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**THE RELATIONSHIP BETWEEN GRADE POINT AVERAGES AND
ENROLLMENT IN A MARKETING WORK PROGRAM**

A Research Project Presented to the Graduate Faculty of the Department of
Occupational and Technical Studies
Old Dominion University

In Partial Fulfillment of the Requirements for the
Master of Science in Occupational and Technical Studies

By

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TABLE OF CONTENTS

	Page
SIGNITURE PAGE	1
LIST OF TABLES	3
CHAPTER I INTRODUCTION	
STATEMENT OF THE PROBLEM.....	5
RESEARCH GOALS.....	6
BACKGROUND AND SIGNIFICANCE.....	6
LIMITATIONS.....	7
ASSUMPTIONS.....	7
PROCEDURES.....	7
DEFINITION OF TERMS.....	8
OVERVIEW OF CHAPTERS.....	9
CHAPTER II REVIEW OF LITERATURE	
THE HISTORY AND EVOLUTION OF CAREER AND TECHNICAL EDUCATION.....	11
MARKETING EDUCATION.....	15
WORK-BASED LEARNING.....	18
WORKFORCE.....	20
SUMMARY.....	21
CHAPTER III METHODS AND PROCEDURES	
POPULATION.....	22
RESEARCH VARIABLES.....	22
INSTRUMENT DESIGN.....	23
METHODS OF DATA COLLECTION.....	23
STATISTICAL ANALYSIS.....	23
SUMMARY.....	23
CHAPTER IV FINDINGS	
RESULTS	25
DATA ANALYSIS.....	26
SUMMARY.....	27
CHAPTER V SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	
SUMMARY.....	28
CONCLUSIONS.....	29
RECOMMENDATIONS.....	30
REFERENCES	33
APPENDIX	35

LIST OF TABLES

Page

TABLES

TABLE 1- MARKETING WORK STUDENTS.....	26
TABLE 2- REGULAR WORKING STUDENTS.....	27

CHAPTER I

INTRODUCTION

Marketing Education is one of the programs offered as part of the Career and Technical Education curriculum in many schools across the United States. The Marketing Education program prepares students for careers in retail, wholesale, and merchandising while providing them with on-the-job experiences. Since Virginia's first Marketing Education class, in the town of Waynesboro in 1937, to the thousands of students that participate today, the program has evolved to meet the needs of all students. In 1940, the Bureau of Census estimated that only four percent of 16-year old high school males and one percent of 16 year old females worked (Austin & Hashway, 1997). By 1980, estimates indicated that as many as 75 percent of students worked at some point during high school (Austin & Hashway, 1997).

With more and more high school students pursuing employment, the need for a revised Marketing Education Program was evident. The current Virginia curriculum is composed of cooperative and non-cooperative classes. Students have the options of taking courses focuses on different marketing industries such as fashion, travel and tourism, sports and entertainment, hospitality, e-commerce, fashion design, financial services, real estate, and entrepreneurship. Most of the classes are offered at an advanced level which allows students to be eligible for a concentration or specialization status, as well as an industry certification. Marketing students may also participate in a co-curricular

organization known as DECA. Over 4,500 high schools across the U.S., Puerto Rico, Guam, and Canada participate in DECA chapters each year (DECA, 2007). DECA provides students the opportunity to showcase their academic, leadership, communication, and social skills through conferences at the local, state, and national levels.

Through the years some students may have felt pressured to enroll in high school honors or college prep courses and as a result they did not look at the Marketing Education curriculum as an option during high school. There has been a stigma through the years that vocational education will not provide students with the academic skills necessary for higher education. A study was conducted in 1995 at Jonesboro Hodge High School in Louisiana that compared ACT scores and grade point averages of students enrolled in career and technical education and students enrolled in the traditional education programs. The study concluded that there was no apparent harm in encouraging all students to pursue a vocational major while in high school (Austin & Hashway, 1997). This is an example of one study that proves that career and technical education does not have a negative impact on the academic performance of students. A sound vocational foundation may provide valuable skills for a full-time career, a part-time job while attending college, or a clearer direction for the future (Austin & Hashway, 1997).

