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## A Study to Determine the Attitudes of Students Involved in a Junior Achievement Project Business Program

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A STUDY TO DETERMINE THE ATTITUDES OF  
STUDENTS INVOLVED IN A JUNIOR ACHIEVEMENT  
PROJECT BUSINESS PROGRAM

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A RESEARCH PAPER  
PRESENTED TO  
THE FACULTY OF THE SCHOOL OF EDUCATION  
OLD DOMINION UNIVERSITY

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IN PARTIAL FULFILLMENT  
OF THE REQUIREMENTS FOR THE DEGREE  
MASTERS OF SCIENCE IN EDUCATION

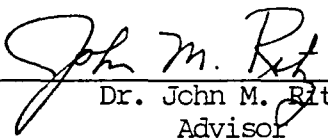
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BY  
JENNIFER K. MCEWEN

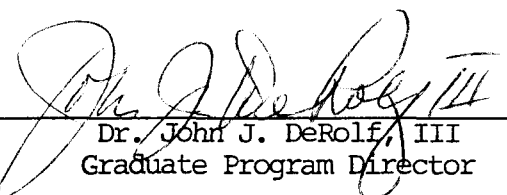
August 1991

This project was prepared by Jennifer K. McEwen under the direction of Dr. John M. Ritz in OTED 636, Problems in Education. It was submitted to the Graduate Program Director as partial fulfillment of the requirements for the Master of Science in Education degree.

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## CHAPTER I

### INTRODUCTION

As our society grows older, the number of young people available to enter the work force is decreasing. At the same time, the national school dropout rate continues to exceed twenty five percent, and reaches fifty percent in some urban areas. More than half a million of last year's graduates could not read their own diplomas (Junior Achievement, 1990, pg. 1).

These facts pose a grave threat to the quality of tomorrow's work force, especially when you consider what American businesses need to compete. As technology advances and markets change, businesses need workers who can continue to learn new and more sophisticated skills. With one out of every six jobs in America depending directly on foreign trade, businesses also need workers who understand how the global marketplace functions (Junior Achievement, 1990, pg. 1).

There are no quick fixes to these problems. But, by bringing a business person into the classroom, we may help today's students learn through someone who can relate economic theory to their lives, who cares enough to listen to them, and who can provide a real life example of how obstacles can be overcome and success achieved. Working together through a Project Business program, the business person and the teacher can help students make their own decisions and understand how their choices may change their lives. This type of learning experience establishes the foundation from which today's school children can



acquire the skills and disposition necessary for them to continue to learn in a fast-changing world (Junior Achievement, 1990, pg. 1).

#### STATEMENT OF THE PROBLEM

The problem of this study was to determine the benefits of having a minority volunteer as opposed to a white volunteer during the eight weeks of a Project Business program.

#### RESEARCH GOALS

The Project Business program is an educational supplement designed for seventh and eighth graders. This study was undertaken to determine how effective minority role models are on the students they teach.

The objectives of this research were:

1. To identify the positive/negative attributes of volunteers.
2. To determine if the type of role model makes a difference in the classroom.
3. To determine if we need additional minority role models in Project Business classrooms.

#### BACKGROUND AND SIGNIFICANCE

Perhaps the most significant market factor is the changing composition of the work force. Minorities and immigrants are the fastest-growing segment of the labor force; by the year 2000 they are expected to hold twenty-six percent of all U.S. jobs (Junior Achievement, 1990, pg. 16). In response, Junior Achievement has intensified efforts to reach more minority students and recruit more minority business consultants with whom those students can study under

and identify.

Providing minority students with an appropriate role model is very important, given the staggering number of minority students who are at-risk. Forty-five percent of Hispanics and one out of every three African-Americans who enter high school never graduate. Many of those who do graduate do not possess the basic skills they need to succeed in the work force (Junior Achievement, 1990, pg. 16).

A study conducted by Jean Phinney (1988) was aimed at exploring the beginnings of ethnic identity formation at the eighth grade level and investigating both minority and majority group adolescents. There is virtually no evidence on how minority group students deal with the impact of ethnic diversity in their own identity development. In many parts of the country and in most large cities, white students are a decreasing proportion within the school setting and in some settings they are in the minority (Anderson, 1980, pg. 86). It seems important to examine how the identity of minority group adolescents are influenced by these changes.

#### LIMITATIONS

This study was based on the following limitations:

1. The research was limited to one school each in the cities of Newport News, Norfolk, and Portsmouth, Virginia.
2. The research, conducted by a questionnaire, was given to students aged twelve to fourteen.
3. The research was limited to classrooms containing more than fifty percent minority enrollment.
4. The two volunteers from Norfolk, Virginia have never taught Project Business before.

