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A STUDY TO DETERMINE THE INFLUENCES
GUIDANCE COUNSELORS HAVE ON STUDENTS ENROLLING IN
MARKETING EDUCATION AT FRANK W. COX HIGH SCHOOL

A Research Project Presented to the Faculty
of the College of Education
Old Dominion University

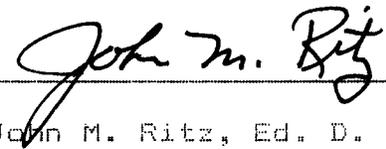
In Partial Fulfillment of the
Requirements for the Degree Master of
Science in Education

by
Jennifer P. Nopper

August 1990

This research paper was prepared under the direction of Dr. John M. Ritz, graduate advisor and instructor of Problems in Vocational Education OTED 636. It is submitted to the graduate program director for Vocational and Industrial Arts Education in partial fulfillment of the requirements for the degree of Master of Science in Education.

Approved, August 1990

A handwritten signature in cursive script that reads "John M. Ritz". The signature is written in black ink and is positioned above a horizontal line.

John M. Ritz, Ed. D.

David I. Joyner, Ed. D.

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I would like to thank the administration, guidance counselors, and the marketing educators at Frank W. Cox High School.

Much appreciation goes to Dr. John Ritz for his great instruction and assistance throughout the whole construction of this survey.

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Finally, my deepest thanks goes to my husband, Marty and my dog, Bosley for all of their patience and understanding while being neglected and berated.

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CHAPTER I

INTRODUCTION

Marketing Education has been recognized as part of the Vocational Education program offered at many secondary schools. The perception of Marketing Education courses has been that the students enrolled in the program were not college bound individuals and that much of the content studied in these courses were not for the academic student. These unfortunate misconceptions of the Marketing Education courses have been misunderstood by secondary schools guidance counselors and have had an impact on course selection for the students. This is also evident in the quality of students enrolling in the program as well as the quantity.

The Marketing Education program at Frank W. Cox High School includes the following courses: Principles of Marketing, Marketing Coop, Advanced Marketing Coop, Fashion Merchandising Non Coop, Fashion Merchandising Coop, and Advanced Fashion Merchandising Coop. These courses assist the students to understand knowledge and apply it in practical situations. It enables them to see the "connection between today's school work and tomorrow's job"(Bishop, 1989, p.16). Guidance counselors need to realize the importance of these courses in preparing students for their future career goals.

In today's competitive society, Marketing Education depends on the support of the guidance counselors to enroll students of high academic standards into the courses offered by the programs. Since secondary students rely on the professional guidance of the counselors to chose many of the proper courses, they can sway students toward certain classes and influence their decisions to take others. The Marketing program at Frank W. Cox High School seems to be receiving the proper quantity of students but not the quality of students desired by the marketing teachers.

STATEMENT OF THE PROBLEM

The problem of this study was to determine the influences of guidance counselors on the selection of Marketing Education courses at Frank W. Cox High School.

RESEARCH QUESTIONS

Through the analysis of the results of a survey administered to the guidance counselors and the secondary students enrolled in Marketing Education courses, the following questions were used as guidelines to provide insight on the influences counselors had on the selection of courses.

1. How do high school guidance counselors perceive the Marketing Education courses?
2. What were the students reasons for enrolling in Marketing Education?

3. Who had the most influence on student's decision to enroll in Marketing Education?

BACKGROUND AND SIGNIFICANCE

The decline in the quantity and quality of students enrolling in Vocational Education courses had decreased by 7 percent over the years; from 70 percent of secondary students in 1980 to 63 percent enrolled in 1988 (Washburn, 1989, p.42). Many factors were responsible for this decrease but one of the main features was the influence guidance counselors had on the secondary students enrolled. Students depend on counselors to be beneficial to their needs but the unwillingness to provide assistance and poor guidance can cause a lack of influence on placement (Bishop, 1989, p. 14). By approaching both the students and the guidance counselors this study will determine which factors had the most influence on the student in enrolling in marketing classes.