STATEMENT OF THE PROBLEM

The problem of this study was to determine if there was a relationship in grade point averages between students at Western Branch High School who are

participating in the marketing work program and juniors and seniors who work but do not participate in the program.

RESEARCH GOALS

To solve this problem the following hypothesis was tested:

H₀: There is no significant difference in the grade point average of students at Western Branch High School who participate in the marketing work program and juniors and seniors who work but do not participate in the marketing work program.

BACKGROUND AND SIGNIFIGANCE

The significance of this study was to determine if there was any relationship between the academic performance of marketing students and the academic performance of working students that are not enrolled in marketing classes. At Western Branch High School, there were 46 students enrolled in the Marketing Work Program. There were 569 seniors and 468 juniors that were eligible for program participation at the beginning of the 2006-2007 academic year. The reputation that Career and Technical Education was for non-college bound students could possibly be a result in the low enrollment numbers at Western Branch High School.

The goal of this study was to provide updated information that students enrolled in the Marketing Education program had similar grade point averages to students that were not enrolled. Through the data collected the researcher hoped to diminish the tainted reputation of Career and Technical Education and in turn increase enrollment numbers in the future. Approximately 70 percent of

recent high school graduates believed that they possessed job related skills, but only 30 percent of employers agreed (Austin & Hashway, 1997). If all working high school students were required to enroll in a Career and Technical Education Cooperative program, then maybe the percentage of satisfied employers would increase.

LIMITATIONS

The following limitations were recognized during this study:

- The current 2006-2007 marketing work student's grade point averages were being measured.
- A sample of 75 working juniors and seniors was used to determine the grade point average.
- Students from only one high school were used in the study.
- The grade point averages used in the data collection were from the end of the first semester of the 2006-2007 school year.

ASSUMPTIONS

The researcher made the following assumptions:

- Students participating in the marketing work program were doing so to enhance their work skills.
- Not all working juniors and seniors at Western Branch High School were aware of the academic benefits of the marketing work program.

PROCEDURES

There were two methods of data collection used in this study. The current marketing students' grade point averages were accessed through the guidance

department records. To reach the students that do not participate in the marketing program, surveys were randomly distributed to 11th and 12th grade students. The surveys were given to teachers and they were asked to distribute them during class and collect them before the end of the class period. The researcher sorted the surveys and separated the employed students from the unemployed students. A random sample of 46 students was then taken of the employed students. Once the students were identified the researcher accessed their grade point averages from the guidance department. An average of the grade point averages were used to determine which category of students had the higher overall grades.

DEFINITION OF TERMS

The following terms were defined to assist the readers of the study:

Career and Technical Education- competency based education in the areas of agriculture, business, family and consumer science, graphic design, technology, and marketing.

Cooperative Education- method of instruction that combines career and technical classroom instruction with paid employment directly related to the classroom instruction.

Co-curricular- programs are based on nationally recognized standards in one or more of the curriculum areas and are performed in and out of the classroom.

Co-op or Work Program- students are employed and earn academic credits for their work performance as well as in class performance.

Coordinator- a marketing teacher that has the duties of the regular classroom while also assisting in the co-op program, serving as a liaison, mentor, and teacher between students and employers.

DECA- an acronym for Distributive Education Clubs of America. A club for marketing education students.

Marketing Education- education for students preparing or engaged in the marketing of goods and services to the public, including retail, wholesale, and service industries.

Tech Prep- a secondary and postsecondary course of study that connects rigorous high school academic and vocational courses with appropriate technology curricula.

Work-based learning- a hands on approach to education, similar to a co-op or work program, where students have the opportunity for employment while taking classes that relate to their work experiences.

OVERVIEW OF CHAPTERS

Chapter I introduced Career and Technical Education and focused on the Marketing Education Curriculum and the number of high school students that are employed. Chapter I also established research goals, background and significance of the study, limitations of the study, basic assumptions, procedures for collecting data, and definitions of terms.

Chapter II of this study provides a review of literature pertaining to the history of Career and Technical Education and Marketing Education, the requirements of the work program, student involvement in DECA, and the

relationship between grade point averages and involvement in Marketing Education. Chapter III focuses on the methods and procedures used for the collection of data for the study. Chapter IV presents the findings of this study. Chapter V summarizes the findings of the research, draws conclusions based on the findings, and conveys recommendations based upon the conclusions.

