculum that have been outlined by the National Curriculum Committee for Marketing Education as the instructional areas for the career level of Marketing Specialist. The eleven instructional areas are:

(a) distribution, (b) economic foundations of marketing, (c) financing, (d) human resource foundations, (e) marketing and business fundamentals, (f) marketing-information management, (g) pricing, (h) product/service planning, (i) promotion, (j) purchasing, and (k) selling. (Marketing Education Resource Center, 1987).

Entry-level marketing occupations are involved with standard or routine activities with limited decision-making

and the possibility for greater managerial responsibility for future employee growth.

Functional areas are the nine areas in Marketing Education that group activities similar in purpose and are used for curriculum development. These nine functional areas include: (a) distribution, (b) financing, (c) marketing-information management, (d) pricing, (e) product/service planning, (f) promotion, (g) purchasing, (h) risk management, and (i) selling (see Figure 1).

Marketing education is the discipline that is concerned with retail and marketing instructional areas such as merchandising, promotion, purchasing, selling, finance, and management.

Marketing educators are instructors who implement the marketing and fashion curriculums in the secondary school system.

Marketing occupations are those positions within the service industry related to marketing, retailing, and business.

Marketing specialist is a career level in Marketing Education which involves frequent use of decision-making and leadership skills. According to the National Curriculum Framework, individuals at the marketing specialist level need to have a thorough understanding of the marketing concept and its functions (Marketing Education Resource Center, 1987. p. 4).

Project plan is the use of simulations, projects, and

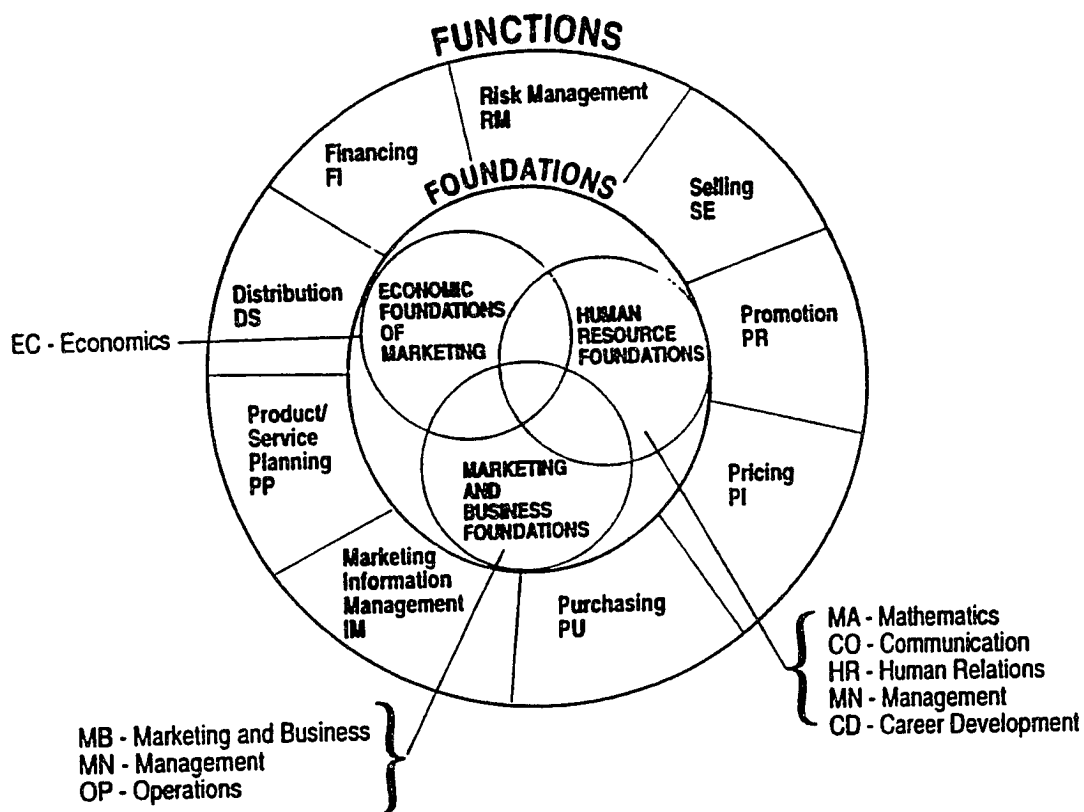


Figure 1. Marketing Education Curriculum Framework

Note. From National curriculum framework and core competencies, (Research Report) p. 9. Marketing Education Resource Center, 1987. Columbus, OH. Reproduced with permission (see Appendix A).

activities in lieu of a cooperative method of instruction for Marketing Education.

Urban is defined in this study to be the six cities within the southeastern Virginia area (Chesapeake, Norfolk, Virginia Beach, Portsmouth, Hampton, and Newport News).

Relationship and Relevance to Urban Education

For the purpose of this study, urban cities are used to illustrate the changes occurring to workforce preparation issues associated with secondary school systems. A focus of urban Marketing Education is aimed at the needs of the differing urban populations within the school system by training students for future marketing occupations.

Nationally, it is estimated that of the 50 percent of all high school graduates who begin college, only half of them will complete a baccalaureate degree (Hoerner, 1994). With the remainder of youth either dropping out of high school or not attending any post-secondary education, it appears that at least 50 percent of our young people enter the workforce with little or no preparation (Hoerner, 1994). The greatest focus of the research that produced this data was on urban minority and inner city youth preparing for their transition into entry level occupations. The primary role of urban Marketing Educators' is to prepare students with occupational skills and for the diversity of workforce issues found within current and emerging marketing

occupations as outlined in the mission statement for Marketing Education.

The array of marketing employment opportunities has become more complex as marketing business formats evolve to meet the needs of changing market segments. According to the 1994 Survey of Buying Power, the population shift of minorities (predominately blacks, Hispanics, and Asians) to urban metropolitan areas has risen dramatically. This transformation of market segments calls for greater instructional awareness of cultural diversity and urban issues. Addressing these needs through appropriate marketing curriculums will ensure that future employees of marketing occupations will be able to meet the needs of emerging market segments. This importance is highlighted in the Marketing Education Curriculum:

"Without due consideration of potential markets, Marketing Education programs may continue to serve businesses and learners in traditional ways without considering changes in the market or new opportunities--even as the traditional audience itself undergoes significant change" (Marketing Education Resource Center, 1987, p. 20).

Summary and Overview

The purpose of this study was to determine the significance of marketing occupational work experience on urban marketing teachers' prioritization of curriculum content to be delivered through instruction. The problem was addressed by answering the following research questions:

1. What are the differences in individual teacher rankings of curriculum priorities between those who have more than two years working experience and those who have two years or less experience in marketing occupations?

2. How do the overall teacher prioritization rankings differ from a panel of marketing occupation experts' rankings?

3. How do the teacher prioritization rankings differ from the panel of marketing occupation experts based on the number of years of the teachers' marketing occupational experience?

4. What effect does occupational experience have on the prioritization of curriculum content by urban secondary marketing teachers?

An assessment tool for determining teacher prioritization of these core competency areas was distributed and compared against a panel of experts' rankings which served as the industry norm. The information for answering this problem was organized in the remaining chapters of this dissertation as follows:

Chapter 2 presents a review of related literature on Marketing Education curriculum development and its prioritizations. This chapter also explores the importance of occupational experience as an integral part of curriculum implementation.

Chapter 3 describes the methodology and procedures utilized in data collection and analysis for this study. A

description of the population and procedures for conducting the assessment were included.

Chapter 4 reports the data collected from this research. The findings were provided and outlined.

Chapter 5 presents conclusions resulting from the data analyses. This chapter also addresses recommendations and implications based on the data collected during this research.

CHAPTER 2

REVIEW OF THE LITERATURE

Curriculum research often focuses on curriculum development and implementation, as well as teaching and assessment, and sometimes blurs the distinction between curriculum and instruction. They are, however, very different in their derivation and purpose. Curriculum may be defined as a plan of study or a discipline, while the instructional aspect focuses on the delivery of the lessons from the curriculum. Although Egan (1978) went to an expansive view to state "curriculum is the study of any and all educational phenomena" (as cited by Darling-Hammond & Snyder in Jackson, 1992, p. 43), it is more of a framework for education and instruction.

Bruner (1966) emphasized the role of both the learner and the teacher in the curriculum implementation process:

A curriculum reflects not only the nature of knowledge itself but also the nature of the knower and the knowledge-getting process. It is an enterprise par excellence where the line between subject matter and methods grows necessarily indistinct...Knowledge is a process, not a product. (as cited in Jackson, 1992, p. 43)

Thus efforts to study curriculum and provide a consistent definition of the role of curriculum in relation to instruction vary among the disciplines.

The review of literature for this study focused on topics related to curriculum development and implementation. These included: (a) curriculum development in Vocational Education, (b) teacher perceptions and roles in curriculum development and implementation, (c) curriculum research in Marketing and Business Education, and (d) implications of other models of curriculum.

Curriculum Development in Vocational Education

Although vocational education philosophy emerged from the apprenticeship system of the Middle Ages, research in vocational education curriculum development is relatively a twentieth century phenomenon. Traditionally, vocational curriculums were developed by first analyzing the occupation to see what tasks and needs existed. Due to the diversity of instructional strategies, settings, and subject fields, the challenges and changes of vocational education curriculum development reflect similar variances and methods in existing workforce demands. The emergence and development of this field is explained by Roberts (1965): "The history of vocational education is the history of man's efforts to learn to work" (p. 31). Vocational education has often been described as an integration of both content knowledge and the educational process (Jackson, 1992), extending student preparation into the workplace.

As early as 1901, cooperative training was instituted as a comprehensive part of integrating classroom learning

and occupational experience for vocational education. Developed by Schneider for engineering education, the cooperative plan began its existence in the high school curriculum in 1908 in Massachusetts. Through this student preparation program, there was "an intended pattern of instruction which involves regularly scheduled part-time employment and which gives students an opportunity to apply classroom learning in practice" (Crawford & Meyer, 1972, p. 11). This development of occupational competencies through job training has been a focus of vocational education.

As actual workplace issues and problems emerged during this hands-on approach to learning, curriculum developers had to integrate occupational experience into school-based instruction. By the early decades of this century, there was an acceptance by general educators to acknowledge vocational education as an integral part of the public secondary school agenda (Mays, 1946). Although often there was a misunderstanding of the goals and focus of vocational education within the secondary school program, a curriculum was designed to stress the importance of student preparation for the workforce of the future (Walsh & Selden, 1965). According to Butler (1972), the intent of occupational experience was labor force preparation, involving

a complex, interrelated set of goals, activities, organization, facilities, and functions that must operate as an integrated and coordinated system to turn out a finished product-the graduate who is fully prepared for the challenges of the urbanized, industrialized society of today and tomorrow. (p.3)

For this reason, occupational education programs needed to develop curriculum specifically relative to the distinct characteristics of the particular work environment.

Curricula for vocational education have been developed through an analysis of the education and training required for job-relevant criteria. This analysis involved going into the workplace setting and distinguishing which skills are necessary for a specific career position. As outlined by Butler (1972), the essential elements of these skills classification processes hinged upon (1) identifying desired behaviors, (2) finding out what controls these behaviors, and (3) determining the strategies to employ to form those behaviors. The use of a parallel system in instructional systems design (ISD) was initially integrated into vocational curriculum development in the late 1950's. Derived from the research "conducted under contract with the United States Department of Health, Education, and Welfare, Office of Education, under the provisions of Title VII-B of the National Defense Education Act" (Mager & Beach, 1967, x), the ISD model had been instrumental in curriculum development for the Armed Services and was converted easily into vocational education (see Figure 2).

The objective of instructional systems development is to prepare learners for the specified requirements of an occupation through a five step model. This model ensures the flow of the curriculum from initial task analysis to instructional evaluations. Foundations of ISD hinge on the

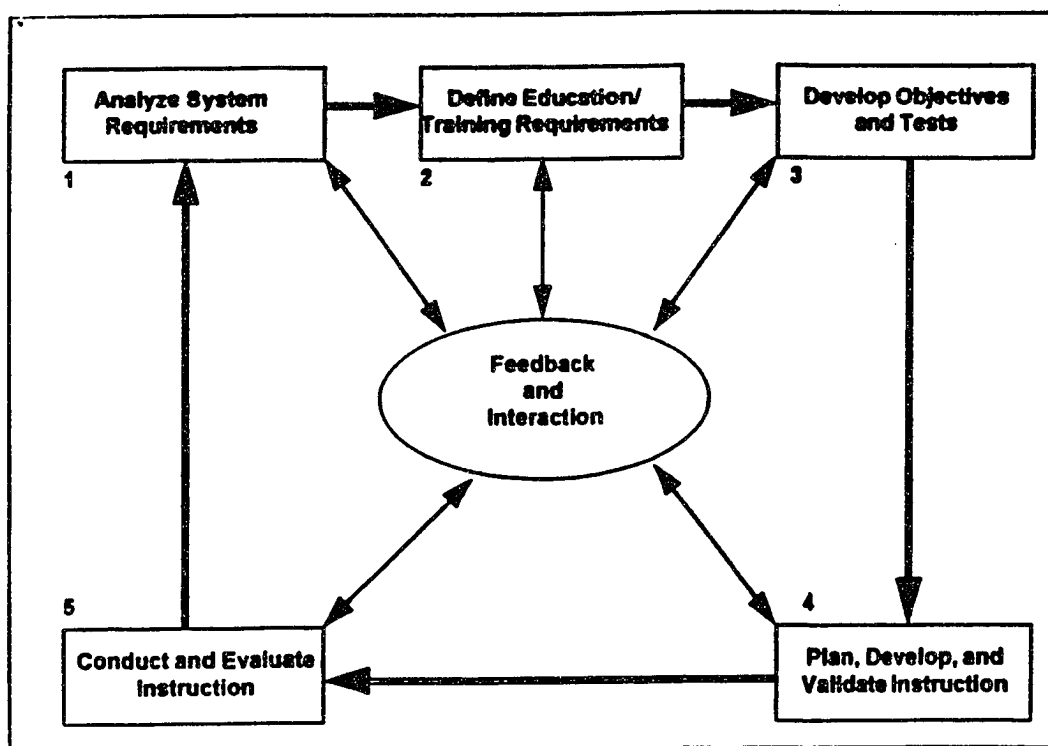


Figure 2. Model for Instructional System Development

Note. From Instructional System Development (p.2-1),
Department of the Air Force, 1975, Washington, DC: Air
Training Command. Adapted with permission.

premise that learning takes place in a setting that is analogous to the actual workplace setting. Therefore, it is necessary to go to the occupational experts and begin the curricula design through a thorough analysis of job requirements. In fact, Mager (1975) mentions that teachers in vocational education should work in their chosen occupational field as a means to keep current with their profession and improve their teaching. This provides the teachers (as curriculum developers) with an opportunity to practice and demonstrate their skills and knowledge prior to instruction, assisting in "a highly effective course" and being able to "cause each qualified student to reach these objectives" (Mager & Beach, 1967, p. 74).