### ASSUMPTIONS

This study was based on the following assumptions:

1. All students involved in the survey were seventh or eighth grade students.
2. All students were involved in the Project Business program.
3. All business volunteers had attended a Project Business training session.

### PROCEDURES

The data was collected by a survey administered to the students of four classrooms in the cities of Newport News, Norfolk, and Portsmouth, Virginia. The survey was distributed by the researcher at the end of an eight week Project Business session. This was from March 15th to May 15th.

The collected data provided information in reference to the positive and negative benefits received by the students from their role models. As a result of these findings, conclusions were drawn that would further enhance the effectiveness of the Project Business program for all students.

### DEFINITION OF TERMS

The terms used in this study were defined as follows:

1. Project Business- an eight week program developed by Junior Achievement for seventh and eighth grade students. This program is a supplement to an already existing Social Studies curriculum. It uses volunteers from the business community to work in partnership with a teacher and a group of students to conduct business related activities once a week.
2. Volunteer- an individual from the business community who commits to work with the Project Business program for eight weeks. The individual is employed at a management level or higher.

3. Junior Achievement- a not-for profit organization whose mission is to help students experience the excitement of business and the economy through supplemental educational programs.
4. At-risk- those students who are economically, financially disadvantaged or who have learning disabilities and will not have the opportunity to further an education after high school, presuming that they make it to graduation.

#### OVERVIEW OF CHAPTERS

The difference between Project Business and other in-school programs comes down to one person-- the volunteer. Volunteers make the difference in the classroom because they help students learn from experience. They direct activities through which the students can experience economic theory for themselves. By sharing their personal and professional experience, the consultants become positive role models for the students. They can also explain in real terms why employers consider education so important.

An investigation was needed in order to identify the positive/negative attributes of volunteers and to determine if the type of role model makes a difference. And if so, "How do we assess the need?"

The second chapter included information on all the Junior Achievement programs in the Hampton Roads area. The purpose and the goals of the Project Business program are also discussed and how volunteers play an important role in the effectiveness of the program is reviewed. Statistics on minorities and unemployment will be explained as well as the involvement of business and industry partnerships.

Following this was an explanation of how the research was conducted

and the methods and procedures followed. The last two chapters presented data as well as a summary, conclusions, and recommendations that would further improve the effectiveness of the Project Business program.

## CHAPTER II

### REVIEW OF LITERATURE

In efforts to meet some of the most pressing educational challenges of the last decade, schools throughout the nation have turned for help to one of the oldest traditions in American life-- the tradition of volunteerism. The problem of this study was to determine the benefits towards having a minority volunteer as opposed to a white volunteer during the eight weeks of a Project Business program. This chapter contained an overview of the Junior Achievement programs, Project Business, its purpose and goals, volunteerism, and the youth employment in American industry.

### JUNIOR ACHIEVEMENT PROGRAMS

Junior Achievement is a not-for-profit organization which has brought unique economic education programs to the youth of Hampton Roads since 1966. It is unique because all of its programs use business volunteers from the local community to enhance the learning of business. The programs of Junior Achievement consist of:

The J.A. Company Program- An extra-curricular activity for high school students who meet once a week at the Junior Achievement center with volunteers from area businesses to experience the life cycle of their own corporation, from capitalization to liquidation. During the 1989-90 school year 1,250 students in forty-three companies participated in the Hampton Roads area (Junior Achievement, 1989-90, pg. 1).

Applied Economics- A one semester elective course for high school students featuring a four-part curriculum and computer simulation that helps students see how economic theory fits with reality. A volunteer from the business

community teaches the class once a week for twelve-fourteen weeks. In the 1989-90 school year, 862 students in forty-two classes participated in Applied Economics in the Hampton Roads area (Junior Achievement, 1989-90, pg. 1).

Project Business- Designed for junior high school students, this series of weekly discussions, activities and field trips examines business, personal and global economics. The course is led by a volunteer business consultant who visits the class for eight to ten sessions. Our most popular program, Project Business attracted 2,248 students in ninety-three classes in Hampton Roads during the 1989-90 school year (Junior Achievement, 1989-90, pg. 1).

The Economics of Staying in School- Junior Achievement's newest program is a series of four lessons that examines why students drop out of school and how it affects all aspects of their lives. Led by business volunteers, this program served 225 students in twelve classes during the 1989-90 school year (Junior Achievement, 1989-90, pg. 1).

Business Basics- This four session classroom course is presented by trained students from local colleges to fifth and sixth graders. The younger students get an introduction to business in terms they can understand while the older students get to share their knowledge and improve their communication skills. In the 1989-90 school year 1,289 students in fifty-three classes participated in Business Basics in the Hampton Roads area (Junior Achievement, 1989-90, pg. 1).