CHAPTER II

REVIEW OF LITERATURE

The purpose of this study was to prove that there was no significant difference in the grade point averages of students participating in the Marketing Work Program and students that were employed and students who were not participating in the program. Relevant literature from the history of Career and Technical Education, Marketing Education, DECA, the labor force, and current trends in the Career and Technical Education field are used to provide an insight to the Marketing Education Program at Western Branch High School. This chapter begins with the historical timeline of what we now refer to as Career and Technical Education.

THE HISTORY AND EVOLUTION OF CAREER AND TECHNICAL EDUCATION

The first secondary school was probably the Boston Latin School, founded in 1635 and modeled after the grammar schools of England. Prior to the Industrial Revolution, the apprenticeship system and the home were the principle sources of vocational education. In 1862, Congress passed the Morrill Acts providing aid to higher education for land grant colleges (Roberts, 1957). Major changes began to take place when President Woodrow Wilson appointed Representative Dudley Mays Hughes from Georgia to serve on the commission and in 1917 the Smith-Hughes Vocational Education Act passed through Congress. The new law provided \$1.7 million for vocational education (Lozada, 1999). The Smith-Hughes Act was to prepare students for jobs that resulted

from the industrial revolution and to provide them with an alternative to the general core curriculum offered to the middle and wealthy classes of students. The Act provided an alternative high school education for students of the working class (Gray, 1991). During this time students were encouraged to focus at least 50 percent of their school work in an actual hands-on learning situation. The Smith-Hughes Act intentions were to “separate vocational students from those in the classical curriculum and prepare them well for the factories, farms and homes of the era” (Lynch, 2000, p. 8).

Throughout the twenties and thirties the vocational education programs were adapted to meet the needs of the economic conditions. In 1946 an amendment to the George-Barden Act established several vocational student organizations including, the Future Homemakers of America, the Distributive Education Clubs of America, the Health Occupations Students of America, the Vocational Industrial Clubs of America, and the National Postsecondary Agricultural Student Organization (Lozada, 1999). Lynch (2000) states: “A significant change in federal policy and direction began in the early 1960’s with passage of the Vocational Education Act of 1963” (p. 9). This policy change required that the state plans serve poor and disabled persons and youth with other disadvantages in economically depressed communities that prevented them from completing regular education programs. The amendments to the Vocational Education Act in 1968 and 1972 continued to expand requirements to serve students with “disabilities, disadvantaged students, bilingual students, postsecondary students, and students preparing for non-traditional occupations

for their gender” (Lynch, 2000, p. 9). The Carl D. Perkins Vocational Education Act of the early 1980’s focused on the improvement of vocational programs and providing better services and access for special needs vocational education students. The Carl D. Perkins Act has been revised two times since its inception in 1983. The first was in 1990 and required more academic integration in the vocational program. Also in 1990, Congress authorized the Technical Preparatory (Tech Prep) education program to be included in the 1990 Carl Perkins Act II to link secondary and postsecondary programs. The Tech Prep program is equal to a college preparatory course of study designed to assist students in making the transition from school-to-work through a coordinated secondary and postsecondary experience (Simpson, 2002). The Carl Perkins III of 1998 set a new standard for vocational studies with goals set on improving student achievement and preparing them for careers and postsecondary education. Congress’ intentions were to ensure that education programs provide the economic and employment realities faced in the economy and by the students (American Vocational Association, 1998). The most recent change for the Carl Perkins Act was the Carl Perkins IV in July 2006. The four purposes of the 1998 law are expanded, and two completely new purposes are added. The purposes now include:

1. building on the efforts of States and localities to develop challenging academic and technical standards and to assist students in meeting such standards, including preparation for high skill, high wage, or high demand occupations in current or emerging professions;
2. promoting the development of services and activities that integrate rigorous and challenging academic and career and technical instruction,

and that link secondary education and postsecondary education for participating career and technical education students;

3. increasing State and local flexibility in providing services and activities designed to develop, implement, and improve career and technical education, including tech prep education;
4. conducting and disseminating national research and disseminating information on best practices that improve career and technical education programs, services, and activities;
5. providing technical assistance that promotes leadership, initial preparation, and professional development at the State and local levels; and that improves the quality of career and technical education teachers, faculty, administrators, and counselors;
6. supporting partnerships among secondary schools, postsecondary institutions, baccalaureate degree granting institutions, area career and technical education schools, local workforce investment boards, business and industry, and intermediaries;
7. providing individuals with opportunities throughout their lifetimes to develop, in conjunction with other education and training programs, the knowledge and skills needed to keep the United States competitive (ACTE, 2007).