From the inception of the instructional design system, vocational education has utilized ISD by preparing workforce professionals through appropriate curriculum development. By going to the occupation itself, prior to developing the curriculum, vocational education has met the needs of employers by developing competent and skilled workers who can assume vocational and technical roles. This occupational analysis has precipitated changes in the vocational education curriculum which now reflect a greater purpose and cohesion with the general education system. Positive outcomes and influences have evolved with the partnering of these two educational systems, thus allowing for a well-prepared workforce for tomorrow. Essential to the success of this integration of education and occupations

were the attitudes and perceptions of teachers toward the development and implementation of curriculum. Without the educators' input, guidance, and belief in the overall programmatic approach, curricula would not align with future workforce requirements and industry standards.

Teacher Perceptions and Roles in Curriculum Development and Implementation

Although there are specialists in curriculum design, many would argue that the true contributor to curriculum development and implementation in our schools is the teacher. As Bruner states in his manuscript, The Process of Education (1977), "a curriculum is more for teachers than it is for pupils. If it cannot change, move, perturb, inform teachers, it will have no effect on those whom they teach" (xv). It becomes apparent from this viewpoint that the teachers' perceptions and approaches to curriculum design will be instrumental to the success of the educational process. According to LaPorte (1986), "teachers have to take the time to understand the rationale of a new curriculum-- what it's for and what it can accomplish. Only then can they take charge" (as cited in the National Curriculum Framework by the Marketing Education Resource Center, 1987, i).

Ralph Tyler (1949) was a strong believer in the teacher's role and philosophy in curriculum implementation. He saw the teacher's role as a means (instruction) to the end (curriculum). He felt that learning was an active form

of the student experiencing the "external conditions in the environment to which he can react" (p. 63). The teacher's role then becomes significant to the acquisition of learning. As Tyler states: "The teacher's method of controlling the learning experience is through the manipulation of the environment in such a way as to set up stimulating situations--situations that will evoke the kind of behavior desired" (p. 64). It may be implied from Tyler's statements on external environmental conditions and stimulating learning situations that prior occupational exposure and experience of the teacher could be integrated into the learning situations for students to obtain the connection between the objective and the outcome behavior desired. One way this could be done is through working in occupations and bringing this knowledge to stimulate the learning environment.

As many researchers explore teacher perceptions as related to curriculum development and implementation, there is the need to update teacher's experiences for integration into their instructional delivery. Schaefer (1971) felt that teachers should be "encouraged and even required to return to the world of work periodically to revitalize their understanding of its demands, constraints, and opportunities" (as cited in Pucinski & Hirsch, 1971, p. 138). He rallies for teacher occupational experience that is directly linked to the careers for which they are preparing their students, and he outlines the motivational rewards

(such as monetary compensation) that should be a part of this outside experience. Through this involvement, Schaefer suggests a renewed sense of "attitudes, interests, appreciations, values" (p. 139) that can be incorporated into updating and redesigning the curriculum. This professional experience will not only alter the teachers' perceptions of the curriculum, but it will assist in combining current workforce changes and developments into the existing curriculums. With this experiential opportunity available, Schaefer concludes that teachers will be better prepared to formulate and implement a curriculum that "will affect their student's preparation for the world of work and appropriate pedagogical methods which can be used to convey this information" (p. 139).

As the role of the teacher reflects both educator and curriculum developer, there is a greater need for teachers to incorporate their occupational experiences into the curriculum. Research (Crawford, 1967; Lee, 1980) on teacher perceptions relative to appropriate curriculum design and implementation reveals a strong connection between these concepts. The teacher is the pivotal role in controlling and regulating the learning experience, and the teacher's belief in the curriculum is essential for educational programs to answer the needs and wants of the workforce.

Curriculum Research in Marketing and Business Education

Research in the field of Marketing Education and related business occupations includes numerous studies on competencies needed for employment and the differing views of educators and employers on the prioritization and development of those workplace skills. A summary of Marketing Education curricular research during the 1970s and 80s revealed a trend to study marketing occupations as a foundation for curriculum development and improvement (Jackson, 1993). Curriculum content continues to reflect the variety of occupational opportunities arising within the growing service sector. Scholarly research in the field of Marketing Education reflects the desire to develop standards and curriculum content relevant to the needs of the business community.

Competency Identification in Marketing Education

Early landmark studies on curriculum competency patterns by Ertel (1966) and Crawford (1967) attempted to cluster the curriculum competencies by analyzing the various distributive/marketing occupations available and generating an initial list of skills that described the necessary proficiency levels for marketing careers. While Ertel looked at three distinct categories of business, Crawford expanded the research to assess seven distributive business occupations. These business occupations included a variety of marketing-related formats to encompass: (a) department stores, (b) variety stores, (c) service stations, (d) food

stores, (e) wholesaling businesses, (f) hotel/motel operations, and (g) restaurants (Crawford, 1967, pp. 333-335). Crawford stated that it was important for teachers to go into marketing businesses in order to determine what workers needed to know for their positions (Jackson, p. 902). Crawford identified 983 competencies for marketing occupations and clustered these into nine competency areas. These included: (a) advertising, (b) display, (c) human relations, (d) communications, (e) mathematics, (f) merchandising, (g) operations and management, (h) product/service technology, and (i) selling (Jackson, p. 921). Crawford's approach focused on developing a competency pattern for a distributive educator for use in "curriculum construction and program procedure" (Crawford, 1967, p.3).

Crawford and Ertel (1970) expanded their earlier research, working together to identify marketing competencies from the previously developed cluster areas that were deemed necessary for curriculum inclusion. They described three basic elements essential for curriculum considerations: (a) foundational concepts of marketing and economics, (b) critical task lists for marketing occupations, and (c) competency lists for performance of these tasks (Jackson, p. 902). This competency approach assisted in providing data to use in the development of curricula that were parallel to the needs of the distributive and marketing occupations and their emerging responsibilities.

Extending Crawford's research on curriculum competency identification, Lynch and Kohns (1977) conducted a comprehensive study to identify occupational competencies for nineteen instructional program areas considered to be the scope of Marketing Education by the U.S. Office of Education. Interviews of business professionals and content analysis of previous curriculum competency studies yielded a set of broad-based course outlines for the nineteen program areas. The program content extended beyond the traditional entry-level positions of marketing occupations and considered middle management and management levels for skills preparation. Program contents were then reviewed and validated by consultants and business leaders to verify the content choices for these career tracks. This extension of employment levels within marketing occupations expanded the use and focus of the Marketing Education curriculum.

Harris's study (1978) also looked at the generation of competency task lists for marketing occupations as a foundation to Marketing Education curriculum design and development. This study focused on the competencies necessary for entry-level marketing occupations and included projected career progression and worker knowledge for each of the occupational cluster areas. Most of the data for this study was derived from previously published literature, as well as interviews with business representatives and workers from the various marketing occupations (Jackson, p. 921). Harris's research validated the necessary linkage between

business professionals and curriculum developers as earlier established by Crawford (1967) and Lynch and Kohns (1977).

Using Crawford's research as a base, Marketing supervisory personnel in Alabama's Department of Education encouraged teachers to analyze the competency areas established by the Curriculum Committee of the National Council for Marketing Education. This analysis gathered the teachers' perceptions of competency area importance in classroom instruction using a Likert scale analysis and assessed the actual emphasis placed on these skill sections during a statewide Marketing Education workshop. This 1987 research and data analysis provided evidence that each teacher rated every competency area as either highly important or important, providing information that all areas are essential to instruction to some degree.

In another study, Littman (1987) analyzed the mean scores of importance for foundations of marketing curriculum competencies. Of the nineteen competency areas used in the study, nine areas ranked within the range of strongly agree (highly important) 4.50 to 5.00 and the remaining ten competency areas were rated as important (3.50 to 4.49). Table 1 outlines Littman's research findings regarding the importance of core curriculum competencies.

While Littman's rating scale was important, it did not assist in finding the relationship between the perceived importance of the competencies by the Alabama marketing educators and the emphasis placed on teaching these

Table 1

Rank Order of Importance of Foundations for Marketing
Curriculum Competencies

| Competency | Mean Score |
|---|------------|
| <u>Strongly Agree</u> | |
| Interpersonal Skills | 4.78 |
| Self-Understanding | 4.76 |
| Foundation Mathematical Skills | 4.74 |
| Foundation Communication Skills | 4.69 |
| Economic Systems | 4.65 |
| Functions of Business | 4.63 |
| Basic Economic Concepts | 4.54 |
| Ownership Structures | 4.53 |
| Career Development | 4.50 |
| <u>Agree</u> | |
| Marketing Functions/Concepts | 4.47 |
| Channel Concepts | 4.33 |
| Business Operations | 4.28 |
| Specialized Applications of Business | 4.28 |
| Human Resource Management | 4.22 |
| Cost-Profit Relationship | 4.14 |
| Functions of Management | 4.14 |
| Budgeting Considerations | 4.03 |
| Economic Trends and Indicators | 4.01 |
| International Concepts | 3.61 |

Note: From "Importance and emphasis placed on the national core curriculum competency area foundations for marketing: An Alabama study," by M. Littman, 1987.

instructional areas. Thus, a correlation analysis was conducted, using Davis' (1971) measure of correlation. Littman (1987) found that the variance held in common between importance and emphasis was only rated as a substantial association (p. 85). This led Littman to conclude that the marketing educators should modify their instructional emphasis to balance with their curriculum competency beliefs (p. 89).

Although Littman's (1987) study provided a foundation for curriculum developers as far as the emphasis and importance levels of curriculum competencies for secondary marketing teachers, it was suggested that additional variables and attributes of the raters should be integrated into future studies. One recommendation for future research was to incorporate background influences (namely education, occupational experience, and other personal attributes) of marketing teachers into the data collection and analysis (Littman, 1987). Littman felt these additional variables may contribute to the importance and emphasis placed on the national core curriculum competencies assessed and could extend the findings of this initial study to "national core curriculum competencies of other groups (i.e., states, populations)" (p. 90).

Research by Ruhland (1993) also looked at workplace competency importance, but she assessed marketing occupation experts in contrast to educators. Using the Delphi technique, Ruhland conducted three rounds of questionnaires

with 23 occupational professionals who were recommended by secondary and postsecondary marketing educators in Missouri. During each round of the study, participants ranked academic skills (six basic and seven advanced skills) as well as 40 higher-order workplace competencies for their relevance to marketing occupations. Rankings were on a five point scale, with 4.5 to 5.0 representing very strong agreement as competencies essential to marketing occupations.

The competencies used in Ruhland's study were grouped into seven categories of job skills (learning to learn, academic basics, communications, adaptability, developmental skills, group effectiveness, and influencing skills) as well as five areas supporting workplace competencies (resources, interpersonal skills, information, using systems, and technology). All 40 workplace competencies and all 13 academic job skills were rated in this study as important (mean range of 3.5 to 4.49) or highly important (mean range 4.5 to 5.0) to marketing occupations, noting their need for curriculum inclusion. Ruhland concluded that this study supports the academic skills and competencies identified in the United States Department of Labor, SCANS Report (1992), but recommended future research on the rank ordering of these competencies. She suggests "further research should be conducted to determine the degree of relevancy for the 53 skills and competencies identified in this study as they relate to the preparation of other vocational occupational areas" (Ruhland, 1993, p.5). She identifies the need to

survey business and industry professionals as a determinant for student needs in workforce education, and proposes this integration of workforce requirements will postulate changes in instruction and student learning.

Competency Identification in Business Education

A similar study to Ruhland's research, with a focus on business education and entrepreneurship, was conducted by Massey (1990). Massey compared responses from the business community and business educators to identify curriculum competencies necessary for successful entrepreneurships for females. Massey's research focus was to develop lists of competencies for use in curriculum planning and development for secondary business entrepreneurship courses, attending to the gender differences between males and females. This study integrated both university and secondary business educators and compared their perceived curriculum priorities to those considered experts in small business administration.

Through a series of questionnaires, educators and small business experts were assessed regarding their perceived level of importance for 89 entrepreneurial competencies. Using t-tests and the .01 level of significance, five comparisons were made between the groups. When business experts' perceptions of competency importance were compared to those of secondary business educators, significant differences were found in the three main areas of management, marketing, and accounting competencies. In

contrast, no significant difference was found between the university educators' perceptions to those of the secondary teachers. This led Massey to conclude that a gap existed between education and the workforce on curriculum perceptions and that academic preparation is falling short of the requirements for workforce readiness.

Additional comparisons in Massey's study found significant differences between the educators' perceived importance of entrepreneurial competencies for males and females. This difference was also found when the 54 experts' responses were assessed. With both groups possessing strong perceived differences of competency requirements in the areas of management, marketing/sales, and accounting/finance between males and females, Massey found a new avenue to approaching curriculum development and implementation for current business demands. Future research was suggested on these additional variables (i.e., textbook content, preparation for secondary entrepreneurship educators, time constraints relative to home and family) which induce existing perceptual differences in entrepreneurial curriculum competencies.

A parallel study from business education incorporated the contrast of educator views to business leaders in the field of banking. This descriptive study assessed the perceptions of secondary business educators and workplace supervisors of bank tellers on workplace skills, foundational competencies, and personal characteristics that

should be included in the curriculum for vocational success (Dawson, 1993). A Likert Scale questionnaire was distributed to 110 educators and 110 workplace supervisors of bank tellers. Using the ANOVA of repeated measures, the findings suggested a significant difference between the perceptions and prioritization of these two groups in all competency areas except interpersonal skills. Educators felt that workplace competencies and foundation skills were more important to success than the workplace supervisors who felt personal qualities were the most valuable asset of an employee. This emphasis on workplace competencies and foundation skills, rather than personal traits or "workplace know-how" (Dawson, 1993, p. 6), continued to widen the skills gap for those employed in a marketing service occupation. Dawson's final suggestion was to consider cooperative curriculum development between business and academic disciplines so that educators are more aware of what needs to be included in the curriculum (p. 111).

Teacher Traits Relative to Curriculum Implementation

A study conducted by Warmbrod and Gordon (1985) also assessed personal skills as an integral part of the curriculum for marketing occupations. The researchers referred to these transferable, nontechnical skill areas of interpersonal and communicative functions as "quality of work life (QWL) skills" (Warmbrod & Gordon, 1985, p. 1). They suggested that today's workplace requires workers to have flexibility, decisiveness, and initiative in addition

to conceptual knowledge and technical skills in order to respond to the rapid changes occurring in most organizations. Warmbrod and Gordon supported curricula that reflected these skills to prepare students for life and career, emphasizing the need for teacher preparation and practice for the successful instruction of QWL skills.

Based on the assumption that Marketing Education should use the hands-on approach to learning, Warmbrod and Gordon imply that the potential contributions of "occupational adaptability" (1985, p.1) will be gained through curriculum inclusion of quality of work life skills. Their philosophy stated:

Marketing educators must recognize the need to emphasize the development of skills and knowledge that are transferable in a wide range of settings. Marketing educators have taken leadership in developing these essential skills; however, the more opportunities given to individuals to practice these skills and the more realistic the opportunities are, the more effective the teaching will be. (Warmbrod & Gordon, 1985, p. 1)

Warmbrod and Gordon believed that marketing educators needed to experience and practice within marketing occupations and that these experiences should be directly linked to the classroom learning of their students.