## PROJECT BUSINESS

### PURPOSE

Project Business is an in-school, economics and business curriculum for seventh and eighth grade students. Ten to twelve weekly lessons developed by Junior Achievement are presented by a volunteer business consultant, who provides a positive role model for the students and enriches the lessons with his or her own experiences.

Throughout the course of the Project Business program, there are several goals which have been established to ensure that the program benefits every student it reaches in some way.

The goals of Project Business are to:

Supplement the formal education of eleven to thirteen year old youth with an economics and business curriculum that uses a number of "learn-by-doing" activities and exercises;

Create opportunities for dialogue between local business leaders and students;

Provide students with an understanding of the challenges and responsibilities of business, workers, and citizens in a free enterprise economic system; to provide positive adult role models;

Provide an opportunity for students to develop personal economic decision making skills and to explore their future career opportunities (Junior Achievement, 1989, pg. 1).

The Project Business program provides all the materials needed for the volunteer and students to use in the classroom. The consultant's manual is used by the volunteer as a resource guide in planning lessons and activities. The manual contains an introduction and six different units on economics. The introduction recaps the roles and responsibilities of the teacher and consultant, teaching techniques, orients the volunteer on how to use the manual successfully, and discusses briefly the units covered in the manual.

There are six different units included in the consultant's manual. They are: America's Economic System, Enterprise in Action, Supply and Demand, Personal Economics, Finance, and Global Economics. Each unit contains background information on the topic and several prepared lesson plans. Each lesson plan gives the volunteer an overview of the lesson topic, objectives the students should be able to accomplish, and any preparation tips needed for activities (Junior Achievement, 1989, pg. 1). A student manual is given to each student in the class. The student manual contains follow up exercises which reinforce the topic discussed in class.



## VOLUNTEERS

The use of classroom volunteers is a widespread phenomenon in American education. With increased emphasis on accountability and an equally strong emphasis on individualized instruction, school systems are viewing the volunteer as a viable element in improving the quality of education. The volunteer can help free the teacher so that more children can get individual assistance and hopefully, improve upon basic, social, and other needs (Taranto, 1984, pg. 3).

There are many advantages that students, teachers, administrators, and others can get from the use of volunteers. Teachers learn as much from the volunteer as did the students. It is also important to note that some teachers reported that discipline problems in the classroom ceased when the volunteers were used consistently. In addition, a well organized volunteer program assists the school in the development of positive images in the community (Taranto, 1984, pg. 5).

The most important advantage to be obtained from an effective volunteer program is image. A well organized program in a school, or district, usually tells the students that educators, parents, business people, politicians and others are working toward the best educational institution possible. Their behavior seems to become more positive and most of them will spend their time studying and learning rather than figuring ways to disrupt the teacher. Students very early see volunteers as role models, thereby causing them to ask for and use the assistance given to them by the second adult in the classroom (Isley, 1981, pg. 83).

It was reported that there is a long-standing tradition in American education of involving parents in the activities of the public school through participation in various parent groups. In the past, an observation of typical parent-teacher organization meeting and committee activities would most likely reveal the participation of very few low-income parents, particularly those from racial or ethnic minorities (Taranto, 1984, pg. 6).

However, since the mid 1970's there has been a gradual but increasing movement toward involving parents, especially low-income parents, in the various voluntary programs. This gradual increase seems to have come about because of the federal and state projects in schools and the interest parents are showing in their children. Regardless of the reason for the increase, it is a definite advantage for the school when more parents from low-income families become involved as volunteers (Mastors, 1975, pg. 15).

"Why do people volunteer?" Malcom Knowles asserts that people are generally motivated by a need for growth and a related need for new experiences (Isley, 1981, pg. 87). Growth needs refer to learning, development, and striving to reach full potential. This view corresponds with current thinking in the area of human development, notably that a person's growth continues throughout life (Isley, 1981, pg. 87).

In researching the motives of volunteers, James Lewis (Isley, 1981, pp. 87-88) discovered eleven categories:

1. Recognition: Achieving through others extrinsic rewards.
2. Skill maintenance: Particularly expressed by individuals who had temporarily left paid employment.

3. Social needs: As expressed by interpersonal interaction, group identity, personal reinforcement and feedback.
4. Expectation of others: As a result of peer pressure, community pressure, influence of children or others.
5. Knowledge for its own sake: Learning as opposed to skill maintenance.
6. Loyalty to a cause: Volunteering because of a belief in the purposes of an organization.
7. Debt repayment: Showing a desire to repay by helping others have similar experiences.
8. Martyr syndrome: Having a desire to draw attention to sacrifices through volunteer work.
9. Selfless desire to serve: Demonstrating a sense of putting goals of an organization above itself.
10. Volunteering for credit: Earning credit from universities, colleges, or high schools.
11. Career rehearsal: Preparing for employment.