The misconception of Marketing Education courses by counselors needed to be clarified due to the fact that the attitude of the counselors had a major impact on course enrollment (Washburn, 1989, p. 43). They need to provide a combination of academic and vocational courses for students to broaden their opportunities for the future. Vocational Education courses contribute more to the development of basic

learning skills than the low substance courses in academic subjects (Bishop, 1989, p. 16).

The misconceptions guidance counselors have of the Marketing Education courses have had an influence on the quantity and quality of the students enrolling in the program. An investigation of the problem will provide assistance on improving the influences and take a more positive route in the future.

LIMITATIONS

The following limitations were cited in this research study:

1. The survey was distributed only to Frank W. Cox High School guidance counselors and Marketing Education students.
2. The sample only included second semester Principle of Marketing students.
3. Guidance counselors surveyed were not able to be as objective as they would like to; this affected the reliability of the study.

ASSUMPTIONS

This study was based on the following assumptions:

1. The students completing the survey will have good insight on their influences for enrolling in the courses.
2. The guidance counselors have an understanding of the concept of Marketing Education courses.

3. Guidance counselors will provide the marketing program with not only the quantity of students required but increase the quality of students enrolling.

PROCEDURES

Two surveys were developed to determine the influences guidance counselors have on students enrolling in Marketing Education courses at Frank W. Cox High School. One survey was distributed to the six guidance counselors and the students enrolled in marketing courses. Permission to conduct these surveys was obtained by submitting a letter to the principal of the school and the department head asking permission to conduct the survey. The counselors received their survey along with a cover letter explaining the survey and were delivered to each counselor personally. The other survey the students received via the marketing teachers in their individual classrooms on the same day. When the survey was completed the results were tabulated and analyzed to determine the sources of influences on the students.

DEFINITION OF TERMS

The following terms are presented to clarify the meanings of terms used throughout this study.

Marketing Education - Course of study that provides students with preparation for a job that involves dealing with customers.

Reasons for enrolling - Internal forces that prompt a student to enroll in certain courses.

Influence on the student - The external forces or people that aided the student to make the decision to enroll in certain courses.

Vocational Education - Education that provides students with preparation and training to enter a job or a trade.

Secondary schools - Higher level of education includes grades 9-12.

Quality - A characteristic or trait of a person.

Quantity - An amount or number of something or somebody.

Sway - To influence a decision.

SUMMARY

In Chapter I, the problem and goals of the study were introduced. The problem was to determine the influences guidance counselors had over students enrolling in Marketing Education courses at Frank W. Cox High School. The remaining sections of Chapter One support and analyze the problem statement and provide clear data as to the procedures of the study. The Marketing Education program has recognized the need to investigate the influences that guide or sway a certain quality of students to enroll.

In the following chapter, a review of literature relating to the study was provided. In addition to this data the methods and procedures, findings, summary, conclusions, and

recommendations are all presented with data pertaining to the problem statement.

CHAPTER II

REVIEW OF LITERATURE

In the second chapter of this study a review of literature was conducted to give support to the problem statement. In choosing which courses to take in high school, the competition among electives is very evident and always has been. In order to enroll quality students, marketing education depends upon guidance personnel. Guidance counselors need to communicate positive perceptions of the marketing courses to potential students. To help the reader gain the necessary background for this study, a literature review will be made on the following topics: 1) vocational education in secondary schools, 2) roles of the guidance counselor, and 3) views toward marketing Education courses versus academic courses.

Vocational Education in Secondary Schools

Vocational education has been a part of the curriculum in secondary schools since 1917. From that time the controversy continues that only people who are not going to college should take vocational courses, or that only students who are poor academically or have learning disabilities should take vocational education. Throughout its existence, vocational education has had a poor image in the eyes of students, teachers, and counselors. This negative image probably had its

heritage in Greek philosophy where it was believed that only second class citizens had to labor. However, vocational education is responding to these misconceptions about the value of its programs by restructuring its curriculum to accommodate all types of students.

The types of vocational programs that exist in secondary schools include: agricultural education, business education, technology education, health occupations, home economics, marketing education, and trade and industrial education. All of these programs exist to enhance students literacy in the work-place (Edmunds, 1989, p. 13). The vocational programs are being revamped due to the demands of politicians, employers, and parents to keep the students up-to-date with our changing economy. The changes that are needed will be successful only if people are enthusiastic, imaginative, and creative with their ideas about the curriculum (Edmunds, 1989, p. 13).