Research by Ruff (1990) also stressed this need for teacher experience in marketing occupations as an essential component of instruction for relating workforce experiences to the learners. Ruff interviewed eleven teachers in North Carolina and Virginia who were identified as successful teachers through state recognition awards. The in-depth

interviews reflected the use of practical examples from previous occupational experience as an essential instructional strategy. She concluded, "The successful marketing teacher is primarily a 'hands-on' learner who benefits most from practical, 'real-world' learning activities, as opposed to textbook and theory-oriented experiences" (Ruff, 1990, p. 172).

Ruff suggested that prospective marketing teachers should have expanded periods of internships and field experiences to extend their content area learning and incorporate actual on-the-job experience from marketing occupations into their teaching strategies. She concluded that the educational experience gained from occupational participation is an ongoing process and that the teachers "must continually learn" (1990, p. 173) through occupational experience to be considered effective and successful. Through occupational skills updates, Ruff felt confident that educators would organize and present instruction in Marketing Education in a manner both effective and appealing to the students, thus ultimately enhancing the learning process.

Summary of Curricula Research in Business and Marketing

As outlined through the research on marketing occupations, a theme for occupational experience relative to teacher perceptions of the curriculum was developed and drew analogies from a parallel field of study, business education. In a review of curricular research for Marketing

Education, Berns, Borrow, and Wallace (1980) suggested the expansion of such research to resemble curriculum development and design in other disciplines. They stated:

Much of the curricular research in the past several years has primarily focused on competency or task analysis. Competency-based instruction has become an accepted element in marketing and distributive education. Future competency research needs to be examined to ensure that representative populations are used to identify competencies, that comprehensive coverage is given to the broad range of marketing occupations, that unneeded duplication is avoided, and that a greater consistency of research design is maintained. Consideration needs to be given to other curriculum models; additional evaluative studies should be conducted to measure the effectiveness of competency-based programs. (Berns, Borrow, & Wallace, 1980, p. 164)

The next section of related literature extends these suggestions and reviews to curriculum models which include occupational experience as a catalyst for effective curriculum implementation. Models from the fields of medicine and agricultural education will be analyzed.

Implications of Other Curriculum Models

The medical model is often proposed as a proper model for education (Shulman, 1986). Basic and clinical medical research findings suggest a foundational premise for curriculum development for education. Medical students gain concept knowledge in both their premedical and preclinical coursework. Then students practice this knowledge in clinical and residency settings under supervision, allowing for implementation of the student's knowledge base and application of skills to real life situations. As

Fenstermacher (1978) attests, "to educate a teacher is to influence the premises on which a teacher bases practical reasoning about teaching in specific situations" (as cited by Shulman, p. 32) similar to decisions made in clinical practices. This analogy of the medical model serves as a basis for educational curriculum design.

In response to those who may question this model as a parallel to teacher preparation, Shulman (1986) asked, "How do practitioners learn vicariously from the documented experiences of others?" Research on decision-making and problem solving (e.g., Tversky & Kahneman, 1974; Nisbett & Ross, 1980; as cited in Shulman, p. 31) revealed that most humans generally hinge their decisions and actions on practical experiences rather than processed and presented hypothetical situations. Establishing causal links in prior practice and clinical decisions were evident in the transition from premedical instruction to clinical clerkships and residency opportunities for medical careers. Thus, Shulman confirmed this analogy between education and medicine as a practical one (p. 31), since classroom learning was most successful when students were allowed to apply the concept knowledge gained through the curriculum.

Research by Mann (1994) connected the experiential component of clinical practice to enhanced learning for nineteen students enrolled in medical school. As an effort to integrate theory and application within the first two years of clinical programs, the researcher implemented early

clinical practice for these students and assessed their reactions and outcomes using a qualitative, in-depth interview approach. The emergent interview process allowed earlier analysis of interview transcripts to be integrated into later interviews. Additionally, eight faculty were interviewed on topics ranging from student learning to curriculum relevancy. Early experience was highly valued by both sets of interview participants in this research.

Mann's research framework evolved through grounded theory. This symbolic interactionist perspective was most suitable for the emerging concepts and developing themes relative to human and situational interaction. As the student perceptions began to alter due to the practical experience and patient/student communication, faculty also found themselves viewing their instructional approaches differently. One of the strongest outcomes Mann found from her analysis of the qualitative data was that both students and faculty found "going out into the clinic makes you realize there is more to medicine than just the [sic] text book" (p. 6). Both faculty and students found this type of learning more motivating and relative to the preparation of doctors.

Mann's research implications unveiled the clinical experience as an extension of learning interactions (between student and physician educator, student and patient, and patient and physician). These multiple learning experiences would not be evident within a classroom setting, thus

perhaps stifling the expanded education of all three perspectives involved. The enlightenment of all three groups of participants (students, physician faculty members, and patients) caused Mann to code these learning reactions into a theme she referred to as "a light at the end of the tunnel" (p. 4). The program focus and connection between classroom and clinical practice became evident through this process and the goal to work toward the light was a general model for all who educate, no matter what the discipline, to follow.

Another model which incorporated occupational experience as an essential element in the curriculum was from the field of agricultural education. Supervised occupational experience (SOE) has provided an effective and meaningful method for student development of core occupational competencies since it was introduced in agriculture in 1908. This integration of theory and practice was the premise for our secondary agriculture programs, as well as offshoot programs for agribusiness and agriculture education in developing nations. The curriculum has been transposed and altered based on technological advancements within the discipline, and the supervised occupational experience reflected and often initiated these curricular changes through the experiential component in the agricultural field.

A core focus of supervised occupational experience was hands-on learning. Scarborough (1966) established this need

for concept application by stating that agriculture programs should include supervised occupational experience as an essential element in providing a sound curriculum (as cited in Pals & Slocombe, p.3). As Lee further echoed in 1980:

Nothing can take the place of learning about the real world by learning in the real world. In vocational agriculture/agribusiness, supervised occupational experience is the vehicle by which the 'real world' learning takes place... 'Learning by doing' is the trademark of instruction in vocational agriculture/agribusiness. (as cited in Pals & Slocombe, p. 3)

This philosophy has been essential in successful occupational preparation and curriculum implementation for the field of vocational agriculture.

Lee's philosophy reveals that real world occupational experience must constantly adapt to the current needs of both employers and students, no matter what field of study. This is evident in agricultural education, where name changes for occupational experience mask the true evolution of updates in the discipline's curriculum. Additionally, agriculture educators are viewed for effectiveness based on their ability to lead and guide a supervised occupational experience (Pals & Slocombe, 1989).

In their study, Pals and Slocombe (1989) disseminated a questionnaire within the Idaho agriculture program, and 38 agriculture educators and 1,198 agriculture students responded. Students revealed a highly positive outlook on the occupational experience, but felt it was the instructors' guidance and encouragement that influenced the

success of the supervised occupational experience program. One relevant point concerning the occupational supervisor's commitment level and the educators' involvement could hinge on the individual instructor's own prior experience. When the instructor was familiar with the current demands of the occupation, they were more likely to provide extended interest and encouragement to their SOE students. In fact, the 38 educators surveyed felt that this experience assisted in making agriculture occupational experience a practical extension of the curriculum. This study enhanced previous findings by Briers (1978) that agriculture teachers "who had more personal farm experience tended to make more supervisory visits to their beginning agriculture students" (as cited by Barrick et al., 1991, p. 5). Thus, the profile of the successful agriculture educator was often linked to their own occupational experience level.

In a synthesis and review of research on the supervised occupational experience in agriculture education, Barrick et al. (1991) concluded that agriculture teacher education "must be fully committed to the concept of supervised experience and provide future agriculture teachers the training needed to successfully carry out related responsibilities" (p. 9). They suggested inservice training and updating information relevant to the supervised experience activities. The researchers supported Dewey's statement that "education in order to accomplish its ends both for the individual learner and society must be based

upon experience-which is always the actual life-experience of some individual" (as cited in Barrick et al., 1991, p.1). Additionally, the researchers felt that by looking into the past provided a basis for future program direction, decisions, and research efforts. They encouraged researchers in this field to "monitor the perceptions of program partners and the effectiveness of supervised experience and effect changes where needed" (p. 10) as a proactive response to keeping practicum experiences relevant to work force demands of agriculture/agribusiness.

These parallel models in medicine and agriculture illustrate the need for occupational experience as a major curriculum component. Educators and physicians are similar in their approaches to practical applications of learning, and these disciplinary models in agribusiness and medicine serve as a curriculum catalyst for workforce preparation in technical occupations. Not only is the student motivational level for learning raised through incorporation of occupational experience, but educators are perceived as more effective and efficient when possessing direct occupational experience. As the level of information expands and workforce demands change current curriculums, hands-on experience will be an increasingly fundamental component of technical programs.

Summary

The review of literature for this study focused on topics related to curriculum development and implementation for technical and marketing education. Particular attention was placed on the parallel research relevant to occupational fields of marketing, business, medicine and agriculture. Many of the research studies recommended further exploration of the significance of an educator's occupational experience as a determinant to their curriculum perceptions and priorities. Additionally, researchers found the most relevant methods of curriculum development and validation derive from industry standards and consultations with occupational experts of a particular vocation.

Analogous research of models in other disciplines, particularly medicine and agriculture, revealed similar practices and approaches in building curricula. The medical model served as a practical illustration of the integration of clinical experience into the curriculum. The analogy was often drawn on the similarities of education and medicine as necessary fields of combining theory and practice. Additionally, agricultural education included supervised occupational experiences as an integral portion of the curriculum. Research revealed in each of these areas that educators were more responsive and effective to their students' needs if they could direct student practice based on their own occupational background experiences.

CHAPTER 3

RESEARCH METHODOLOGY AND PROCEDURES

The purpose of this chapter was to present a discussion of the research methodology and procedures that were employed in this study. Included in this discussion are the following topics: (a) research design, (b) population, (c) methodology, (d) data analyses, and (e) summary.

Research Design

A causal comparative design was employed in this research study, since the main independent variable under investigation (number of years of marketing occupation experience) had already occurred. The dependent variable was the prioritization of curriculum content areas as assessed through the percentage of instructional allocation as preferred by each individual participant for the eleven curriculum instructional areas in Marketing Education. These were compared against an established industry norm (marketing occupation panel of experts) to answer the following research questions:

1. What are the differences in individual teacher rankings of curriculum priorities between those who have more than two years working experience and those who have two years or less experience in marketing occupations? This question generated two null hypotheses. The first null

hypothesis for Research Question 1 stated: There will be no difference in individual teacher rankings of curriculum priorities between those who have more than two years working experience and those who have two years or less experience in marketing occupations, with the effects of personal teaching preference being covaried as one influence variable. The second null hypothesis for Research Question 1 stated: There will be no difference in individual teacher rankings of curriculum priorities between those who have more than two years working experience and those who have two years or less experience in marketing occupations, considering personal teaching preference, number of years teaching experience, number of years marketing occupational experience, and recency of experience as covariates.

2. How do the overall teacher prioritization rankings differ from a panel of marketing occupation experts' rankings? To address this question, two null hypotheses were generated. Null hypothesis one for Research Question 2 stated: There will be no difference in the prioritization rankings between marketing educators and the marketing panel of experts. Null hypothesis two stated: There will be no difference overall between teacher prioritization rankings and a panel of marketing occupation experts' rankings.

3. How do the teacher prioritization rankings differ from the panel of marketing occupation experts based on the number of years of the teachers' marketing occupational experience? This question generated two null hypotheses to

be tested in this study. The first null hypothesis for Research Question 3 stated: There will be no difference between the marketing occupation panel of experts, marketing educators with less than two years occupational experience, and marketing educators with more than two years occupational experience on the prioritization of curricular content areas. Null hypothesis two for Research Question 3 stated: There will be no significant difference for the curricular content area rank ordering between the marketing occupation panel of experts, marketing educators with less than two years occupational experience, and marketing educators with more than two years occupational experience.

4. What effect does occupational experience have on the prioritization of curriculum content areas by urban secondary marketing teachers? This question generated one null hypothesis. The null hypothesis for Research Question 4 stated: There will be no significant difference in prioritization of curriculum content areas by urban secondary marketing teachers based on the number of years of marketing occupational experience.

Population

The population for this study consisted of secondary marketing education teachers in urban schools. Marketing education teachers currently instructing in the six local urban school districts in the Tidewater, Virginia, area were the experimentally accessible population. These included the

cities of Chesapeake, Hampton, Newport News, Norfolk, Portsmouth, and Virginia Beach. The entire population of seventy-five marketing teachers was used as the sample for the study. They were assessed through district in-service meetings or through personal contact during the 1995-96 academic year (October 1995-January 1996).

The seventy-five marketing educators represented a wide variety of teacher expertise within the discipline of secondary Marketing Education. A number of different levels of marketing instruction were represented in courses currently taught by the seventy-five teachers. They included Marketing Education (Principles of Marketing, Fundamentals, and Advanced Marketing), as well as specialty courses in areas such as Fashion Marketing, Retail Marketing, and Hotel/Motel Tourism. Each teacher who participated in this study was instructing or had recently instructed (past five years) entry level marketing courses at the secondary level. All schools in this study were urban by definition (city population of 50,000 or more) and yet differences existed based on demographics that provided a cross-section of teaching and occupational experiences within the sample.

Methodology

An assessment instrument was designed seeking responses on curricular content for the desired percentage of time respondents felt should be allocated to each of the eleven Marketing Education curriculum topic areas during

instruction for the Marketing Specialist track (see Appendix B). These eleven topic areas were chosen over the nine functional areas of the Marketing Education curriculum based on the following statement: "National competency research identified a number of baseline or foundational competencies not properly classified as marketing competencies but nevertheless critical to success in marketing occupations" (Virginia Department of Education, 1995, p.5). These core headings covered: (a) Human Resource Foundations, (b) Marketing and Business Fundamentals, (c) Economic Foundations of Marketing, (d) Distribution, (e) Financing, (f) Marketing-Information Management, (g) Pricing, (h) Product/Service Planning, (i) Promotion, (j) Purchasing, and (k) Selling. These compared to the nine functional areas used for instruction that includes Distribution, Financing, Marketing-Information Management, Pricing, Product/Service Planning, Promotion, Purchasing, Risk Management, and Selling.

These curriculum content areas were alphabetized and placed in order on the instrument to avoid bias due to current curriculum scope and sequence. A sampling of key topics covered within the curricular area were listed underneath each heading for clarification and understanding of the general intent for each area. These descriptions were gathered from the National Curriculum Framework and Core Competencies for Marketing Education (Marketing Education Resource Center, 1987, pp. 32-33). Respondents were asked

to indicate the percentage of curriculum allotment they perceived should be dedicated to each of the eleven core topic areas during instruction (to total 100 percent), noting that two or more areas could not be ranked with the same percentage designation. This forced prioritization of the items without the rater being conscious that they were choosing a sequence or order during their assessment. In addition, this percentage designation expanded the values of differentiation on the items, since this type of comparison would signify a greater interval of response over a ranked structure of one to eleven. This rating format was designed to show the degree of preference a particular curricular area actually had over another category as perceived by the marketing teachers.