In conclusion, volunteers seem to be motivated by a commitment to get a job done, a desire to make a worthwhile contribution, pride in an organization, and membership, or a sense of belonging to it. Some motives can be induced, others only maintained.

#### BUSINESS AND EDUCATION PARTNERSHIPS

The formation of business and education partnerships is something relatively new and being introduced in the 1980's. It is sometimes known as the "adopt-a-school" program whose purpose is to pair schools with businesses to enhance the educational process. Such partnerships range from business providing speakers for career days to actual "job shadowing" programs. Business partners range from service areas to highly technical industries, from civic and community groups to the U.S.

Armed Forces. The emphasis in partnership is business to educators (Virginia Peninsula Chamber of Commerce).

There is currently a business and education program called BIG-ED or Business/Industry/Government-Education program. The purpose of the BIG-ED program is to promote collaboration between businesses and schools to provide resources which enhance the education process. The program strengthens school-community relations by having school and business personnel actively working together (Virginia Peninsula Chamber of Commerce). Junior Achievement hopes that by working with the business education partnerships such as this it will strengthen its program and be able to cater to the specific needs of our students.

#### SUMMARY

In conclusion, it has become an educational and community challenge towards providing students with the necessary role models in the classroom. Junior Achievement attempts to provide students with an additional supplement to economic education through its five programs: The J.A. Company Program, Applied Economics, Project Business, The Economics of Staying in School, and Business Basics.

The purpose and goals of the Project Business program are to supplement formal education with economic lessons and a role model which highlights the class through his/her own real life experiences. With this in mind, the volunteer as a role model for these students plays an important part in influencing the students of these programs.

The purpose of this study was to determine the positive and negative attributes of having business volunteers as role models in the classroom. In the next chapter, the methods and procedures used to determine the positive and negative attributes of volunteers in the classroom will be discussed. An explanation of how the research was conducted as well as the methods and procedures for collecting data will be addressed.

### CHAPTER III

#### METHODS AND PROCEDURES

This chapter explained the methods and procedures that were used in conducting the survey. It included the population, the sample, the administration of the survey, the treatment of data, and a summary.

#### POPULATION

The population consists of a total eight of secondary schools in the cities of Newport News, Norfolk, and Portsmouth, Virginia. Junior Achievement provided these eight schools with the Project Business program and the volunteers to conduct the program. Thus, the population consisted of eight volunteers and approximately two hundred fifteen students.

#### SAMPLE

Although the population consisted of eight volunteers and two hundred and fifteen students, the researcher felt that a clear representation of students attitudes towards their volunteers could be determined by selecting and surveying four classes, two from Newport News and one each from Norfolk and Portsmouth, Virginia. The sample population consisted of ninety-two students attending inner-city middle schools. Two classes were chosen from Huntington Middle school in Newport News. One class surveyed consisted of twenty-two eighth grade students conducted by a white volunteer. Of the twenty-two students surveyed, fourteen (64%) were black, four (18%) were white, two (9%) did

not respond, one (4%) was Hispanic, and one (4%) American Indian. The other class surveyed at Huntington Middle school consisted of twenty-four eighth grade students conducted by a black volunteer. Nineteen (79%) of the students were black, two (8%) were white, two (8%) were American Indian, and one (4%) was Hispanic.

An eighth grade class consisting of twenty-four students conducted by a black volunteer was surveyed at Lake Taylor Middle school in Norfolk, Virginia. Out of the twenty-four students surveyed, sixteen (67%) were black, five (21%) were white, two (8%) were American Indian, and one (4%) did not respond. The final class was surveyed at Harry Hunt Jr. High school in Portsmouth and consisted of twenty-two seventh grade students conducted by a white volunteer. Out of the twenty-two students surveyed, fourteen (64%) were black, seven (32%) were white, and one (4%) was Hispanic.

#### INSTRUMENT

A survey was developed containing seventeen questions divided into three parts. These parts included characteristics of volunteers as role models, attitudes towards the overall program and relationship to the consultant, as well as demographic information. The instrument took the form of a closed-form questionnaire, which included three open-ended questions.

Part I of the questionnaire dealt with the positive and negative attributes of volunteers. This section was composed of ten closed form questions which determined the positive and negative attitudes of the students towards their volunteer as role models.

The second section dealt with the students relationship toward their volunteer and the Project Business program. Using three open form questions, the students were asked to answer these questions to determine if there was any ethnic preference of a volunteer.

The third section dealt with the students demographic composition. This section was composed of four closed form questions which determined the kinds of students surveyed. A sample of the survey is found in Appendix A.

#### ADMINISTRATION

The researcher arranged to administer the survey to the students with each teacher and volunteer of the chosen schools. A copy of the survey was presented to the teacher, volunteer and the students by the researcher at the same time. The researcher explained the directions to the students and allowed fifteen minutes at the end of class to complete the survey. See Appendix B. The researcher then collected the survey from each student.