Making changes in the curriculum is only one step. Enrolling students is a second. It will be a tough task due to the fact that the requirements for high school graduation have been increased. This means that students will not be able to enroll in as many electives as they would have in the past. In order to compensate for this Washburn and McEwen undertook a study to determine ways to restructure the high school schedules to allow more flexibility (Washburn and McEwen, 1989, p. 42). This concept will help vocational education courses because students will be able to fit more electives into their

school schedules. A few findings of this study were as follows:

1. To adjust the school day by eliminating early dismissals and implementing an eight-period day.
2. To eliminate schedule conflicts by offering required courses at least twice during the day, combining small laboratory sections, and allowing independent study options.
3. To increase staff cooperation by encouraging all departments to work together.
4. To adapt new plans of instruction to spread out graduation requirements over a four year period and offer vocational education courses in the 8th grade for graduation requirements (Washburn and McEwen, 1989, p. 43).

There are many changes taking place in our society that need to be recognized so that vocational education can be restructured to cater to these changes. These include: changes in our economy, international competition, advances in technology, increased productivity, and a greater increase of jobs in the service sector (Poole and Zahn, 1989, p. 39). To compensate for the changes and advances in these areas, the training and skills that are received at the secondary level need to also change. More course work needs to be included in the areas of technical skill development, management, career

exploration, and family and consumer affairs (Poole and Zahn, 1989, p. 49). To interact with these specific competencies more opportunities will open up for students on the middle school level as well as the secondary level as shown in Figure 1 (Poole and Zahn, 1989, p. 39). This will involve students in vocational education at a earlier age so proper training can be received.

The Roles of Guidance Counselors

Guidance counselors play an effective role in assisting students in selecting courses in secondary schools. They have many important decisions to make and many factors to consider when making the right choices for the student, while at the same time trying to please parents, employers, and teachers. Even though their main concern is the welfare of the students, they are often faced with pressures from other sources. Counselors realize that math, English, and science are basics that the students need, but they also realize the importance of vocational education in preparing students for careers (DiRusso and Lucarino, 1989, p. 100). This makes their job difficult especially with the misconceptions that burden the Vocational Education community. Guidance counselors have been caught in the middle of the Vocational-Academic controversy. While some support vocational education, there are some who feel that the academic route is more beneficial to the student (DiRusso and Lucarino, 1989, p. 100).

Figure 1

A Model for Restructuring Vocational Education

Middle Level (Semester Courses)

Keyboarding and Computer Applications 6th grade	Family and Consumer Living 7th grade	Career Exploration and Planning 8th grade
Human Growth and Development 6th grade	Introduction to Technology 7th grade	Business Operations and Economics 8th grade

Secondary Level (Semester courses open to all 9-12 students)

Communications	Employability Skills and Attitudes	Management and Leadership Development
Technology and Computer Science	Family and Consumer Living	Field Experiences
	Business Operations, Economics, and Entrepreneurship	

Secondary Level Occupational Preparation Programs

(Programs open to interested juniors and seniors and
based on labor market and geographical needs)

Home Economics Related Occupations	Business Occupations	Agriculture and Related Occupations
Technology Occupations	Marketing Occupations	Diversified Occupations

The importance of guidance counselors is seldom understated. They have a big influence on the student and their plans for the future. However, some suggest that school counselors tend to have a lower opinion of a student's ability if they want to enroll in a vocational course. Consequently they encourage them to take academic courses of a lower level (Bottoms, 1988, p. 37). "The counselor's role is thus extremely important in improving the course selection and planning process and thereby raising the intellectual and technical capacity of the nation's future work force" (Bottoms, 1989, p. 37). This is a great point made about the role of the counselor and pinpoints the importance of their existence.

A few of the important functions of guidance counselors are counseling, consulting, and developmental and career guidance. These functions and roles of the guidance counselor were analyzed in a study done by Tenneyson, Miller, Skovholt, and Williams (1989). The findings discovered by these researchers are explained briefly in the next paragraph (pp. 255-256).