This data collection instrument was then redesigned to address the information desired from the marketing occupation professionals (see Appendix C). Marketing occupation professionals from a variety of marketing occupation formats (i.e., distribution, wholesale, and retail) were randomly selected from the local Chamber of Commerce business listings to serve as the panel of experts to establish the industry norm. Individual marketing occupation professionals were randomly selected from the Virginia Peninsula Chamber of Commerce Resource Guide and the 1995 Business Desk Reference from the Hampton Roads Chamber of Commerce (see Appendix D for panel selection).

In order to gain the twelve member panel of experts, the researcher randomly chose thirty business professionals to serve as potential panel members. This pool of potential candidates was necessary in order to assure that a minimum of twelve panel members was achieved. Five business representatives from each of the six cities under investigation (Chesapeake, Hampton, Newport News, Norfolk, Portsmouth, and Virginia Beach) were solicited, using the Table of Random Numbers and a predetermined number for the interval of selection. If a business was randomly selected that did not conform with the requirements of marketing occupations (distribution, wholesale, or retail), the researcher proceeded to the next number on the table. This continuation of random selection also occurred when the researcher had already reached a city's potential of five businesses for inclusion in the study.

Prior to the distribution of the data collection instrument, human subjects approval forms were developed for each participant (see Appendices E and F). Both instruments were submitted to the Darden College of Education Faculty Governance Committee on Research and Scholarship, along with an outline of the proposed research and a copy of the informed consent document that would accompany the instruments. Once approval was granted by the Darden College of Education Faculty Governance Committee on Research and Scholarship, the documents were forwarded to the university reviewer for final examination. The ex-officio of the

University Human Subjects Review Board approved the research involving human subjects and the researcher was allowed to initiate data collection.

Once human subjects approval was achieved, the twelve panel members representing the marketing experts were then assessed by mail for their desired curricular content prioritization as they perceive these skills necessary to perform entry level work in positions of employment (as outlined in the eleven marketing curriculum content areas). An enclosed cover letter explained the importance of the research and the intended focus of the research study (see Appendix G). Using the Marketing Occupation Curriculum Assessment form, the panel of experts were asked to provide the researcher with their perceptions of curriculum content areas of importance as related to work performed. Additional information on the professional's marketing occupational experience, management experience, and current business practices was requested on the assessment in order to build a demographic profile for the panel of experts. Once the requested return date passed, follow-up telephone calls and second mailings of the assessment were made to improve the data collection process.

In contrast to mailing the assessment to business professionals, completed teacher questionnaires were either collected on-site by the researcher at district inservice meetings or received through personal contact (see Appendix H for list of participants). Instruments were numbered and

coded by district to ensure confidentiality and anonymity. Questionnaires returned by marketing occupational professionals were coded only by city. Follow-up contacts were made with the educators to improve the data collection process.

The Marketing Education Curriculum Assessment instrument asked for the percentage of curriculum allotment directed to the eleven instructional areas as perceived by the educators. An additional category requested a rank order of personal favorites from one to eleven on the same instructional areas. This category was added to allow for the personal teaching preference bias that may have been imposed when completing the percentage allocation category. As stated by Short and Burke (1991), "no curriculum (actually, no life experience) is free of the impact of our beliefs. Our day-to-day decisions, whether unconscious or intuitive or conscious, involve the carrying out of our beliefs in action." (p. 6)

In addition, personal data information on school district of employment, number of years as a marketing educator, previous marketing occupational experience (in years and positions), and degree program information (year, degree title, and type of internship completed) was collected to extend the inferences and findings from the quantitative data. The analysis of these personal characteristics was suggested in research conducted by Littman (1987) as a way to further extend initial findings

on teacher perceptions and occupational experiences as influences in directing a curriculum. By gathering the personal data information, the researcher was able to build a profile on the teacher's preparation and quality or type of occupational experiences. Personal data could be used to reveal the relevance of preparatory experience for teaching programs in relation to perceived importance of curriculum content areas.

Data Analyses Procedures

A consensus ranking, as well as a computed mean, for each core curricular area was developed from the data collected from the panel of experts, representing the industry norm. Additional demographic data was computed on the professional's type of business, years in a marketing-related career, former marketing occupational experience, and years as an owner or manager. This data allowed for the development of an occupational experience profile for the marketing professionals.

By finding the representative mean scores from an industry perspective and comparing these to the mean scores from the educators' assessment, any existing gap could be identified between the educators' consensus beliefs and the demands of workforce professionals. According to Creating A Curriculum, (Short & Burke, 1991, p. 7), "the knowledge of outside experts needs to become part of what we reflectively consider in forming our own beliefs, not what we

automatically implement in our classrooms." This study allowed for an alignment of the two group's beliefs and a synthesis of perspectives on which to build future curricula in Marketing Education.

Comparative analysis of the mean scores was used with each teacher's individual rank prioritizations and years of experience and were contrasted to the industry norm established by the marketing occupation panel of experts using an independent t-test. In addition, an overall contrast of rank prioritization between groups (teachers and marketing professionals) was conducted, as well as a comparison between those teachers with two or more years of marketing occupation experience and those with two or less years experience. A final analysis of comparison between the panel of experts, the teachers with two or more years of occupational experience, and the teachers without this experience, was compared using a one-way analysis of variance for group comparison.

In order to compensate for a possible imposed bias when dedicating percentages for the curricular areas on the Marketing Education Curriculum Assessment, a category was added for the ranking of personal teaching favorites. Ranked one to eleven, with one representing the favorite area of instruction, educators were asked for their personal content teaching preferences. This possible bias toward the curriculum instructional areas was covaried in the data analyses stage, using an analysis of covariance (ANCOVA).

A .05 level of significance was used in all statistical analysis testing. This analysis provided statistical information on the impact of the main variable of years of marketing occupational experience and addressed the questions under investigation.

Summary

The purpose of this study was to determine the significance of the amount of marketing occupational experience on urban marketing teachers' prioritization of curriculum content areas. This data was collected and analyzed against a panel of industry experts, comprised of twelve local marketing occupational professionals who were members of either the Peninsula or Hampton Roads Chamber of Commerce, Virginia. A group of educators and a group of business professionals were provided with a researcher-developed instrument based on the eleven curricular areas of Marketing Education for the secondary education track of Marketing Specialist.

Considering the possible impact that additional variables (personal characteristics) may have on the study, both assessments included a demographic data section. These allowed the researcher to further sub-divide the educator group into various categories for possible analysis and build a profile on the panel of experts as well as the teachers. Comparative analysis was used between the two main groups (experts and educators) as well as with the

educators' level of marketing occupational experience to answer the four research questions posed for this study.

In Chapter 4, Findings, data collected from this research are presented. This includes the analysis of the panel of experts' responses as well as the findings from the educators' data.

CHAPTER 4

FINDINGS

The data collected for this research are reported and explored in this chapter. This data collection and analyses was organized around four research questions regarding the significance of the amount of marketing occupational work experience on urban marketing teachers' prioritization of curriculum content areas. These questions were addressed by comparing opinions of a panel of marketing occupation experts with urban secondary marketing teachers. Included in this discussion are the following topics: (a) assessment response, (b) demographic data profile of the respondents, (c) statistical data analyses, and (d) summary.

Assessment Response

The population of this study consisted of seventy-five urban secondary marketing educators currently instructing in the six public school districts within the Tidewater, Virginia, area (Chesapeake, Hampton, Newport News, Norfolk, Portsmouth, and Virginia Beach). The entire population of seventy-five educators was provided a copy of the Marketing Education Curriculum Assessment instrument and an informed consent document for the protection of human subjects. These documents were distributed through district in-service

meetings or personal contacts. Each educator was asked to complete the assessment, along with the signed consent form, and return it to the researcher. A summary of the response rate to the instrument is provided in Table 2.

Table 2

Assessment Response Rate for the Marketing Education Curriculum Assessment

| | <u>Number</u> | <u>Percent</u> |
|--------------|---------------|----------------|
| Returned | 67 | 89.3 |
| Not Returned | 8 | 10.7 |
| Total | 75 | 100.0 |

Sixty-seven of the seventy-five marketing educators returned the Marketing Education Curriculum Assessment for a response rate of 89.3 percent. Follow-up telephone calls were placed to those educators who did not return their assessments within two weeks. Those who failed to return their assessments outlined the following reasons: (a) did not meet the requirements of instructing an entry level marketing course in the past five years (taught primarily Fashion or other marketing specialty area), (b) did not want

to force rank the instructional areas because they felt several areas were equal in importance, and (c) did not wish to participate. Since the Informed Consent for Protection of Human Subjects stated voluntary participation, all of the above reasons were valid for not returning the assessment instrument.

To establish an industry norm, a twelve member panel of marketing occupation experts was solicited from a pool of thirty potential candidates. Assessments were mailed to each marketing professional (business owner or operator) listed in the two Chamber of Commerce resource directories used for the random sampling procedure (Virginia Peninsula Chamber of Commerce Resource Guide and the 1995 Business Desk Reference). A cover letter, outlining the goals of the research and the procedures for instrument completion was included in the mailing along with the instrument, informed consent document, and a stamped return envelope. Once the deadline for response passed, follow-up telephone calls were made to each of the marketing business professionals. Through this follow-up, it was determined that several reasons prevented all individuals from participation. These reasons, as verbalized by the business professionals, included: (a) person whose name was listed on the mailing was no longer employed in that capacity, (b) confusion over their inclusion in the study (e.g., thought it was a mass mailing, did not see their position connected to answering the questions), (c) assessment came at their busiest time of

the year, and (d) chose not to participate due to the criteria outlined by the Informed Consent Document.

Once the research was explained further, via telephone, to each marketing professional who did not initially respond, the response rate rose to achieve the total twelve members desired for panel participation. Those who comprised the twelve member panel of experts represented a cross-section of the variety of marketing occupations that were randomly selected (sales, buying, promotion, management, consulting, and hospitality).

Demographic Data Profiles of Respondents

The 67 educators who made up the final population consisted of 21 males (31.3 percent) and 46 females (68.7 percent). The amount of time that they served as a marketing educator ranged from one to 31 years with a mean of 14.1 years. The mean for number of years experience in marketing occupations was 9.87. Of the total group, 32 (47.8 percent) completed a four-year baccalaureate degree in secondary Marketing Education, and the remaining 35 (52.2 percent) completed licensure programs or master's degrees for Marketing Education. This indicated that these 35 educators initially did not major in education, but for the most part were trained as marketing occupational specialists (i.e., Marketing, Finance, Human Resources, etc.). A summary of the educator responses to the demographic data is presented in Table 3.

Table 3

Demographic Data for Marketing Education Coordinators
Completing the Marketing Education Curriculum Assessment

| | |
|--|-------------------------|
| Percentage of educators by gender | 31.3% male 68.7% female |
| Mean number of years as a Marketing Educator | 14.12 |
| Mean for cumulative years experience in marketing occupations | 9.87 |
| Average of estimated amount of time since most recent experience in a marketing occupation | 7.93 |
| Percentage of educators with bachelor's degrees in marketing education | 47.8 |
| Percentage of educators completing Marketing Education certification programs/master's degrees | 52.2 |
| Percentage of educators completing an internship or practicum during their degree program | 53.7 |
| Listing of major types of experience reported in marketing occupations: | |
| | Buying |
| | Distribution |
| | Food Service Management |
| | Sales |
| | Hotel/Motel Tourism |
| | Real Estate |
| | Retail Management |

Demographic data were also collected from the marketing occupation professionals. These assisted in compiling a profile of the panel of experts participating in this study. Of the twelve responses, five (41.7 percent) were male and seven (58.3 percent) were female. The number of years as a business owner or operator ranged from one to 12 years with

a mean of 9.75 years. This same group had various amounts of experience within marketing occupations, from two to 32 years and a mean of 13 years. A summary of the marketing professionals' demographic responses and a listing of their various experiences in marketing occupations are presented in Table 4.

Table 4

Demographic Data for Marketing Occupation Professionals
Completing the Marketing Occupation Curriculum Assessment

| | |
|--|---|
| Percentage of professionals by gender | 41.7% male 58.3% female |
| Mean number of years as a owner/operator | 9.75 |
| Mean cumulative years experience in marketing occupations | 13.00 |
| Listing of major types of experience reported in marketing occupations | Buying Food Service Hospitality Hotel/Motel Management Market Forecasting Promotion Retail Management/Consulting Sales |

Statistical Data Analyses

In order to answer the research goals, appropriate statistical tests were employed in analyzing the data received from the instruments. Both descriptive and inferential statistics were employed in this data analyses.

Instrumentation Prioritization Responses

In determining the desired percentage of time respondents felt should be allocated to each of the eleven Marketing Education curriculum content areas, means were calculated for both the educator group responses and the panel of marketing experts' responses. Each participant's curriculum prioritization response was converted into a group data base from either the Marketing Education Curriculum Assessment instrument or the Marketing Occupation Curriculum Assessment instrument. These calculated means would be used in future statistical procedures to assist in answering the four research questions selected for this study. Standard deviations were calculated to reveal the variability between the distributions of responses. These standard deviations provided an understanding of how far all responses within the distributions of each group varied from the mean. Additionally, the means were used to create an ordinal (rank) structure for visual representation within the tables. Tables 5 and 6 outline the mean responses, standard deviations, and rank ordering of curriculum content areas for each group.

Table 5

Mean Score and Rank for Each of the Eleven Marketing
Education Curriculum Content Areas as Rated by Marketing
Educators

| <u>Content Area</u> | <u>\bar{X}</u> | <u>SD</u> | <u>Rank</u> |
|-------------------------------------|-----------------------------|-----------|-------------|
| Distribution | 6.910 | 3.281 | 7 |
| Economic Foundations of Marketing | 9.582 | 4.999 | 5 |
| Financing | 5.060 | 3.939 | 11 |
| Human Resource Foundations | 13.582 | 4.782 | 2 |
| Marketing and Business Fundamentals | 10.672 | 4.480 | 3* |
| Marketing-Information Management | 6.567 | 4.111 | 9 |
| Pricing | 6.851 | 3.413 | 8 |
| Product/Service Planning | 7.418 | 3.208 | 6 |
| Promotion | 10.672 | 4.148 | 3* |
| Purchasing | 6.373 | 3.459 | 10 |
| Selling | 15.507 | 4.823 | 1 |

*Note: Two curricular areas, Marketing and Business Fundamentals and Promotion, had identical mean scores resulting in a tie in the rank ordering of these two curricular areas.

Table 6

Mean Score and Rank for Each of the Eleven Marketing
Education Curriculum Content Areas as Rated by Marketing
Occupation Professionals

| <u>Content Area</u> | <u>\bar{X}</u> | <u>SD</u> | <u>Rank</u> |
|-------------------------------------|-----------------------------|-----------|-------------|
| Distribution | 6.833 | 3.578 | 9 |
| Economic Foundations of Marketing | 7.250 | 3.562 | 8 |
| Financing | 6.208 | 2.578 | 11 |
| Human Resource Foundations | 10.667 | 5.437 | 4 |
| Marketing and Business Fundamentals | 9.792 | 5.146 | 5 |
| Marketing-Information Management | 11.083 | 4.152 | 3 |
| Pricing | 8.375 | 4.801 | 7 |
| Product/Service Planning | 9.167 | 7.324 | 6 |
| Promotion | 12.000 | 5.164 | 1 |
| Purchasing | 6.792 | 4.767 | 10 |
| Selling | 11.833 | 4.337 | 2 |

Once the basic descriptive statistics were determined (mean and standard deviation), a variety of inferential statistics were employed to answer the research questions. A

discussion of the null hypotheses as they relate to each of the research questions follows.