#### TREATMENT OF DATA

After the surveys were collected the information or data was analyzed. Responses were tabulated, reviewed, and assembled into table form. The tables provided a break down of the responses in numerical value. The data was analyzed and presented as percentages of frequency of responses.



### SUMMARY

Four of the eight Project Business classes targeted for this study were selected as the sample for this research study. The survey contained seventeen questions that gathered appropriate information needed for this study. The students were given fifteen minutes at the end of a Project Business class to respond to the survey. The collected data was then tabulated and evaluated. The following chapter will present and address the findings resulting from this survey.

## CHAPTER IV

### FINDINGS

The purpose of this chapter is to introduce the findings of this research study. The problem of this study was to determine the benefits towards having a minority volunteer as opposed to a white volunteer during the eight weeks of a Project Business program. This was accomplished by surveying ninety-two Project Business students in the areas of Newport News, Norfolk, and Portsmouth, Virginia. The data received from these surveys was presented in this chapter.

### REPORTING OF DATA

Part One of the survey dealt with determining the positive and negative attributes of volunteers. Using a Likert Scale, the participants were asked to respond to ten questions ranging from strongly agree (SA) to strongly disagree (SD). The number of the responses were then tabulated. A value scale of 1 - 5 was also utilized, with 5 being Strongly Agree (SA), 4 Agree (A), 3 Undecided (UD), 2 Disagree (D), and 1 Strongly Disagree (SD). Implementing this value scale, a mean was also computed for each item.

Question one asked the students if there volunteer was well-prepared for class. Forty-three of the students with a black consultant answered strongly agree and three answered agree. The mean for this question was 4.93. Forty of the students with a white volunteer answered strongly agree and six others answered agree. The

mean for this question was 4.86, indicating that it is important to students that their consultant is prepared for class (See Table 1).

Question two asked the students if their consultant was in touch with their interests and capabilities. Twenty of the students with a black consultant strongly agreed, twenty-one agreed, four were undecided and one disagreed. The mean for this question was 4.30. Seventeen of the students with the white consultant strongly agreed, twenty-two agreed, six were undecided, and one disagreed. The mean for this question was 4.19, (See Table 1).

Question three asked the students if their consultant was a good role model. Thirty-two of the students with a black consultant strongly agreed, ten agreed, three were undecided, and one disagreed. The mean for this question was 4.58. Thirty-three of the students with a white consultant strongly agreed, eight agreed, three were undecided, and two disagreed. The mean for this question was 4.56 indicating that students thought their consultants were good role models (See Table 1).

Question four asked the students if their consultant was a good presenter. Forty-one of the students with a black consultant strongly agreed, four agreed, and one was undecided. The mean for this question was 4.86. Thirty-six of the students with a white volunteer strongly agreed, eight agreed, and two were undecided. The mean for this question was 4.73. All students thought that their consultants were good presenters which indicated the second highest total mean score of 4.80 (See Table 1).

Question five asked the students if the consultant motivated them to learn more. Twenty-five of the students with a black volunteer

TABLE 1

ATTITUDES OF STUDENTS  
TOWARDS THEIR VOLUNTEERS

ITEM NO.	ITEM	BLACK VOLUNTEER							WHITE VOLUNTEER							Total X
		N	SA	A	U	D	SD	X	N	SA	A	U	D	SD	X	
1.	was well-prepared for class	46	43	3	0	0	0	4.93	46	40	6	0	0	0	4.86	4.90
2.	was in touch with my interests and capabilities	46	20	21	4	1	0	4.30	46	17	22	6	1	0	4.19	3.27
3.	was a good role model	46	32	10	3	1	0	4.58	46	33	8	3	2	0	4.56	4.57
4.	was a good presenter	46	41	4	1	0	0	4.86	46	36	8	2	0	0	4.73	4.80
5.	motivated me to learn more	46	25	17	2	2	1	4.41	46	30	11	5	0	0	4.54	4.48
6.	was someone I could relate to	46	13	21	10	2	0	3.97	46	15	19	10	1	1	4.00	3.88
7.	presented challenging information	46	32	8	6	0	0	4.56	46	31	8	6	0	1	4.47	4.52
8.	was very interesting	46	23	19	2	1	1	4.34	46	32	10	3	1	0	4.58	4.46
9.	made learning fun	46	19	16	6	4	1	3.69	46	39	5	2	0	0	4.80	4.42
10.	influenced me positively about business and careers	46	32	11	3	0	0	4.71	46	35	10	1	0	0	4.73	4.91

strongly agreed, seventeen agreed, two were undecided, one disagreed, and one strongly disagreed. The mean for this question was 4.41.