Throughout the years, the term vocational education has had an image problem among public educators, parents, and students. According to Catri (1998) and Lynch (2000) there are eight major issues that plague vocational education. These include:

1. Programs are not seen as meeting the needs of students, employers, and the community.
2. During the 1980's and early 1990's, vocational education competed against other programs (and perhaps unfairly) for a shrinking student population.
3. Vocational education is generally viewed as a dead end and only for high school students who never plan to go to college.
4. Programs are often targeted to educationally disadvantaged students and designed to help keep them in school and get them a diploma.
5. An elitist view says any form or context of education for work is not appropriate for students aspiring to a 4-year college or university.

6. Confusion exists about initiatives begun with funding from the School to Work Opportunities Act and their relationship to vocational education.
7. Many parents have a general perception that vocational education programs should be offered in high schools or vocational centers, but targeted for someone else's children.
8. Vocational education will inhibit rather than enhance youth's career and educational choices.

The new vocational education is now known as Career and Technical Education. The change is due to a reform in education that school should prepare students to attend college, and they want to be sure that schools are providing students with career education and preparing them with the knowledge and technical skills to be successful in the workplace (Lynch, 2000). Lynch also recommends that two fundamental conditions needed to take place:

1. High school career and technical education needs to be integral to mainstream school reform and placed on the radar of all who are working to improve the education of high school students.
2. Career and technical education can and must contribute to increased student achievement; but to do so, improvements need to be made in many existing programs to make them more effective and acceptable to the general public, new programs may need to be designed and some old programs need to be put to rest (p. 30).

MARKETING EDUCATION

In 1905, Lucinda Prince prepared a program for high school girls, training them for careers in retail sales in Boston, Massachusetts (Berns, 1996). Her mission was to prove that the training she provided would prove to be more successful in the retail industry. The first Marketing Education class was held started in Waynesboro, Virginia, in 1937 and was taught in the evenings to adults. Like other Career and Technical Education curriculums, Marketing

Education has evolved to what it is today. Formally known as Distributive Education, Marketing Education had a name change in the 1990's to become more appealing to the general public. After the decline in participation in Vocational Education classes, the new Career and Technical Education programs began to see an increase in numbers. During the 2005-2006 school year, the state of Virginia reported that 582,314 students participated in a Career and Technical Education class.

Marketing Education is the instructional program designed to prepare individuals for the major occupational areas within marketing and management (Koslowski 2006, Lesson 4). It focuses on providing students with the foundations of careers that have a marketing, management, entrepreneurial, or service orientation. Currently, the Virginia Department of Education offers a variety of Marketing Education classes including fashion, travel and tourism, sports and entertainment, hospitality, e-commerce, fashion design, financial services, real estate, and entrepreneurship (VDOE, 2006). Students enrolled in Marketing, Advanced Marketing, Fashion Marketing, Advanced Fashion Marketing, Hotel/Motel Marketing, Advanced Hotel/Motel Marketing, Sports, Entertainment and Recreation Marketing, Advanced Sports, Entertainment and Recreation Marketing, Food Marketing, Financial Services Marketing, Travel and Tourism, or Advanced Travel and Tourism are eligible to participate in the Cooperative Education program.

Cooperative Education is a method of instruction that combines career and technical classroom instruction with paid employment directly related to the

classroom instruction. A successful co-op program can be very time intensive and has to follow state mandated guidelines. The Virginia Department of Education (2002) has built its program on the following three components:

Classroom instruction- the essential component of students to master the academic and technical competencies, attitudes, and work ethic essential for career success and lifelong learning.

Student organizations- experiences that reinforce and strengthen classroom learning to prepare students for individual responsibility, teamwork, and leadership in their chosen occupations.