Analysis of the Null Hypotheses Associated with Research Question 1

To address Research Question 1, two null hypotheses were tested. Research Question 1 asked: What are the differences in individual teacher rankings of curriculum priorities between those who have more than two years working experience and those who have two years or less experience in marketing occupations? The first null hypothesis for Research Question 1 stated: There will be no difference in individual teacher rankings of curriculum priorities between those who have more than two years working experience and those who have two years or less experience in marketing occupations, with effects of personal teaching preference being covaried as one influence variable. An Analysis of Covariance (ANCOVA) was computed with the personal teaching preference bias as the covariate using a Statistical Analysis System (SAS) program. An ANCOVA was chosen as the statistical procedure in order to control for the effects of the personal preference bias that was assumed to be correlated to the dependent variable. The ANCOVA adjusted and controlled for any possible differences existing between comparison groups, based on the covariate or influence variable. The two groups were then compared on their allocation of curriculum time for each of the eleven curricular content areas.

For all eleven curricular content areas, the F value (Fisher's F ratio for an Analysis of Covariance) did not meet or exceed the minimum value for $p = .05$. However, the F value for the covariate, personal teaching preference, was significant at the $p < .01$ for ten of the eleven curricular content areas. Selling was the only area that the personal teaching preference was not significant as a covariate. The findings of the ANCOVA with one covariate are outlined in Table 7.

The second null hypothesis for Research Question 1 stated: There will be no difference in individual teacher rankings of curriculum priorities between those who have more than two years working experience and those who have two years or less experience in marketing occupations, considering personal teaching preference, number of years teaching experience, number of years marketing occupational experience, and recency of experience as covariates. An Analysis of Covariance (ANCOVA) was computed using the Statistical Analysis System (SAS) with four covariates (personal teaching preference, years teaching, years of marketing occupational experience, and recency of experience) to consider these influences on the educator responses as the two groups were compared for curriculum prioritization. As with the previous ANCOVA with one covariate, this ANCOVA with four covariates was not significant at $p = .05$ for the two groups comparing all

Table 7

Summary of Computed F Statistics from Eleven Analysis of Covariance with One Covariate for Each of the Curriculum Content Areas

| Curricular Content Area | Computed F Value (Educators) | Significance Level of Covariate |
|-------------------------------------|------------------------------|---------------------------------|
| Distribution | .05 | .0001 |
| Economics | .17 | .0001 |
| Finance | 1.19 | .0001 |
| Human Resource Foundations | .05 | .0001 |
| Marketing and Business Fundamentals | .24 | .0001 |
| Marketing-Information Management | .21 | .0001 |
| Pricing | .26 | .0031 |
| Product/Service Planning | .02 | .0001 |
| Promotion | .17 | .0020 |
| Purchasing | .03 | .0001 |
| Selling | 2.38 | .8065* |

*Covariate of personal teaching preference not significant at $p = .05$ with 67 observations in data set.

eleven curriculum content areas. Table 8 outlines the F value for the ANCOVA with four covariates.

Table 8

Summary of Computed F Statistics from Eleven Analysis of Covariance with Four Covariates for Each of the Curriculum Content Areas

| Curricular Content Area | Computed F Statistic |
|-------------------------------------|----------------------|
| Distribution | 5.66 |
| Economics | 6.29 |
| Finance | 7.66 |
| Human Resource Foundations | 11.33 |
| Marketing and Business Fundamentals | 5.76 |
| Marketing-Information Management | 6.52 |
| Pricing | 2.38 |
| Product/Service Planning | 8.80 |
| Promotion | 2.38 |
| Purchasing | 4.91 |
| Selling | 1.23 |

Number of observations in data set = 67

Analysis of the Null Hypotheses Associated with Research
Question 2

To address Research Question 2, two null hypotheses were tested. Research Question 2 asked: How do the overall teacher prioritization rankings differ from a panel of marketing occupation experts' rankings? The first null hypothesis for Research Question 2 stated: There will be no difference in the prioritization rankings between marketing educators and the marketing occupation panel of experts. An independent t-test was computed to determine if a difference existed between the two groups using the Basic Statistical Analysis, 4/E computer software program from Sprinthall. Each curricular content area was calculated separately to find if a significant difference existed between the two groups. A $p = .05$ level of significance was used to determine the difference in sample means.

Prioritization rankings differed significantly in three curricular content areas. These areas were Economics, Marketing-Information Management, and Selling. The curricular areas of Economics and Selling were significant at $p < .05$ level, while Marketing-Information Management was significant at the $p < .01$ level. Table 9 outlines the results of the independent t-test.

The second null hypothesis for Research Question 2 stated: There will be no difference overall between teacher prioritization rankings and a panel of marketing occupation experts' rankings. In order to conduct an overall comparison

Table 9

Curricular Content Area Comparisons by Category for Independent t-tests of the Marketing Education Respondents vs. Marketing Occupation Panel of Experts

| | Panel's SD | Educators' SD | Standard Error of Difference | t Value |
|-----------------------|------------|---------------|---------------------------------|---------|
| Distribution | 3.579 | 3.282 | 1.152 | -0.067 |
| Economics | 3.562 | 5.035 | 1.240 | 2.061* |
| Finance | 2.393 | 3.939 | 0.869 | 1.609 |
| Human Resources | 5.437 | 4.782 | 1.742 | -1.674 |
| Marketing/Business | | | | |
| Fundamentals | 5.146 | 4.480 | 1.646 | -0.534 |
| Marketing-Information | | | | |
| Management | 4.153 | 4.143 | 1.365 | 2.981** |
| Pricing | 4.801 | 3.352 | 1.505 | 0.923 |
| Product/Service | | | | |
| Planning | 7.304 | 3.612 | 2.247 | 0.440 |
| Promotion | 5.299 | 4.418 | 1.677 | 0.842 |
| Purchasing | 4.767 | 3.459 | 1.499 | 0.279 |
| Selling | 4.337 | 4.823 | 1.436 | 2.559* |

*Significant at $p < .05$ level with 77 degrees of freedom

**Significant at $p < .01$ level with 77 degrees of freedom

of the two groups (as opposed to the previous t-test which compared each of the eleven curriculum content areas individually), a Multivariate Analysis of Variance (MANOVA) was computed using the Statistical Analysis System (SAS) program.

The multivariate analysis of variance (MANOVA) compared the two groups' prioritization responses for the curriculum content areas as a whole. Four statistical tests (Wilks' Lambda, Pillai's Trace, Hotelling-Lawley Trace, and Roy's Greatest Root) revealed statistical significance at the $p = .08$ level. This level of significance did not meet the probability level set for significance at $p = .05$. Table 10 outlines the F values and probability levels for the MANOVA.

Table 10

Multivariate Analysis of Variance (MANOVA) Values for an Overall Comparison of Educators' and Panel of Experts' Curriculum Allocation Responses

| <u>Statistic</u> | <u>F Value</u> | <u>Probability Level</u> |
|------------------------|----------------|--------------------------|
| Wilks' Lambda | 1.780 | 0.081 |
| Pillai's Trace | 1.780 | 0.081 |
| Hotelling-Lawley Trace | 1.780 | 0.081 |
| Roy's Greatest Root | 1.780 | 0.081 |

Calculated with two levels, using 10 and 68 df

Analysis of the Null Hypotheses Associated with Research
Question 3

To address Research Question 3, two null hypotheses were tested. Research Question 3 asked: How do the teacher prioritization rankings differ from the panel of marketing occupation experts based on the number of years of the teachers' marketing occupational experience? The first null hypothesis related to Research Question 3 stated: There will be no difference between the marketing occupation panel of experts, marketing educators with less than two years occupational experience, and marketing educators with more than two years occupational experience on the prioritization of curricular content areas. A one-way Analysis of Variance (ANOVA) was calculated to compare each curricular content area prioritization among the three groups using the Basic Statistical Analysis, 4/E computer software program by Sprinthall. The Analysis of Variance was used as a statistical method of establishing whether a significant difference existed among the three sample means (panel of experts, teachers with two years or less experience in marketing occupations, and teachers with more than two years marketing occupational experience).

Using a one-way Analysis of Variance (ANOVA), three curricular areas including Finance, Marketing-Information Management, and Selling were significant at the $p < .05$ level. The computed F statistics for all eleven curriculum content areas are outlined in Table 11.

Table 11

Summary of Computed F Statistics from Eleven One-Way
Analysis of Variance for Each of the Curriculum Content
Areas

| Curricular Content Area | Computed F Statistic |
|-------------------------------------|----------------------|
| Distribution | .197 |
| Economics | 1.438 |
| Finance | 4.705* |
| Human Resource Foundations | 2.577 |
| Marketing and Business Fundamentals | .382 |
| Marketing-Information Management | 4.286* |
| Pricing | 1.013 |
| Product/Service Planning | 1.123 |
| Promotion | .528 |
| Purchasing | .138 |
| Selling | 4.509* |

*Significant at $p < .05$ level with 2 and 76 df

Null hypothesis two for Research Question 3 stated:
 There will be no significant difference for the curricular
 content area rank ordering between the marketing occupation

panel of experts, marketing educators with less than two years occupational experience, and marketing educators with more than two years occupational experience. A Friedman Analysis of Variance (ANOVA) by Ranks was computed to compare the three groups on their rank order prioritization of the curricular content areas. Friedman ANOVA by Ranks tests a hypothesis of difference on rank order (ordinal) for three or more sets of data. The Friedman ANOVA was computed by using the Basic Statistical Analysis, 4/E computer software program by Sprinthall.

To compute the Friedman ANOVA by Ranks, a rank-ordering for the eleven curriculum content areas was determined from the means for each of the sample groups. Data were further collapsed when each content area was ranked one through three among the three groups' responses. Eight areas (Distribution, Financing, Human Resources, Marketing-Information Management, Pricing, Product Planning, Purchasing, and Selling) revealed a tie between two group rankings, providing similar structuring of priorities. The X^2_r (chi square) statistic for the Friedman ANOVA by Ranks was computed at .4091 and the critical value ($X^2_{.05(2)}$) was 5.99. Table 12 outlines the computed values for the Friedman ANOVA by Ranks.

Analysis of the Null Hypothesis Associated with Research Question 4

To address Research Question 4, one null hypothesis was tested. Research Question 4 asked: What effect does

Table 12

Friedman ANOVA by Ranks

(Lists actual rank order and adjusted rank by row for the statistical procedure)

| | <u>Panel of Experts</u> | <u><2 Years Experience</u> | <u>>2 Years Experience</u> |
|----------------------------------|-------------------------|-------------------------------|-------------------------------|
| Distribution | 9 (1) | 7 (2) | 9 (1) |
| Economics | 8 (3) | 2 (1) | 5 (2) |
| Financing | 11 (2) | 4 (1) | 11 (2) |
| Human Resources | 4 (2) | 4 (2) | 2 (1) |
| Marketing/Business Fundamentals | 5 (2) | 6 (3) | 3 (1) |
| Marketing-Information Management | 3 (1) | 8 (2) | 8 (2) |
| Pricing | 7 (1) | 11 (2) | 7 (1) |
| Product Planning | 6 (1) | 10 (2) | 6 (1) |
| Promotion | 1 (1) | 3 (2) | 4 (3) |
| Purchasing | 10 (2) | 9 (1) | 10 (2) |
| Selling | 2 (2) | 1 (1) | 1 (1) |

$$X^2_{\text{F}} = .4091$$

occupational experience have on the prioritization of curriculum content by urban secondary teachers? The null hypothesis stated: There will be no significant difference in prioritization of curriculum content areas by urban secondary marketing teachers based on the number of years of marketing occupational experience.

Due to the size of the samples of the marketing educator's sub-groups (the less than two years occupational experience group was much smaller than the more than two years occupational experience group), a multivariate regression was computed to determine the significance of the amount of marketing occupational experience on teacher prioritization of curriculum content areas. Multivariate regression compares the effects various predictor variables have on a given variable, so all three identified influences were analyzed for their impact on prioritization of curriculum content areas (years of teaching, years of occupational experience, and recency of experience). The multivariate regression statistic was conducted using the Statistical Analysis System (SAS) program. This comparison of parameter estimates (amount of influence from the predictor variables) revealed the amount of impact imposed by the main variable under investigation, occupational experience. The parameter estimates for each variable computed in the multivariate regression are shown in Table 13.

Table 13

Multivariate Regression Parameter Estimates for Educator Characteristics in Determining

Curriculum Content Prioritization

| | Percentage Allocation | Years of Teaching | Years of Occupational Experience | Recency of Experience |
|-------------------------------------|--------------------------|----------------------|-------------------------------------|--------------------------|
| Distribution | .059015 | .000484 | .000532 | .000245 |
| Economics | .091114 | .000140 | .000965 | .001830 |
| Human Resource Foundations | .143508 | -.000782 | .000357 | -.000031548 |
| Marketing/Business Fundamentals | .121823 | -.000744 | -.000635 | .000200 |
| Marketing-Information Management | .066618 | .000329 | .000314 | -.000527 |
| Pricing | .073181 | -.000251 | -.000340 | .000446 |
| Product/Service Planning | .074712 | -.000097641 | .000785 | -.000872 |
| Promotion | .105645 | .000503 | -.000025958 | -.000723 |
| Purchasing | .065354 | .000422 | -.000229 | -.000666 |
| Selling | .133491 | .000802 | .000649 | .000497 |

Summary

This chapter presented the findings from the statistical analyses of the data gathered from the instruments. Four research questions analyzing the significance of the amount of marketing occupational work experience on urban marketing teachers' prioritization of curriculum content were addressed by comparing a panel of marketing occupation experts with urban secondary marketing teachers. Additionally, the null hypotheses for each research question were presented. Included in this discussion were the topics of assessment response, demographic data profile of the respondents, statistical data analyses, and summary.

In Chapter 5, Summary, Conclusions, and Recommendations, data collected from this research are summarized and conclusions are drawn by the researcher. Also, recommendations for future research are presented in Chapter 5.

CHAPTER 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was to determine the significance of the amount of marketing occupational work experience on urban marketing teachers' prioritization of curriculum content areas. The previous chapter of this research included the information collected for the purpose of achieving this goal. Included in this chapter are the following topics: (a) summary, (b) conclusions, and (c) recommendations.

Summary

The purpose of this study was to obtain information to assist urban secondary marketing teachers to appropriately restructure their curriculum to meet the needs of current and emerging marketing occupations. By identifying the effect of occupational experience in marketing and its relationship to the prioritization of curriculum content for urban secondary marketing programs, the importance of occupational experience on curriculum content could be explored from an educational viewpoint.