Thirty of the students with a white consultant strongly agreed, eleven agreed, and five were undecided. The mean for this question was 4.54 indicating that the white volunteer motivated the students to learn more than the black volunteer (See Table 1).

Question six asked if the consultant was someone that they could relate to. Thirteen of the students with a black consultant strongly agreed, twenty-one agreed, ten were undecided and two disagreed. The mean for this question was 3.97. Fifteen of the students with a white volunteer strongly agreed, nineteen agreed, ten were undecided, one disagreed, and one strongly disagreed. The mean for this question was 4.00. This question rendered the lowest total mean score of 3.88, indicating that students did not closely relate to their consultants (See Table 1).

Question seven asked the students if the consultant presented challenging information. Thirty-two of the students with a black consultant strongly agreed, eight agreed, and six were undecided. The mean for this question was 4.56. Thirty-one of the students with a white volunteer strongly agreed, eight agreed, six were undecided and one strongly disagreed. The mean for this question was 4.47 (See Table 1).

The purpose of question eight was to determine if the consultant was interesting. Twenty-three of the students with a black consultant strongly agreed, nineteen agreed, two were undecided, one disagreed, and one strongly disagreed. The mean for this question was 4.34.

Thirty-two of the students with a white volunteer strongly agreed, ten agreed, three were undecided, and one disagreed. The mean for this question was 4.58, indicating that students with a white volunteer considered their Project Business class to be more interesting than students with a black volunteer (See Table 1).

Question nine asked the students if the consultant made learning fun. Nineteen of the students with a black consultant strongly agreed, sixteen agreed, six were undecided, four disagreed, and one strongly disagreed. The mean for this question was 3.69. Thirty-nine of the students with a white volunteer strongly agreed, five agreed, and two were undecided. The mean for this question was 4.80. The total mean for this question was 4.42, which indicated that students with a white volunteer thought that learning was more fun than students with a black volunteer.

The final question in Part I was number ten. This question asked the students if their consultant influenced them positively about careers. Thirty-two of the students with a black consultant strongly agreed, eleven agreed, and three were undecided. The mean for this question was 4.71. Thirty-five of the students with a white volunteer strongly agreed, ten agreed, and one was undecided. The mean for this question was 4.73. The total mean score, 4.91, indicated that all consultants influenced their students positively about business and careers (See Table 1).

In comparison of black volunteers to white volunteers, it is evident that both have very similar characteristics and attributes according to the student survey (See Figure 1). Black consultants