Employment experience- opportunities for students to apply and refine knowledge, attitudes, and skills through professionally coordinated and supervised work experience directly related to career goals.

By assisting in the transition from the classroom to the world of work, the employment experience builds on the benefits of classroom instruction and student organizations. Students, teachers, administrators, parents, and employers must complete the proper paperwork and follow the guidelines for successful completion of the co-op program. Each school has its own specific grading system for their co-op students; however there are specific state guidelines that need to be followed. After a student is selected to participate in the program and the proper training station is chosen, then a training agreement must be completed. The agreement outlines the duties and responsibilities of everyone involved in the educational process. Students are also required to complete 396 hours of work throughout the school year starting in June and ending in May (VDOE, 2002). Depending on when the student is paid, weekly or bi-weekly, they should update their wage and hour report to track earnings and hours. The student must remain employed throughout the duration of the school

year even if they have reached the 396 hours. On June fifth of each year, the coordinating teacher is required to submit all of the wage and hour reports to the state to confirm student completion (VDOE, 2002). The cooperative teacher provides additional training that an employer may not have time to focus on such as leadership and communication skills. Through class discussions, students are able to share their work experiences with each other to help them gain a better understanding of the current workplace. Students in Career and Technical Education have advantages while in high school, immediately following graduation, and in college. Career and Technical Education can benefit students directly by providing earning advantages, both before and after graduation. It can provide indirect benefits by increasing student engagement, retention, and persistence and directing them to postsecondary education and the pursuit of lifelong learning (Brown, 2003, p. 1)

WORK-BASED LEARNING

Work-based learning gives students at the high school and collegiate level to participate in employment opportunities that further enhance their classroom learning. Work-based learning is found to be capable of exciting and motivating students, and have a desirable effect on the academic performance, graduation rates, and enrollment in post-secondary education among students (Jackson & Wirt, 1996). The work-based learning program's success depends greatly on the similar objectives and cooperation of the students, school, and employers. Exemplary work-based learning programs involve strong leadership, ongoing adaptation, close, and reciprocal relationships between the participating schools

and employers, and frequent communication between the school coordinators and work-site coordinators. Employers who offer work-based learning opportunities for students are able to expand a well prepared labor pool, recruit and train future employees, meet labor shortages, improve local education, create a positive public image, and enjoy wage subsidies or tax credits (Jackson & Wirt, 1996).

Properly managed work-based learning programs have had a positive effect on everyone involved but mainly the future of the students according to a study conducted by The Educational Policy Institute and the New England Association of Schools and Colleges. The study's definition of work-based learning included job shadowing, short- and long-term internships, community service projects, cooperative education, youth apprenticeships, career academies, school sponsored enterprise, and tech prep programs. Incoming freshmen at eight four-year institutions were surveyed while examining transcripts, university grade point averages, credits earned, and student persistence were also examined. The results of the study are the following:

- Two-thirds of the student sample participated in at least one-work based learning activity, about one-third participated in two or more activities and more than 11 percent engaged in three or more during high school.

- The highest percentage activity was school-sponsored community service programs (47 percent of all students had participated). In addition, almost 24 percent participated in a job-shadowing program, and more than 12 percent took part in a school-sponsored enterprise.

- Students who had been part of work-based learning were more likely to plan on academic studies beyond a bachelor's degree, and the more activities in high school, the more post baccalaureate education was anticipated.

-Almost two-thirds of the student said they learn better through hands-on projects and real-world application than through classroom work and textbooks. About the same percentage said they wanted to participate in work-based learning activities in college, but less the half (49 percent) said their campus provided such opportunities.

- Work-based learning increased interest in attending college for 44 percent of the students.

- More than two-thirds of the students who participated in two or more work-based learning activities earned a college grade point average of 3.0 or higher, compared with 58 percent of the whole cohort (Lewis, 2004)

The results of the study showed that students not only benefited from the work-based learning program while in high school, but it can also have an enormous impact on the success of that student after high school graduation.