The findings of this study could assist in identifying the need for changes in teacher curriculum priorities and practices. Through the analyses of data existing gaps between current marketing occupation requirements and

instruction could be determined. In addition, this study was needed to determine the relevance of teachers' prioritization of curriculum content areas necessary for entry level marketing employment (as determined through the prioritization of curriculum content areas by a panel of marketing occupation experts).

To accomplish the purpose of this study, the following questions were addressed:

1. What are the differences in individual teacher rankings of curriculum priorities between those who have more than two years working experience and those who have two years or less experience in marketing occupations?
2. How do the overall teacher prioritization rankings differ from a panel of marketing occupation experts' rankings?
3. How do the teacher prioritization rankings differ from the panel of marketing occupation experts based on the number of years of the teachers' marketing occupational experience?
4. What effect does occupational experience have on the prioritization of curriculum content areas by urban secondary marketing teachers?

The population for this study consisted of the Marketing Education teachers in six urban school districts within the Tidewater, Virginia, area (Chesapeake, Norfolk, Virginia Beach, Portsmouth, Hampton, and Newport News).

The entire population of seventy-five marketing teachers was used as the sample for the study. They were assessed to determine their desired prioritization for curriculum content areas through district in-service meetings or through personal contact during the 1995-96 academic year (October 1995-January 1996). Sixty-seven marketing educators (89.3 percent) provided their curriculum content area prioritizations using the Marketing Education Curriculum Assessment instrument.

Additionally, a twelve member panel of marketing occupation professionals representing a variety of marketing occupation formats (sales, buying, promotion, management, consulting, and hospitality) was solicited to establish an industry norm. They were assessed to determine their desired prioritization for curriculum content areas as they perceived these skills to be necessary for performing entry level positions in marketing related businesses. A consensus ranking was developed from the data collected from the panel of experts to represent the industry norm by computing the mean for each curriculum content area.

Data were analyzed using a variety of statistical analyses software programs to answer the four questions and seven null hypotheses generated for this study. Descriptive statistics (mean and standard deviation) were calculated, as well as inferential statistics (ANOVA, ANCOVA, MANOVA, and Multivariate Regression), to determine the significance of the amount of marketing occupational experience on urban

marketing teachers' prioritization of curriculum content areas. Additionally, a demographic profile on each group was generated in order to gain an overview of the participants in this study.

Conclusions

Conclusions are presented in this section as they relate to the research questions. Conclusions are drawn from the results of the statistical analyses conducted for each of the four research questions.

In relation to Research Question 1, the two null hypotheses were accepted. Research Question 1 asked: What are the differences in individual teacher rankings of curriculum priorities between those who have more than two years working experience and those who have two years or less experience in marketing occupations? The first null hypothesis for Research Question 1 stated: There will be no difference in individual teacher rankings of curriculum priorities between those who have more than two years working experience and those who have two years or less experience in marketing occupations, with effects of personal teaching preference being covaried as one influence variable. This null hypothesis was tested using an ANCOVA with one covariate (personal teaching preference). The F value (Fisher's F ratio) for each of the eleven curriculum content areas did not exceed the critical value established for $p = .05$. Therefore, it was determined that

statistically, the two educator groups did not differ significantly in their prioritization of curriculum content areas based on years of marketing occupational experience. Thus, the null hypothesis was accepted for each of the eleven areas. The covariate, personal teaching preference, was significant at the $p < .01$ level for ten of the eleven curriculum content areas (including Distribution, Economics, Human Resource Foundations, Marketing/Business Fundamentals, Marketing-Information Management, Pricing, Product/Service Planning, Promotion, and Purchasing). The only content area that was not significant as a covariate was Selling.

To explain the influence of the covariate, demographic characteristics of the population were analyzed. Initial indications on the amount of occupational experience from the mean for cumulative years experience in marketing occupations (9.87 years) prompted further analysis of the individual educator's responses. The majority of these teachers ($n = 62$) had worked in a marketing occupation more than the minimal two years which was set as the dividing point for the sample. This resulted in a very small number of educators who made up the two years or less experience in marketing occupations group ($n = 5$). Since this component was small, it may have skewed the results on this statistical analysis. A larger number of participants in the two years and under group may have provided a better representation of this sample's prioritization choices.

Also, over half (52.2 percent) of the marketing educators participating in this study completed their teaching certification requirements through some means other than traditional baccalaureate programs in Marketing Education. Further, the marketing teachers comprising this 52.2 percent of the sample completed their undergraduate programs in many different discipline areas (e.g., Marketing, Finance, Human Resources). This could explain the strong influence the personal teaching preference had as a bias in prioritization of curriculum content areas in the ANCOVA.

The second null hypothesis for Research Question 1 stated: There will be no difference in individual teacher rankings of curriculum priorities between those who have more than two years working experience and those who have two years or less experience in marketing occupations, considering personal teaching preference, number of years teaching experience, number of years marketing occupational experience, and recency of experience as covariates. This ANCOVA with four covariates did not find significant difference at the $p = .05$ level for any of the eleven curriculum content areas. Thus, the null hypothesis was accepted. Even considering the four possible influence variables (years teaching, years of occupational experience, recency of experience, and personal teaching preference) within this statistical analysis, the groups appeared to provide similar prioritization preferences.

By computing two Analysis of Covariance (ANCOVA) with one and four covariates, respectively, there was no statistically significant difference found among the two groups for curriculum content area prioritization. However, the ANCOVA did highlight the impact of the personal teaching preference on the prioritization percentage allocated by the educators for all areas except Selling. Therefore, the two groups were not found to be significantly different statistically in their curriculum prioritization, although their personal teaching preference was found to be influential in their curriculum allocation. This indicated that the bias imposed by teacher subject matter preference may be the determining factor in an educator's approach to the curriculum.

Since a personal teaching preference was significant as a covariate in the teachers' prioritization of curriculum content areas, it was concluded that this category of ranking teacher preferences for instruction was necessary on the Marketing Education Curriculum Assessment instrument. This supports the statement by Short and Burke (1991), that "no curriculum (actually, no life experience) is free of the impact of our beliefs. Our day-to-day decisions, whether unconscious or intuitive or conscious, involve the carrying out of our beliefs in action." (p. 6) Thus this category addition was justified for inclusion in this research study to consider personal teaching preference as a covariate when comparing educators' responses on curriculum prioritization.

In relation to Research Question 2, two null hypotheses were tested. Research Question 2 asked: How do the overall teacher prioritization rankings differ from a panel of marketing occupation experts' rankings? The first null hypothesis stated: There will be no difference in the prioritization rankings between marketing educators and the marketing panel of experts. This null hypothesis, concerned with prioritization ranking differences between the panel of experts and educators, was tested with an independent t -test. This analysis found significant difference for three curricular content areas. Economics and Selling were significant at $p < .05$ while Marketing-Information Management was significant at the $p < .01$ level. Thus, the null hypothesis was rejected for three of the eleven curricular content areas.

These three areas of significant difference revealed a gap existed between workforce expectations of the panel of experts and the curriculum prioritization of marketing educators. Educators expressed a need to emphasize Economics and Selling at a significantly different level than the panel of experts. The panel of experts stressed significantly the curricular area of Marketing and Business Fundamentals. It appeared that educators preferred to emphasize foundational concepts such as sales techniques and economics within the curriculum, while marketing professionals desired employees with a deeper understanding of marketing strategies, store operations, and analytical

thinking in relation to business issues. These three areas needed closer scrutinization for alignment with workforce expectations and occupational practices to properly prepare Marketing Education students for the demands of marketing occupations.

It was also important to analyze the standard deviation figures for this specific t -test. The standard deviation spread for this analysis revealed the broad variance for the group responses for each of the eleven curricular content areas. It may be concluded from this analysis that the variety of response levels were due to the various levels and types of occupational experience among the two groups.

The second null hypothesis for Research Question 2 stated: There will be no difference overall between teacher prioritization rankings and a panel of marketing occupation experts' rankings. In conducting a multivariate analysis of variance, no significant difference was found between the teacher prioritization rankings and the panel of experts' rankings at the $p = .05$ level. This analysis considered the entire curriculum and compared the two groups' (educator and panel of experts) responses as a whole. Significant difference was reached only when using $p = .08$ level of significance to compute the Multivariate Analysis of Variance (MANOVA). In using a larger sample size or selective population sample, it is possible that significant difference may be reached at $p = .05$ for this question.

Research Question 3 asked: How do the teacher prioritization rankings differ from the panel of marketing occupation experts based on the number of years of the teachers' marketing occupational experience? This question generated two null hypotheses that were tested in this study. The first null hypothesis for Research Question 3 stated: There will be no difference between the marketing occupation panel of experts, marketing educators with less than two years occupational experience, and marketing educators with more than two years occupational experience on the prioritization of curricular content areas. Calculating an Analysis of Variance (ANOVA) for each of the eleven curriculum content area group responses, difference at the $p < .05$ level was found for Finance ($F = 4.705$), Marketing-Information Management ($F = 4.286$), and Selling ($F = 4.509$). Thus, the null hypothesis was rejected for three of the eleven curricular content areas, revealing statistically significant difference in the three groups on these areas. Two of these three curriculum areas (Marketing-Information Management and Selling) were found significantly different in the previous question, indicating a strong difference in opinion between the panel of experts and the teachers on these two areas for two statistical comparisons.

In evaluating the three content areas that revealed a significant difference, the F statistic (Fisher's F ratio) exceeded the $p = .05$ critical value of 3.97 (with 2 and 76 df) in all three instances. The significant difference was

noted in the area of Finance due to a markedly divergent mean of 9.6 from the educator group with less than two years marketing occupational experience. Further analysis revealed that one individual in that group allocated that particular curricular area as the highest percentage (25 percent out of one hundred) of the eleven. This was not typical of the remainder of the group responses, thus this individual may have had a personal bias toward the content area. Still, this group with less than two years marketing occupational experience emphasized the content area of Finance more strongly than the other educator sub-group or the marketing panel of experts. Level of occupational experience influenced preferred prioritization for this curriculum content area, aligning preferences of marketing professionals' prioritization with the educators who had more than two years experience.

For the curricular area of Marketing-Information Management, the significant difference was due to the 11.08 mean from the marketing panel of experts. The panel of experts emphasized this area as being essential to success at the Marketing Specialist level, yet it was not noted as a high priority for either sub-group of educators. As previously noted in Research Question 2, marketing professionals indicated a desire for employees with a deeper understanding of marketing strategies, store operations, and analytical thinking in relation to business issues as relevant to the assessment instrument's description for the

curriculum content area of Marketing-Information Management.

In contrast, the F statistic of 4.50 for Selling was derived from the extreme mean of 15.79 for the marketing educators with more than two years occupational experience. Again, it is possible that this divergent mean was due to the marketing occupation experience posted by the educator group with more than two years occupational experience. The predominant occupational positions (retail sales, hospitality, food service) held by this particular group emphasized sales techniques and strategies, where the marketing professionals held advanced managerial positions that would require skills relevant to the area of Marketing-Information Management. Thus, it is concluded that the type of occupational experience may have influenced their prioritization choices.

Null hypothesis two for Research Question 3 stated: There will be no significant difference for the curricular content area rank ordering between the marketing occupation panel of experts, marketing educators with less than two years occupational experience, and marketing educators with more than two years occupational experience. A Friedman ANOVA by Ranks was computed to compare the three groups on their rank order prioritization of the curriculum content areas. The X^2_r (chi square) statistic of .4091 for the Friedman ANOVA revealed no significance at the $p = .05$ level. Since the critical value for $X^2_{.05(2)}$ (chi square) was 5.99 at the $p = .05$ level, this analysis also indicated that

there was no statistically significant difference found between the ranking of the three groups. Thus, the null hypothesis was accepted.

Further, visual analysis of rankings by the three groups indicated that curriculum content areas with the highest and lowest rankings show a high degree of similarity. The three groups tended to identify the same content areas as being most and least important. For example, all three groups ranked Selling, Promotion, and Human Resources in the top four. Additionally, visual representation of the rank ordering reveals that the panel of experts and the educator group with more than two years experience were more similar in rankings for six of the eleven areas (Distribution, Economics, Financing, Pricing, Product Planning, and Purchasing). Additionally, two other areas (Marketing-Information Management and Selling) showed both educator sub-groups in a tie to more closely align with the panel of experts' ranking. It was also observed that, although the Friedman ANOVA by Ranks did not find significant difference between the three groups, educators with more than two years experience prioritized the eleven curriculum content areas more closely with the marketing business professionals' preferences.

Research Question 4 served as a summative question to the totality of the research process. Research Question 4 asked: What effect does occupational experience have on the prioritization of curriculum content areas by urban

secondary marketing teachers? This question generated one null hypothesis. The null hypothesis stated: There will be no significant difference in prioritization of curriculum content areas by urban secondary marketing teachers based on the number of years of marketing occupational experience. The variable of marketing occupational experience was investigated to determine the impact of the number of years of occupational experience as an influence on the prioritization of curriculum content areas. Through a multivariate regression statistical analysis, it was found that the amount, as well as the recency of occupational experience, did not have a high level of impact on the prioritization of curriculum content areas for this particular population. The parameter estimates (beta weights) were very small for both predictors, revealing the lack of strong influence occupational experience had on this particular group of marketing educators. The years of occupational experience had a greater impact in most instances over recency of experience (for all content areas except Economics, Marketing/Business Fundamentals, and Pricing).

From the examination of these various findings from the data analyses, it was concluded that these educators were influenced most by their personal teaching preference, not their prior occupational experience, in their approach to the rankings of curriculum content. Rank allocation of four curricular content areas (Economics, Finance, Marketing-

Information Management, and Selling) differed between the panel of experts and the educators. Educators with more than two years occupational experience were more closely aligned to the marketing professionals preferences, although not always at the level of significance established for this study. This indicated that content areas within the secondary Marketing Education Curriculum are being properly emphasized when compared to the panel of marketing occupational experts.

Recommendations

The findings and conclusions from this research study raise important considerations for further research on marketing occupational experience and curriculum prioritization. As previously outlined, occupational experience incorporated in the classroom increases student learning and interest (Scarborough, 1966; Lee, 1980; Pals & Slocombe, 1989; Mann, 1994). Through the review of related literature, two researchers in the fields of business and marketing (Littman, 1987; Dawson, 1993) suggested research on occupational experience as related to the differentiation between business and education approaches to curriculum needed to be undertaken. Thus, this exploratory research sought to determine the impact of the amount of marketing occupational experience on the prioritization of curriculum content areas.

The results of this initial study support the conclusion that marketing occupational experience does have some impact on the perceived prioritization of curriculum content areas. Four content areas (Economics, Finance, Marketing-Information Management, and Selling) were ranked significantly different among the views of educators and a panel of marketing experts. These four areas require further scrutinization as to the level of emphasis placed on them in the curriculum, ensuring the workforce demands are met through proper instruction of these content areas. Descriptive information should also be collected from the panel of experts to verify the competencies required within the curricular area of Marketing-Information Management and why competencies within this area are necessary for entry level marketing occupations as perceived by marketing professionals.