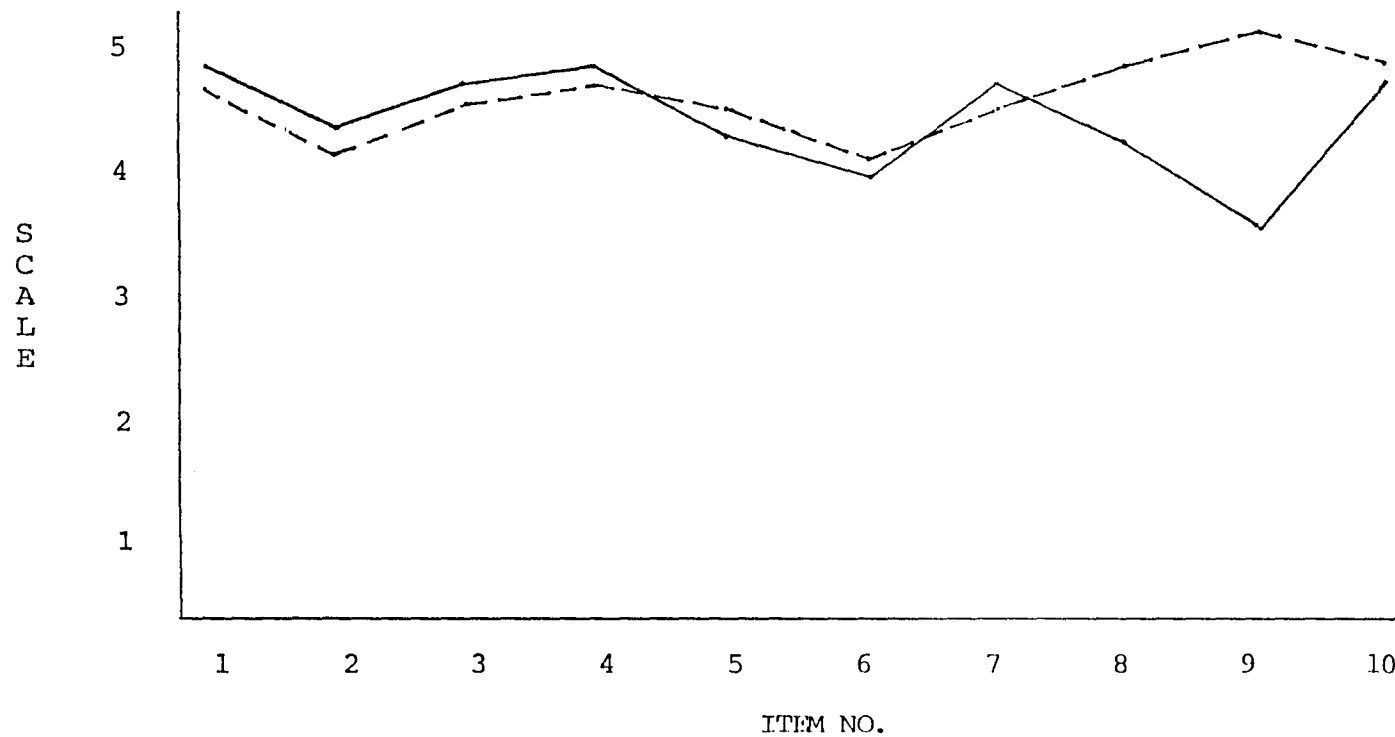


FIGURE 1 COMPARISON OF MEAN SCORES

NOTE: \_\_\_\_\_ means black volunteer  
----- means white volunteer

ranked higher in questions 1, 2, 3, 4, and 7 than the white consultants. This indicates that the most prominent characteristics of black consultants are being well-prepared for class, being in touch with the students interests and capabilities, being a good role model and presenter. However, white consultants ranked higher in questions 5, 6, 8, 9, and 10 indicating that their most favorable characteristics are motivating students to learn more, being someone students could relate to, being very interesting, making learning fun, and influencing students positively about careers. It must also be noted that there is a significant difference of 1.11 in the mean scores for question 9. This determined that students with a white volunteer made learning Project Business more fun than students with a black volunteer.

#### DATA ON THE OPEN ENDED QUESTIONS

Part II consisted of three open ended questions. The first question asked the students if they enjoyed the Project Business consultant's presentation (See Table 2). Eighty-eight out of ninety-two students responded to this question. Twenty-five students thought their Project Business consultant's presentation was enjoyable and fun, nineteen thought it was interesting, twenty-seven learned a lot about business, nine were introduced to various careers, five thought their consultant was helpful, understanding, caring and nice, three learned how to set goals and believe in themselves, and four students did not respond.

The second question in Part II asked the students if they could relate to someone of the same ethnic background more so than from



TABLE 2  
KEYED RESPONSES TO OPEN ENDED QUESTIONS

QUESTION	
Did you enjoy your Project Business consultant's presentation?	
KEYED RESPONSES	NUMBER
It was enjoyable and fun	25
It was interesting	19
I learned alot about business	27
Introduced me to various careers	9
Was helpful, understanding, caring and nice	5
Learned how to set goals and believe in myself	3
No response	4

another. Eighty-nine out of ninety-two students responded to this question. Eighty students surveyed said that race did not matter to them, nine said that it did, and three did not respond.

Question three in Part II asked the students if they told their parents or friends about Project Business. Eighty-seven out of ninety-two students surveyed answered the question. Sixty-three students told their parents about Project Business, two told their friends, twenty-two did not tell anyone, and five did not respond.

Part III of the survey contained four questions about the students demographic composition. Question one asked the students to describe the community in which their school was located. All ninety-two students attended a school in an inner city community. Question two asked the students to choose the correct grade level. Seventy students surveyed were in eighth grade and twenty two were in seventh grade.

Question three asked the students to circle the appropriate gender. Forty-one of the ninety-two students surveyed were male and fifty-one were female. The final question in Part III asked each student to identify their correct ethnic group. Out of the ninety-two students surveyed, sixty-three were black, eighteen were white, five American Indian, three Hispanic, and three did not respond.

#### SUMMARY

Ninety-two students responded to the survey providing a total of one hundred percent response. Data was presented that provided information on the effects of a minority volunteer as opposed to a white volunteer in conducting an eight week Project Business program. The

responses indicated by students in the Project Business program was helpful in identifying the positive and negative attributes of a volunteer as opposed to a white volunteer.

The final chapter provided a summary of this research. Conclusions were drawn from information presented in this chapter and the last section contained recommendations made by the researcher.

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter contained a summary which included the research problem, an overview of the Project Business program and its volunteers, a description of the survey, and information on the responses received. The conclusions were drawn and based on the data received and focused on the attitudes of students towards their Project Business volunteer. Recommendations were then made and discussed.

#### SUMMARY

The problem of this study was to determine the benefits of having a minority volunteer as opposed to a white volunteer during the eight weeks of a Project Business program. This chapter will summarize this research study, offer conclusions based on the findings of the research, and present recommendations as to how this study may be useful to Junior Achievement and others.