WORKFORCE

As the United States economic system goes through cycles of recovery to depression, the workforce is also affected by the types of jobs that are in demand. There are many conflicting statistics regarding the projections of the jobs that will be in demand in the future. Of the total job openings between 2000 and 2010, the Bureau of Labor Statistics projects that seventy percent of the jobs will require no postsecondary training whatsoever. Of the remaining thirty percent, nine percent will require an associate's degree or postsecondary vocational award, and only twenty-one percent will require a bachelor's degree or higher (Cohen & Besharov, 2002). Another report predicts that jobs requiring an associate degree will increase the fastest by an increase of thirty-two percent by 2010, followed by a twenty-three percent increase in jobs requiring a bachelor degree (Hecker, 2001).

Working students are seen in supermarkets, malls, retail stores, restaurants, babysitting, and lawn care services. A study done by M.R. Pergamit estimates of the extent of adolescent employment range from 64 percent for juniors and 73 percent for seniors (Stone & Josiam, 2000).

Pergamit's analysis showed that juniors worked 41.5 percent of the weeks during the school year and seniors 51.5 percent. Juniors worked 18.7 hours and seniors 23.5 hours on the average, in the weeks they were employed. He concluded that when they work, teenagers work the hours associated with normal part-time employment (Stone & Josiam, 2000).

The United States Department of Labor released statistics regarding the number of students working while attending high school. Although the statistics do fluctuate on a seasonal basis, in October of 2005, thirty-one percent of high school students were engaged in some form of labor force activity.

SUMMARY

As noted in the literature reviewed, information was identified dealing with the history of Career and Technical Education, Perceptions of Career and Technical Education, Marketing Education, Work-based learning, and the workforce. There was little research found that directly proved if there was a relationship between in school grade point averages for students participating in a marketing work program and those students that are working. Although there was a lack of research to prove the hypothesis, there was information available to provide a background and significance for further research. Chapter III provides information regarding the methods and procedures used in the research.

CHAPTER III

METHODS AND PROCEDURES

Chapter III describes the methods and procedures that were used in the study. The focus of the study was to determine if there was a difference in the grade point averages of students participating in the marketing work program and juniors and seniors that were just working. The following information provides details on the population, research variables, instruments design, procedures, methods of data collection, and statistical analysis.

POPULATION

The population was composed of 11th and 12th grade students at Western Branch High School in Chesapeake, Virginia. The first group included all of the 42 students that were enrolled in the marketing work program during the 2006-2007 school year. The second group was a selected sample of 11th and 12th grade students that work but do not participate in the marketing work program. The 12th grade students were enrolled in a full day of school.

RESEARCH VARIABLES

The dependent variable in this study was the grade point averages of the students. The students grade point averages can be calculated on a cumulative basis from 9th to 12th grade, a per semester basis. The grade point average data were collected from the end of the first semester grades of the 2006-2007 school year. The independent variables of the study was the students class schedule to determine if they were enrolled in the marketing work program or did they work without using the program.

INSTRUMENT DESIGN

The instrument used in this study was a short questionnaire to determine the student's name, grade level, employment status, and place of employment. It included directions to fill out the information completely. The questionnaires were handed out to students during their homerooms, completed and then collected by the teacher.

METHODS OF DATA COLLECTION

The data collection consisted of the distribution of the questionnaires to teachers with 11th and 12th grade students. English, Science, and Business teachers were selected to distribute and collect the surveys in their classrooms. The researcher personally spoke with each teacher and discussed information with him or her regarding the importance of the questionnaires. The questionnaires were returned to the mailbox of the researcher within two days.

STATISTICAL ANALYSIS

The questionnaire was designed to provide basic information to the researcher so she could access student records to find the grade point averages. The grade point averages were taken from student records in the guidance office. The t-test method of statistical analysis was used to determine if there was a significant difference in grade point averages in the study.

SUMMARY

Chapter III presented information about the study's details including population, instrument design, data collection, and statistical analysis. To acquire the necessary data the researcher developed a questionnaire to assist in

finding the population for the study. Grade point averages were then accessed through the high school guidance department. The results of the finding are presented in Chapter IV.

CHAPTER IV

FINDINGS

The problem of this study was to determine whether there was a difference in grade point averages for students in the marketing work program and students that worked but were not enrolled in the program. This chapter presented the information obtained through a survey that was given to the students to determine their grade level and employment status as well as grade point averages from the Western Branch High School Guidance Department. Grade point averages from the guidance department were current as of February 20, 2007.