Additionally, the overall comparison of educators' and panel of experts' responses revealed a difference, although not at the $p = .05$ level. This aspect of the research should be replicated, possibly with a larger and more geographically diverse sample, to see if this result is valid and approaches or achieves significance.

Visual comparison of the means for each curricular content area revealed that the marketing educators with more than two years occupational experience were closer aligned with the beliefs of the panel of experts. Further research with a larger sample of educators having less than two years

marketing occupational experience may reveal further differences between the two sub-groups of educators. Also, it is recommended that the sample population be derived from more than one geographical area in future study. This may show greater differentiation in demographic characteristics and thus alter responses and number of participants in each of the two educator groups. This particular group of educators has taught and worked collaboratively across city boundaries for many years on average, thus possibly providing more analogous responses than a more geographically diverse sample of urban Marketing Education teachers.

Several recommendations are suggested based on the use of various procedures and instruments in this study. Based on the feedback from responding marketing educators, the Marketing Education Curriculum Assessment may have been more readily accepted by the sample group if a percentage allocation was permitted for more than one curriculum content area. The educators also expressed that it would be easier to complete the instrument if the form had been duplicated on two pages, instead of front to back. More specific directions on internship experience and the differentiation of occupational experience from teaching experience on the demographic portion of the form were also requested. Thus, the instrument should be made more specific in its completion instructions.

Personal teaching preference affected the responses received in this research, even when marketing occupational experience was found as an influence. Therefore, further research on the educator's degree program (traditional versus licensure programs) and occupational areas of expertise need to be incorporated in future studies. This personal teaching preference has implications for teacher preparation and certification programs. Attention should be centered on providing consistent curriculum practices and priorities for this broad discipline of Marketing Education.

Although the amount of occupational experience does seem to impact several content areas of the marketing education curriculum, further research is necessary with different geographical populations before establishing occupational experience as a statistically significant influence variable in curriculum prioritization. With the findings of this initial study serving as a foundation, further research incorporating personal characteristic variables (teaching experience, degree program, practicum experiences) should explore marketing occupational experience (both amount and type) as an influence on curriculum content prioritization. Should further research corroborate or clarify these initial findings, the profession of Marketing Education should respond to the needs of marketing educators for ongoing occupational experience opportunities.

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APPENDIX A

PERMISSION TO REPLICATE NATIONAL CURRICULUM FRAMEWORK AND
CORE COMPETENCIES FROM MARKETING EDUCATION RESOURCE CENTER



Marketing Education
Resource Center, Inc.

MarkED
1375 King Avenue
P.O. Box 12279
Columbus, OH 43212-0279
Phone 614-486-6708
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Office of the President
and Trustees

February 4, 1996

Bill Crossman, Board Chair
Supervisor, Marketing Education
State Education Department
Washington

Denise Threlfall
Marketing Education Program Leader
Old Dominion University
Occupational and Technical Studies
Norfolk VA 23529

James Gleason, Ph.D.
President, MarkED

Dear Ms. Threlfall:

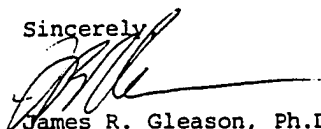
Marie Burbach, Trustee
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State Education Department
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We appreciate your interest and wish you well with
your research initiative.

Steve Eggland, Trustee
Professor, Marketing Education
University of Nebraska-Lincoln

Sincerely,

James R. Gleason, Ph.D.
President

Rick Mangini, Secretary-Treasurer
Supervisor, Marketing Education
State Education Department
Ohio

Jayne Sullivan, Board Vice Chair
Supervisor, Marketing Education
State Education Department
Iowa

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APPENDIX B

MARKETING EDUCATION CURRICULUM ASSESSMENT

Marketing Education Curriculum Assessment

Purpose: This assessment is intended to evaluate the amount of time Marketing Educators feel should be dedicated to each of the eleven curriculum instructional areas in our public schools.

Directions: Please read all area statements first. Then fill out the following instrument, dedicating the percentage of curriculum allotment time you feel should be allocated to each of Marketing Education's instructional areas. *Note:* Do not dedicate the same percentage to more than one instructional area. All eleven percentages should add up to 100 percent upon completion. Also rank the areas which you have personal inclination to teach in order of priority.

| <u>Competency Area*</u> | <u>Percentage of Curriculum Allotment</u> | <u>Rank Personal Favorites</u> |
|---|---|--------------------------------|
| <i>Distribution</i> (Explaining the nature and scope of distribution and receiving; understanding stock levels and inventory control systems) | _____ % | _____ |
| <i>Economic Foundations of Marketing</i> (Covering the concepts of economic goods and services, supply and demand, profit, risk, and the nature of government and business in marketing) | _____ % | _____ |
| <i>Financing</i> (Understanding the nature and scope of finance; the purposes and implications of credit; applications of credit) | _____ % | _____ |
| <i>Human Resource Foundations</i> (Interpreting business policies and procedures; communicating effectively (oral and written forms); establishing personal goals and customer/client relations) | _____ % | _____ |
| <i>Marketing and Business Fundamentals</i> (Understanding marketing functions and strategies; managing store activities and operations; relating business and society) | _____ % | _____ |

***Instructional areas as determined by the Curriculum Committee of the National Council for Marketing Education—Marketing Specialist track.**

Please turn this assessment over for more questions on the reverse side.

| | <u>Percentage of Curriculum Allotment</u> | <u>Rank Personal Favorites</u> |
|--|---|------------------------------------|
| <i>Marketing-Information Management</i> (Interpreting trends in sales and market demand; determining sales potential; forecasting sales and market share) | _____ % | _____ |
| <i>Pricing</i> (Understanding the psychological effects of pricing; calculating price based on trends, competition, and legal considerations) | _____ % | _____ |
| <i>Product/Service Planning</i> (Explaining business image and product mix; identifying consumer protection agencies) | _____ % | _____ |
| <i>Promotion</i> (Understanding advertising, publicity, and promotional roles; utilizing concepts of brands and trademarks; selecting and preparing promotional samples) | _____ % | _____ |
| <i>Purchasing</i> (Analyzing the scope and sequence of the buying process; determining buying procedures and policies; calculating merchandise purchases) | _____ % | _____ |
| <i>Selling</i> (Explaining buying processes and decisions; understanding customer service and clientele incentives; utilizing product knowledge and suggestion selling) | _____ % | _____ |

Additional Data:

School Division of Employment _____

Number of years as a Marketing Educator _____

Estimated cumulative years of experience working in marketing occupations _____

Estimated amount of time since most recent experience in a marketing occupation _____

Major types of work experience in marketing occupations _____

Degree program completed and year of completion _____

Internship/practicum experience in degree program? Yes ___ No ___ Type _____

Thank you for your time and expertise while completing this assessment!

APPENDIX C

MARKETING OCCUPATION CURRICULUM ASSESSMENT

Marketing Occupation Curriculum Assessment

Purpose: This assessment is intended to evaluate the amount of time Marketing Occupation Professionals feel should be dedicated to each of the eleven curriculum instructional areas in our public schools.

Directions: Please read all statements prior to completing this instrument. Then complete the following instrument, dedicating the percentage of curriculum allotment time you feel should be allocated to each of Marketing Education's instructional areas for entry level positions within marketing businesses. *Note:* Do not dedicate the same percentage to more than one competency area. All eleven percentages should add up to 100 percent upon completion.

| <u>Competency Area</u> | <u>Percentage of Curriculum Allotment</u> |
|---|---|
| <i>Distribution</i> (Explaining the nature and scope of distribution and receiving; understanding stock levels and inventory control systems) | _____ % |
| <i>Economic Foundations of Marketing</i> (Covering the concepts of economic goods and services, supply and demand, profit, risk, and the nature of government and business in marketing) | _____ % |
| <i>Financing</i> (Understanding the nature and scope of finance; the purposes and implications of credit; applications of credit) | _____ % |
| <i>Human Resource Foundations</i> (Interpreting business policies and procedures; communicating effectively (oral and written forms); establishing personal goals and customer/client relations) | _____ % |
| <i>Marketing and Business Fundamentals</i> (Understanding marketing functions and strategies; managing store activities and operations; relating business and society) | _____ % |

Please turn this assessment over for more questions on the reverse side.

| <u>Competency Area</u> | <u>Percentage of Curriculum Allotment</u> |
|------------------------|---|
|------------------------|---|

| | |
|--|--------|
| Marketing-Information Management (Interpreting trends in sales and market demand; determining sales potential; forecasting sales and market share) | _____% |
|--|--------|

| | |
|--|--------|
| Pricing (Understanding the psychological effects of pricing; calculating price based on trends, competition, and legal considerations) | _____% |
|--|--------|

| | |
|---|--------|
| Product Service Planning (Explaining business image and product mix; identifying consumer protection agencies) | _____% |
|---|--------|

| | |
|---|--------|
| Promotion (Understanding advertising, publicity, and promotional roles; utilizing concepts of brands and trademarks; selecting and preparing promotional samples) | _____% |
|---|--------|

| | |
|--|--------|
| Purchasing (Analyzing the scope and sequence of the buying process; determining buying procedures and policies; calculating merchandise purchases) | _____% |
|--|--------|

| | |
|--|--------|
| Selling (Explaining buying processes and decisions; understanding customer service and clientele incentives; utilizing product knowledge and suggestion selling) | _____% |
|--|--------|

Additional Data:

Type of business _____

Number of years as a owner/manager _____

Estimated cumulative years experience in marketing occupations _____

Major types of experience in marketing occupations _____

Thank you for your time and expertise while completing this assessment!

APPENDIX D

LIST OF MARKETING PANEL OF EXPERTS CHOSEN FROM CHAMBER OF
COMMERCE BUSINESS DIRECTORIES

Chesapeake

Robert Jones
 DD Jones Transfer and Warehouse Company
 PO Drawer 5424
 Chesapeake, VA 23324-0424
 Distribution

John W. Keeter, President
 Quality Services and Products
 1108 Madison Plaza
 Suite 101B
 Chesapeake, VA 23320-5111
 Computer Sales and Service

Aubrey L. Layne, Jr., President
 Hofheimers
 804 Greenbrier Circle
 Suite A
 Chesapeake, VA 23320-2624
 Specialty Shoe Retailer

Bruce Moore
 Camps-A-Rama
 1107 George Washington Highway
 Chesapeake, VA 23323-4907
 Recreational Vehicle Sales/Service

Heera Simon, Vice President
 HDSD, Inc. T/A Dunkin Donuts
 1435 N. Battlefield Blvd.
 Chesapeake, VA 23320-4505
 Fast Food Franchise

Hampton

Kristin Arnold
 Quality Process Consultants
 18 Jayne Lee Drive
 Hampton, VA 23663
 Consulting and Training Supplies

Tammy Conrad
 Pro Temps Temporary Service
 1919 Commerce Drive
 Suite 120
 Hampton, VA 23666
 Temporary/Permanent Job Placement Agency

Tom Gear
 Gear Up Printing
 1909 Armistead Avenue
 Hampton, VA 23666
 Printing Services

Marvin Jackson
 Datatronics
 2026 Nickerson Blvd.
 Hampton, VA 23663
 Computer Service/Sales/Supplies

Maria Sumrak
 Angel Enterprises
 23 Sanlun Lakes Drive
 Hampton, VA 23666-5566
 Security System Sales and Service

Newport News

Jerry Banks
 Bowditch Ford, Inc.
 PO Box 1548
 Newport News, VA 23601
 Automobile Dealership

Sharyn Carbone
 Hampton Roads Resume & Writing Service
 610 Thimble Shoals Blvd.
 Building 3, Suite 301-C
 Newport News, VA 23606
 Resume and Writing Service

John Gilbert
 Omni Newport News Hotel
 1000 Omni Blvd.
 Newport News, VA 23606
 Hotel/Tourism

Allen Hoffman, III, CTC, DS
 Gibson World Travel
 11832 Rock Landing Drive
 Suite 208
 Newport News, VA 23606
 Travel Agency

James W. Pollard
 Pollard's Florist
 609 Harpersville Road
 Newport News, VA 23606
 Floral and Gift Retailer

Norfolk

Gilbert T. Bland, President
 Tymark Enterprises, Inc.
 T/A Burger King
 223 E. City Hall Avenue #200
 Norfolk, VA 23510

Alan J. Crockin, Secretary/Treasurer
Hampton Roads Leasing
160 Wellman Street
Norfolk, VA 23502
Leasing Agent

Deborah Freeman
VIP & Celebrity Limosine, Inc.
3141 Azalea Garden Road
Norfolk, VA 23513
Limousine Service

D. B. Frye, Jr.
Frye Properties
300 W. Freemason Street
Norfolk, VA 23510
Real Estate/Property Management

C. Michael Lewis, President
CML Battery Distributors, Inc.
T/A Interstate Batteries
PO Box 12618
Norfolk, VA 23502
Wholesalers

Portsmouth

Brenda Channell
Mademoiselle House of Fashion
3114 Tyre Neck Road
Portsmouth, VA 23703-4511
Women's Specialty Apparel

William Nolan, General Manager
Holiday Inn Portsmouth, Waterfront
8 Crawford Parkway
Portsmouth, VA 23704
Hotel/Tourism

Reid Rapoport
The Quality Shop
309 High Street
Portsmouth, VA 23704
Clothiers

Janet Stone
Janet's Office Supplies & Machines, Inc.
2215 High Street
Portsmouth, VA 23704-2917
Office Machinery/Supplies

Robert Vernon
Better Vision Eyeglass Center
3601 County Street
Portsmouth, VA 23707
Eyeglass Retailer

Virginia Beach

Charles Barker, President
Charles Barker Auto
1875 Laskin Road
Virginia Beach, VA 23454-4504
Automobile Dealership

Tammy Dodson
Lynnhaven Mall Management
701 Lynnhaven Parkway
Suite 1068
Virginia Beach, VA 23452-7299
Mall Management/Leasing

Edward A. Heidt, Jr., President
The Penrod Company
2809 S. Lynnhaven Road
Virginia Beach, VA 23452
Wholesalers

W. Taylor Johnson, President
W. Taylor Johnson Co., Inc.
831 Seahawk Circle
Suite 101
Virginia Beach, VA 23452
Insurance

William G. Kamarek, President
Electronic Systems
361 Southport Circle
Virginia Beach, VA 23452
Sales/Service

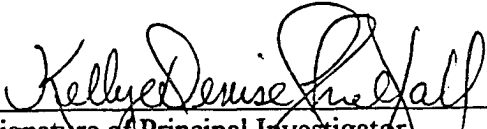
APPENDIX E
HUMAN SUBJECTS APPROVAL APPLICATION

**Old Dominion University
Darden College of Education
Technology Building
Department of Occupational and Technical Studies
Registration of Research Involving Human Subjects**

1. Principal Investigator: K. Denise Threlfall, ED 110A Darden College of Education, Old Dominion University, Norfolk, VA 23529. Office phone: 683-3307 Fax: 683-5227 Home phone: 825-1252.
2. Co-Investigator: not applicable.
3. Title of Research Project: A STUDY TO DETERMINE THE EFFECTS OF MARKETING OCCUPATIONAL EXPERIENCE ON URBAN SECONDARY MARKETING TEACHERS' PERCEPTIONS OF CURRICULUM PRIORITIES.
4. Date of Submission to Research and Scholarship Committee: September 28, 1995
5. Calendar period when research will be conducted: October 1995-February 1996.
6. Type of research: Doctoral Dissertation
7. Purpose of the study: The purpose of this study is to obtain information that will allow urban secondary marketing teachers to appropriately restructure curriculum in order to meet the needs of current and emerging marketing occupations. Data from this study will assist in identifying the need for changes in teacher curriculum priorities and practices due to any existing gap between marketing occupation requirements and current instruction. In addition, this study is needed to determine the relevant importance of curriculum instructional areas necessary for entry level marketing careers for business employment versus further academic preparation. This study will utilize assessment tools for each of the two groups (see attached).
8. The independent variable in this study: The number of years of marketing occupation experience.
9. The dependent variable in this study: The prioritization of curriculum instructional areas as assessed through percentage of curriculum allocation preferred by each individual participant for the eleven curriculum instructional areas-- (1) Human Resource Foundations, (2) Marketing and Business Fundamentals, (3) Economic Foundations of Marketing, (4) Distribution, (5) Financing, (6) Marketing-Information Management, (7) Pricing, (8) Product/Service Planning, (9) Promotion, (10) Purchasing, and (11) Selling.