Junior Achievement of Greater Hampton Roads, Inc. has been bringing economic education programs to this area since 1966. Since its beginning in this area, Junior Achievement has worked to enhance the learning of business and the free-enterprise system through its programs. The success of the Project Business program comes not through the materials itself, but through the creation of business and education working together.

The most significant factor to the success of the program is the

volunteer. In order to determine the benefits of having a minority volunteer as opposed to a white volunteer in the Project Business program, a combination closed-form and open-form survey was distributed to ninety-two students.

After all students were surveyed, the data was tabulated. The number of varied responses in Part I (SA-SD) were tabulated and a mean was calculated for these items as well. Part II consisted of three open-form questions which yielded information on the consultant's overall presentation as well as any ethnic preference of a consultant that the student may have. Part III of the survey asked for general demographical information on the students which further assisted the researcher in drawing conclusions.

### CONCLUSIONS

Based on the data presented in Chapter IV, this study has revealed several significant findings:

1. Students with a black volunteer considered these five characteristics most important in their consultant:
  - A. Being well-prepared for class
  - B. Being a good presenter
  - C. Influencing me positively about business and careers
  - D. Being a good role model
  - E. Presenting challenging information
2. Students with a white volunteer considered the following five characteristics most important in their consultant:
  - A. Being well-prepared for class
  - B. Made learning fun
  - C. Being a good presenter
  - D. Influencing me positively about business and careers
  - E. Being very interesting

3. Through survey responses students revealed these reasons for deciding that ethnic background does not make a difference:
  - A. "It is what the consultant knows that makes a difference"
  - B. "The color of someone's skin does not matter"
  - C. "Race does not matter because everyone has to achieve at something to get what they want"
  - D. Not being prejudice
4. Through survey responses students revealed these reasons for deciding that ethnic background does make a difference:
  - A. "A person from a different background has different point of views"
  - B. "They may know some of the things we go thru and how we live"

#### RECOMMENDATIONS

Based on the information gathered from the surveys and the conclusions drawn, the researcher has made the following recommendations.

1. Junior Achievement should continue to offer programs about economic education and provide volunteers that will influence students positively about business and careers.
2. Junior Achievement should make all students' parents aware of of their child's involvement in Project Business.
3. On-going evaluation and visitation of Project Business classes should be implemented in order to ensure that services are meeting the individual needs of the students involved.
4. Professional personnel need to spend more time ensuring that volunteers are prepared to make the transition from office to classroom environment.
5. Minority involvement in Project Business should continue to grow. However there is no need to selectively place minorities in Project Business classrooms that contain more than fifty percent minority enrollment.
6. It is also recommended that similar research studies are conducted in other school localities.

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APPENDIX A  
Student Survey

## STUDENT SURVEY

Teacher \_\_\_\_\_ Consultant \_\_\_\_\_  
 School \_\_\_\_\_ Date \_\_\_\_\_

I. Below is a list of ten characteristics describing your consultant.  
 Please indicate your opinion about each of these statements by circling  
 the appropriate number.

My consultant:	Strongly Agree					Strongly Disagree
was well-prepared for class	5	4	3	2	1	
was in touch with my interests and capabilities	5	4	3	2	1	
was a good role model	5	4	3	2	1	
was a good presenter	5	4	3	2	1	
motivated me to learn more	5	4	3	2	1	
was someone I could relate to	5	4	3	2	1	
presented challenging information	5	4	3	2	1	
was very interesting	5	4	3	2	1	
made learning fun	5	4	3	2	1	
influenced me positively about business and careers	5	4	3	2	1	

II. Please answer the following questions on the lines provided.

Did you enjoy your Project Business Consultant's presentation? Explain.

---

---

Do you feel that you could relate to a consultant from the same ethnic background more so than from another. Yes or No, explain.

---

---

---

Did you tell your parents or your friends about Project Business?

---

---

III. Please circle the correct response.

How would you describe the community in which your school is located?

Inner city

Suburban

Rural

What grade are you in?

7th

8th

9th

What is your sex?

Male

Female

What is your ethnic group?

American Indian

Asian

Hispanic

Caucasian

Black

APPENDIX B  
Cover Letter



# Project Business

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A Program of Junior Achievement

## STUDENT SURVEY

### Introduction

Junior Achievement Inc. of Greater Hampton Roads is interested in your thoughts and ideas regarding your Project Business experience. Your participation in this study is not required as part of the Project Business program. However, the information you provide will help guide the continued development of the program and its materials. Therefore, your honest and thoughtful response to this questionnaire is most important.

This survey should take about ten minutes for you to complete. Your responses will be confidential; neither your teacher nor Junior Achievement will be able to link your answers with your name.

### Instructions to Complete Survey

This survey contains three sections. Follow the directions for each section and record your answers directly on the survey.

Thank you for your time and thoughts. Your participation is very much appreciated.