Counseling on an individual basis was found to be a critically important function. It involved meeting with students to address needs and try to resolve problems. The consulting function dealt directly with solving students problems. It was found to be a very important role of the counselor. The developmental and career activities helped the students through small group discussion to access their values

and get an idea of how they conduct themselves in social and occupational situations. This role of getting in touch with their inter-feelings was considered an important aspect of the guidance counselor's role. Although these functions have their own individual importance, they all need to be present to be successful. This study was relevant in determining the degree of importance of each individual function that the counselors were responsible for in preparing students for the future. The role of the guidance counselor was summed up by Harold Webb when he stated:

Counselors are the key to school climate improvement efforts. They have the training, the experience, and the expertise to make it happen. They are dedicated to improving the quality of life in our school. In becoming more aggressive in this area, counselors reaffirm their beliefs in the dignity of all individuals and the ability of all to contribute to improvement efforts (1988, p. 252).

Views Toward Marketing Education

The long lasting debate between the vocational education courses and the academic courses has been under extreme controversy and with good reason. As long as people have misconceptions about vocational education, the struggle between the two will be endless. Some of these views were exemplified by Author Cohen (1971, pp. 141-144) and includes:

1. Vocational education ranked at the bottom of the totem pole of status by students, faculty, administrators, and parents.
2. Vocational education was viewed as being only for low income and low academic students.
3. Educators often referred to the program as being "different" education.
4. Vocational instructors often felt inferior to academic teacher. This was due to the fact that many of the faculty do not understand vocational education.

These attitudes toward vocational education are simply not helping to clarify the misconceptions of the program. The fact is that most of the underprivileged students are behind in their academic courses by the 9th grade so they enroll in vocational courses so they can be successful in some class to build confidence (Bishop, 1989, p. 19). That is why some people believe that vocational education is only for certain student populations.

Even though these misconceptions have cast a shadow on the program there is evidence that supports the benefits of vocational education. Marketing education has been cited in many articles as being essential for today's job market. Most employers have considered marketing experience as "very important" when applying for a job, beating the importance of a good GPA (Goldgehn, 1988, p. 60). This means that the better academic student does not necessarily get the job because they

have better grades. It is the experience that makes the difference. This opens up the advantages of students participating in marketing education in high school.

Williams and Trussell (1986, pp. 2-10) found that by surveying students who have been enrolled in the marketing courses and are now in the working world, that 82 percent of the respondents would enroll in the program again if they could do it all over. The participants in the survey excelled in all areas such as: employment status, earnings, and post-secondary education. The results were above the average standards in all areas and included their feelings of the strong impact that their marketing teachers had on their career advancements. This study showed that the Marketing Education program is important to the future of students and contributes to our society. Another supporter of the program, Richard Lynch, summed up marketing as "a dynamic, evolving discipline grounded in economics and the social and behavioral sciences" (1989, p. 36). This means that it involves various areas of study and competencies. Marketing education is a diverse field. It does not specialize in one particular area and deals with human relations as well as academics. The academic courses alone cannot possibly fulfill the working environment. The need for these programs is essential in preparing students for employment today and in the future (Silberman, 1989, p. 12).

Vocational education and academic education need to work together in order to form a beneficial learning experience for the students.

A main problem that affects the controversy between academics and vocational education is the graduation requirements. Although some states are extremely affected by this increase in requirements, there are some that are not. It seems to vary according to the individual state because some states require vocational education courses for graduation and others can use them as alternatives for English, math, or science courses (Strickland and Elson, 1987, p. 41). In a report done by Deborah Strickland and Donald Elson (1987, pp. 41-42), they compared vocational enrollments and graduation requirements and discovered the following information:

Since the increase in graduation requirements, 15 states reported an increase in vocational education, 13 no change, and 22 a decrease in its offerings. This is pointed out in Figure 2. Even though 22 states seems like a lot, most of those gave good reasons for a decrease such as: an increase in requirements for graduation, a decrease in the total high school enrollment, or only had a slight decrease occur. The states that reported an increase in vocational education offerings attributed this fact to early release policies, recruiting techniques, and increasing the number of periods in a school day.