10. Characteristics of the sample: Marketing Education teachers currently instructing in the six local urban school districts in Southeastern Virginia are the experimentally accessible population. The entire population of 64 marketing teachers will be used as the sample for the study and will be assessed through district in-service meetings during the 1995-96 academic year. Each of these estimated 64 teachers are assumed to instruct or have recently instructed (past five years) entry level marketing courses on the secondary level. An additional group that will be assessed are marketing occupation professionals from a variety of marketing occupation formats which will be randomly chosen from each city's Chamber of Commerce business listing to serve as the panel of experts to establish the industry norm. At least two representatives from each of the six cities under investigation will be selected to serve on this panel.
11. Reasons for using this particular sample: As a Marketing Education professional, I wanted to go directly to those persons who were directing the curriculum and assess their preferences and perceptions of the curriculum. This sample of teachers represents six school districts in the area that must mediate the challenges of an urban environment. Additionally, the panel of experts will be assessed for their desired competency prioritization as they perceive these skills are necessary to perform entry level positions as outlined by the marketing curriculum and this data will be used to compare the preparation standards of the local curriculum to the needs of the local labor force.
12. Sample size: Sample size for the marketing educators will include all the marketing teachers in the six districts identified (Norfolk, Portsmouth, Virginia Beach, Chesapeake, Newport News, and Hampton). This will be approximately 64 teachers. The panel of experts serving as the industry norm will encompass twelve marketing occupation professionals.
13. Research sites: Research will be conducted in the Technology Building (T122) at Old Dominion University for the panel of experts. They will be invited on campus to complete the assessment and discuss any additional concerns they have on student preparation for marketing occupations. Each of the school district assessments will be conducted on site at their district meetings for Marketing Education.
14. Person gathering data: The researcher will collect and analyze all the data pertaining to this study. All training required for this process was received during doctoral course work.
15. Requirements of the subjects in this study: Subjects will be required to fill out an assessment based on which of the samples they qualify for (educator or marketing occupation professional). The assessments are two pages in length and ask a variety of questions concerning curriculum perceptions and previous marketing occupational experience.

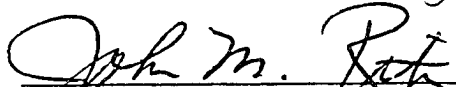
16. Proposed benefits of this study: Data from this study will assist in identifying the need for changes in teacher curriculum priorities and practices due to any existing gap between marketing occupation requirements and current instruction. In addition, this study is needed to determine the relevant importance of curriculum instructional areas necessary for entry level marketing careers for business employment versus further academic preparation. Results from this study will be available for all participants, and it is the intention of the research to improve the discipline and workforce preparation from the conclusions.
17. Assessment of potential risk to subjects: There is no perceived risk involved in completing this assessment or participating in this research study.
18. Risk/benefit ratio analysis: Since there is not any risk involved in this study, the benefits are the only factor in a ratio. The benefits of this study should be impacting for the marketing discipline.
19. Description of the informed consent procedure: Informed consent will be obtained prior to the subject filling out the assessment tool. A copy of the informed consent will be attached to each assessment, allowing the subject to participate or decline participation. (A copy of the informed consent is attached to this submission.)



 Signature of Principal Investigator

9-28-95

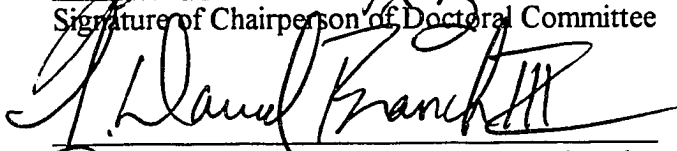
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 Signature of Chairperson of Doctoral Committee

9-29-95

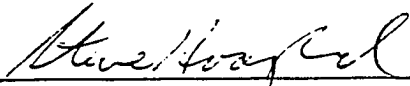
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 Signature of Faculty Governance Research and
 Scholarship Chairperson

10-9-95

 Date



 Signature of Director of Research

10-25-95

 Date

Ex-officio University Human Subjects Review Board

APPENDIX F
INFORMED CONSENT DOCUMENT

INFORMED CONSENT DOCUMENT
Old Dominion University
Darden College of Education
Technology Building
Department of Occupational and Technical Studies

TITLE OF RESEARCH: A Study to Determine the Effects of Marketing Occupational Experience on Urban Secondary Marketing Teachers' Perceptions of Curriculum Priorities.

INVESTIGATOR: K. Denise Threlfall, Fashion Instructor, M.S. in Adult Education
Dissertation Committee Chair: Dr. John M. Ritz, DTE.

DESCRIPTION OF RESEARCH:

Several studies have been conducted researching teacher perceptions of curriculum components for various occupations. The purpose of this investigation is to evaluate the effects of marketing occupational experience on urban secondary marketing teachers' perceptions of curriculum priorities.

I, _____, have agreed to participate as a subject in this study. I understand that I will be participating in a study involving an assessment for the dedication of percentage allotment of time for the eleven instructional areas of the Marketing Education curriculum.

EXCLUSIONARY CRITERIA:

I have completed the Marketing Education Curriculum Assessment. To the best of my knowledge, I am not aware of any exclusionary criteria that would prohibit my participation in this study.

RISKS AND BENEFITS:

The assessment procedures that I will undergo will not result in any risk or undesirable outcomes. I understand that the main benefit to accrue from this study is the attainment of information relative to the effect of marketing occupational experience on the prioritization of curriculum competencies. I also understand that pertinent information

relative to my responses to this study will be discussed with me by the investigators of this study.

COSTS AND PAYMENTS

I understand that my efforts in this study are voluntary, and I will not receive any remuneration to help defray incidental expense associated with my participation.

NEW INFORMATION:

I understand that any new information obtained during the course of this research that is directly related to my willingness to participate in this study will be provided to me.

CONFIDENTIALITY:

I understand that any information obtained about me from this research, including questionnaire information, will be kept strictly confidential. I also understand that the data derived from this study could be used in reports, presentation, and publications, but that I will not be individually identified unless my consent is granted. I do understand, however, that my records may be subpoenaed by court order or may be inspected by federal regulatory authorities.

WITHDRAWAL PRIVILEGE:

I understand that I am free to refuse to participate in this study or to withdraw at any time and that my decision to withdraw will not adversely affect my care at this institution or cause a loss of benefits to which I might otherwise be entitled. If I do decide to withdraw, I agree to undergo all trial evaluations necessary for my safety and well-being as determined by the investigators. I also realize that the investigators reserve the right to withdraw my participation at any time throughout this investigation if they observe any contraindication to my continued participation.

COMPENSATION FOR ILLNESS AND INJURY:

In the unlikely event that I suffer any injury as a result of my participation in this research project, I may contact Denise Threlfall (683-3307) or Dr. John Ritz (683-4305) at Old Dominion University, who will be glad to review the matter with me.

VOLUNTARY CONSENT:

I certify that I have read the preceding sections of this document, or it has been read to me; that I understand the contents; and that any questions I have pertaining to the research have been, or will be answered by Denise Threlfall (683-3307). If I have any concerns, I can express them to the Darden College of Education Faculty Governance Research and Scholarship Committee (Chairperson David Branch, 683-4995). A copy of this informed consent form has been given to me. My signature below indicates that I freely agree to participate in this investigation.

Subject's Signature

Date

Witness's Signature

Date**INVESTIGATOR'S STATEMENT:**

I certify that I have explained to the subject whose signature appears above the nature and purpose of the potential benefits and possible risks associated with participation in this study. I have answered any questions that have been raised by the subject and have encouraged him/her to ask additional questions at any time during the course of this study.

Investigator's Signature

Date

APPENDIX G

SAMPLE COVER LETTER TO MARKETING PANEL OF EXPERTS

November 9, 1995

James W. Pollard
c/o Pollard's Florist
609 Harpersville Road
Newport News, VA 23606

Dear Mr. Pollard:

In an effort to align secondary Marketing Education programs to the demands of today's workforce, I am conducting research concerning the prioritization of curriculum instructional areas. This study is an exploration of the impact of occupational experience on the educator and the variance this experience may cause between what is taught and what is expected for marketing occupations today.

By identifying the curriculum instructional areas and their prioritization for secondary education, secondary marketing teachers may appropriately restructure curriculum in order to meet the needs of current and emerging marketing occupations. It is hoped that this study will determine the relevant importance of curriculum instructional areas necessary for entry level marketing careers for business employment.

To begin this process of identifying curriculum prioritization for marketing occupations, a panel of industry professionals will be assessed for their particular expertise and perceptions on instructional areas as relevant to entry level marketing positions. As a business owner/operator, your opinions and comments are very important to this study. As you hire and train employees, you identify those competencies which are essential to success in marketing occupations. The information from this panel of industry professionals will greatly enhance the meaning and interpretation of the needs and focus for secondary marketing curriculums.

If you are willing to participate in this research, please complete the enclosed questionnaire and return it to me in the envelope provided. The assessment is brief, but the information gained from this research is a vital link between education and business. I greatly appreciate your involvement in this process.

Additionally, I would like to form a panel of experts to serve as advisors to our program. We would meet together for an initial focus group on Friday, December 8, 1995, at 1:00 PM on the Old Dominion University campus. If you are interested in participating in this advisory session, please indicate this on the form enclosed. I will send you additional information concerning this meeting. Our program

is seeking community partnerships that will benefit all participants.

A copy of the final research report will be available to all participants requesting the information. Your responses will be kept confidential, so there is no reason to expect cross-referencing with your business. Please sign the consent to participate form attached to the assessment, as it outlines the research properties further.

Thank you again for completing this questionnaire. I understand that this is a busy time of year for most marketing professionals, so I have kept this assessment as brief as possible. Please return the questionnaire to me by November 29, 1995, in the enclosed envelope. I appreciate your time, expertise, and professionalism.

Sincerely,

K. Denise Threlfall

Enclosures

APPENDIX H

PARTICIPANTS IN THE MARKETING EDUCATION
CURRICULUM ASSESSMENT

Chesapeake City Schools

| | |
|----------------------------|---|
| Deep Creek High School | Diane Bakaysa Donald Gresham Lori Nichols |
| Great Bridge High School | Cindy King Joseph Habit Addie Old |
| Indian River High School | Cheryl Byrum Joy Speelman |
| Oscar Smith High School | Karen Barnes Eric Frazier Kelly Kitchens |
| Western Branch High School | Susan Medlin Theresa Caffee |

Hampton City Schools

| | |
|------------------------|-----------------------------------|
| Bethel High School | Phillip Fertitta Brenda Phalin |
| Hampton High School | Peggy Christian Carol Rollins |
| Kecoughtan High School | Susan Miller Pam Szynal |
| Phoebus High School | Lisa Bowden Kathryn Cavanagh |

Newport News City Schools

| | |
|------------------------|---|
| Denbigh High School | Dale Roe Terrell Hill |
| Ferguson High School | Cynthia Earl Lalita Samrai |
| Menchville High School | Paul Bass Glennon Lovett Maxine Morgan Richard Venable |
| Warwick High School | Randolph Holder JoAnn Ward |

Norfolk City Schools

| | |
|------------------------------|--|
| B. T. Washington High School | Charles Craig Dee Hamlett Perdethia Lowery |
| Granby High School | Denise Alberti Bernard Glaser Michelin Lynch |
| Lake Taylor High School | Robert Pridgen Vanessa Smith |
| Norview High School | Holly Evans Don Hulse Alvin Mayo |

Portsmouth City Schools

| | |
|----------------------------|--|
| Churchland High School | Robert Copeland Debra Myers Diane Snellinger |
| I.C. Norcom High School | Craig Hill |
| Woodrow Wilson High School | Diane Infantino Timothy Johnson Ann King |

Virginia Beach City Schools

| | |
|-----------------------------|---|
| Bayside High School | James Agolini Brenda Rhodes |
| Classroom on the Mall | Kim Creamer |
| First Colonial High School | Jeannine Jones |
| Floyd E. Kellam High School | Harold Ammons Linda Babb Cindy Miller |
| Frank W. Cox High School | Terry Jenkins Jennifer Nopper |
| Green Run High School | Kerrie Sabo Kay Smith Cindy Winter |
| Hotel/Motel Program | Jill Staples |

Kempsville High School

Teresa Fary
Vernon King

Ocean Lakes High School

Janice Bruce

Tallwood High School

Rona Berk
Joy Kelly

VITAE

VITAE
K. DENISE THRELFALL

Academic Degrees

| | | | |
|------|----------------------------|------|-------------------|
| M.S. | Old Dominion University | 1991 | Adult Education |
| B.S. | East Tennessee State Univ. | 1984 | Clothing/Textiles |

Current Position

| | |
|--------------|---|
| 1992-Present | Old Dominion University Instructor, Occupational/Technical Studies Marketing Education Program Leader Coordinator of the Fashion Program |
|--------------|---|

Other Positions Held

| | |
|-----------|---|
| 1991-1992 | Virginia Commonwealth University Adjunct Faculty |
| 1987-1989 | Big Bend Community College Basic Skills Instructor |
| 1985-1986 | Casual Corner America Assistant Store Manager |
| 1984-1985 | Millers, Inc. Area Sales Manager |

Publications

Threlfall, K.D. (in press). Where did all the people go? in Rabolt, N.J. & Miler, J. Fashion merchandising case studies. New York: Fairchild Books.

Threlfall, K.D. (1995). Adult education's role in providing for a shrinking workforce. Teacher Educators Journal, 5(1), 55-59.

Threlfall, K.D. (1995). What do retailers want from their employees? Perspectives on Marketing, 11(1), 8-9.

Threlfall, K.D. (1995). Making a case for CAD in the curriculum. The Journal of Family and Consumer Sciences, 87(1), 21-26.

Threlfall, K.D. & Ritz, J.M. (1994). Accenting fashion: Cosmetics, toiletries, and fragrances. The Technology Teacher, 53(7), 13-19.