RESULTS

Results were analyzed using individual student grade point averages for each group, the marketing work students and the non-marketing students. The grade point averages were aggregated and compared using a t-test to determine whether there was a significant difference in the grade point averages of the marketing work students, and the non-marketing students. Two hundred Western Branch 11th and 12th grade students were given surveys to determine their name, grade level, and employment status. The students were given the surveys during their homerooms, English class, Science class, or Business class. The data analyzed were a culmination of 75 11th and 12th grade students that were employed but not enrolled into the marketing work program. Those data were compared to the students that were enrolled in the Marketing Work program during the 2006-2007 school year.

DATA ANALYSIS

In the analysis students who were enrolled in the marketing work program had an average grade point average of 2.44 on a scale of 0-4. The students who were not enrolled in the marketing work program had an average grade point average of 2.26 on the same 0-4 scale. When the data were analyzed using a t-test the value of t was 1.43, which was lower than $p > .05$ value of 1.98. Table 1 contains the individual grade point averages for marketing work students.

TABLE 1. MARKETING WORK STUDENTS

Marketing Work Students			
Student	GPA	Student	GPA
1	1.7641	22	1.1364
2	1.3103	23	2.6862
3	1.3600	24	2.3000
4	2.1429	25	2.8741
5	2.3793	26	2.9536
6	2.0741	27	3.7833
7	3.3667	28	2.1818
8	2.9759	29	2.8528
9	1.7778	30	2.3462
10	3.2750	31	3.4543
11	1.9545	32	2.0000
12	2.2972	33	2.4000
13	3.5138	34	1.7000
14	1.5172	35	2.5500
15	2.2273	36	2.7500
16	2.6464	37	3.7000
17	3.1167	38	2.1628
18	2.5714	39	1.0952
19	2.3846	40	3.3773
20	2.9966	41	2.7143
21	1.8696	42	2.0726

TABLE 2. REGULAR WORKING STUDENTS

Marketing Work Students							
Student	GPA		Student	GPA		Student	GPA
1	2.1659		26	2.4815		51	1.4737
2	2.6864		27	1.3750		52	2.4536
3	1.7857		28	1.5600		53	2.8250
4	1.7657		29	1.6923		54	2.4060
5	1.4615		30	2.0370		55	1.4500
6	2.5435		31	1.6000		56	3.3908
7	3.0371		32	1.4800		57	3.1250
8	2.1481		33	3.2010		58	2.7500
9	2.3011		34	3.9491		59	2.9474
10	2.9083		35	2.2500		60	1.3810
11	1.8519		36	2.3158		61	1.3330
12	2.5652		37	2.3107		62	1.5000
13	2.0976		38	2.5500		63	2.7520
14	3.3759		39	2.8750		64	2.1429
15	1.7931		40	2.7875		65	1.5455
16	1.7778		41	0.8333		66	3.3655
17	2.1429		42	2.4500		67	3.7472
18	1.8650		43	2.4250		68	1.6842
19	1.4815		44	1.1905		69	2.7361
20	1.7407		45	2.5000		70	3.1750
21	1.5455		46	2.8881		71	1.6000
22	2.2903		47	2.9000		72	1.5385
23	1.7083		48	2.2632		73	3.5456
24	2.6176		49	1.8667		74	2.0500
25	1.8333		50	2.2558		75	2.8515

SUMMARY

In this chapter, data were analyzed using a t-test to determine whether there was a significant difference between the grade point averages of students who participated in the marketing work program and students who worked but didn't participate in the marketing program. Chapter V summarizes the research study. The final chapter contains the summary, conclusions, and recommendations for this research.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECCOMENDATIONS

The problem of this study was to determine whether there was a significant difference in the grade point averages of students at Western Branch High School who were participating in the marketing work program and students who were working but not participating in the program. This chapter summarizes the research study, draws conclusions based on the findings of the data, and provides recommendations based on these conclusions.

SUMMARY

Research shows that 75 percent of high school students will hold employment sometime during their high school years however employers are saying that the quality of student workers is declining (Austin & Hashway, 1997). In a survey conducted 70 percent of high school students thought they possessed the skills needed for employment, while only 30 percent of employers agreed (Austin & Hashway, 1997). The marketing work program, which is offered as part of the Marketing Education curriculum in the State of Virginia, was designed to educate students and improve their quality of work. Western Branch High School in Chesapeake, Virginia, is one of the six high schools in the district that offer this program. Although there were over 2300 students enrolled in the high school during the 2006-2007 school year, only 42 students participated in the program.

Since Marketing Education is part of Career and Technical Education, some students and parents view it as a “tech class”. The marketing work

program is designed to give students an opportunity to apply their classroom knowledge to real world experiences. The program benefits the students, employers, teachers, and community by providing a monitored paid working experience for the students to learn.

This study compared the grade point averages at Western Branch High School of student who participated in the marketing work program and students who did not participate in the program. Students that were not participating in the program were given questionnaires to determine their name, grade level, employment status, 4th block status, and employer. The study only used juniors and seniors who were enrolled in a fourth block class so data was not skewed. A t-test was used to analyze and compare grade point averages of marketing work students and regular working students to determine if there was a difference in grade point averages of students who were participating in the work program and students not participating in the program but working.

CONCLUSIONS

This study was designed to determine whether there was a difference in the grade point averages of students enrolled in the marketing work program and students that were working but not participating in the program. Based on the review of literature, the following hypothesis was developed:

H₀: There is no significant difference in the grade point average of students at Western Branch High School who participate in the marketing work program and juniors and seniors who work but do not participate in the marketing work program.

An analysis of the data revealed that there is no significant difference in the grade point averages of students who participated in the marketing work program and who were working and not participating in the program. Based on the t-value 1.43, which is lower than the $p > .05$ value of 1.98, the hypothesis is supported. The average grade point average for the 42 marketing work students was 2.44 and the average grade point average for the 75 regular working students was 2.25. The students who participated in the marketing work program during the 2006-2007 school year had a slightly higher grade point average than the students who did not participate in the program but were employed. Therefore, though not supported by significance, but supported by higher grade point averages, students should be required to enroll in a career and technical education class that has a curriculum focused on employment skills. If students were required to enroll in a course that focused on employment they would learn the necessary skills that many employers say that high school students are lacking.

RECOMMENDATIONS

While completing the research and as a teacher at Western Branch High School, the researcher found that most students were not aware of the marketing work program. Students did not know that they could gain work experience, credits towards graduation, and possibly have an excused bell if they enrolled in the program. The researcher found that many senior year students were disappointed because they could have used the extra credits on their transcripts

for graduation, instead some of them were placed into an elective course that had little benefit to their future career goals.

The guidance department at Western Branch High School should focus more on each student and ask rising juniors and seniors when they are scheduling to determine if they are employed and if they would be interested in the program. This program, in conjunction with marketing classes and other career and technical education classes, can give students the opportunity to earn verified credits, the opportunity for industry certifications, and possible college credits at local higher education facilities such as Tidewater Community College and Old Dominion University.

The marketing teachers along with their current students could advertise the program for the following school year enrollment during scheduling. The students could make creative posters and information sheets to distribute to the rising juniors and seniors. Teachers could partner with the guidance department and send letters to rising juniors and seniors about the program and its benefits. The marketing teachers and current students could also have a morning meeting with refreshments for anyone who is currently employed but not enrolled in the program as a way to promote awareness and the benefits of the program.

Further studies could be conducted to measure the student's satisfaction of the marketing work program and the employer's satisfaction with the marketing work program. Lastly, this study could also be conducted at the school district level comparing the grade point averages at all of the high schools in the City of Chesapeake to determine if there is a difference between marketing work

students and working students that are not participating in the marketing work program.

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APPENDIX

APPENDIX A- QUESTIONNAIRE

Dear Students,

I am conducting a study of working students at Western Branch High School for my graduate class at Old Dominion University. Please take the time to fill out the survey completely and return it to your teacher before leaving the classroom. Your participation is very important to the success of the research.

Please fill out the following information completely.

Full Name _____ Grade _____

Do you have a job? _____ Do you have a 4th Block? _____

If yes, who is your employer? _____