Figure 2

Graduation Requirements and Enrollments

State	Graduation Requirements Increased	Voc Ed Courses Required for Graduation	Voc Ed Course Alternatives Math/ Science	High School Enrollments	Vocational Education Enrollments	
Alabama	Yes	Yes	Yes	Decrease	Increase	
Alaska	Yes	No	Yes	Increase	Decrease	
Arizona	Yes	No	No	Increase	Decrease	
Arkansas	Yes	Yes	No	NA	NA	
California	Yes	No	No	Increase	No change	
Colorado	NA	NA	NA	NA	NA	
Connecticut	Yes	Yes	No	Decrease	No change	
Delaware	Yes	No	Yes	Decrease	Decrease	
Florida	Yes	Yes	Yes	Increase	Increase	
Georgia	Yes	Yes	Yes	Decrease	Increase	
Hawaii	Yes	No	Yes	No change	Increase	
Idaho	Yes	Yes	No	No change	No change	
Illinois	Yes	Yes	Yes	Decrease	Decrease	
Indiana	Yes	No	Yes	Decrease	Decrease	
Iowa	No	No	No	Decrease	Decrease	
Kansas	Yes	No	No	No change	Decrease	
Kentucky	Yes	No	Yes	No change	Decrease	
Louisiana	Yes	No	Yes	Decrease	No change	
Maine	Yes	No	No	No change	Decrease	
Maryland	Yes	Yes	Yes	Decrease	No change	
Massachusetts	No	No	No	Decrease	Decrease	
Michigan	No	No	No	Increase	Decrease	
Minnesota	No	No	No	Decrease	Decrease	
Mississippi	Yes	No	No	Decrease	Increase	
Missouri	Yes	No	Yes	Decrease	Decrease	
Montana	Yes	No	No	Increase	Increase	
Nebraska	Yes	Yes	Yes	Decrease	No change	
Nevada	Yes	No	Yes	Decrease	Decrease	
New Hampshire	Yes	No	Yes	Increase	Decrease	
New Jersey	No	No	No	Decrease	Decrease	
New Mexico	Yes	No	No	Increase	NA	
New York	Yes	Yes	Yes	Decrease	Increase	
North Carolina	Yes	No	Yes	Decrease	No change	
North Dakota	Yes	No	No	Decrease	Decrease	
Ohio	Yes	No	No	Decrease	Decrease	
Oklahoma	Yes	No	Yes	No change	No change	
Oregon	Yes	Yes	Yes	Decrease	Increase	
Pennsylvania	Yes	Yes	Yes	Decrease	Decrease	
Rhode Island	Yes	Yes	No	Decrease	No change	
South Carolina	Yes	No	Yes	Decrease	No change	
South Dakota	Yes	No	No	Decrease	Decrease	
Tennessee	Yes	No	Yes	Decrease	Increase	
Texas	Yes	No	No	Increase	Increase	
Utah	Yes	Yes	No	No change	No change	
Vermont	Yes	No	Yes	Decrease	Decrease	
Virginia	Yes	No	Yes	Decrease	Decrease	
Washington	Yes	No	Yes	Decrease	No change	
West Virginia	Yes	Yes	No	Decrease	Increase	
Wisconsin	Yes	No	Yes	Decrease	NA	
Wyoming	No	No	No	No change	No change	
District of Columbia	Yes	No	Yes	Decrease	Increase	
Guam	Yes	No	Yes	Increase	Increase	
Puerto Rico	No	No	No	Decrease	Increase	
Samoa	NR	NR	NR	NR	NR	
Trust Territories of the Pacific Islands	NR	NR	NR	NR	NR	
Virgin Islands	No	No	No	Increase	Increase	
Total	56	45 Yes	15 Yes	28 Yes	11 Increase	15 Increase
		8 No	38 No	25 No	33 Decrease	22 Decrease
		2 No response	2 NR	2 NR	8 No change	13 No change
		1 Not available	1 NA	1 NA	2 NR	2 NR
					2 NA	4 NA

In order to increase and maintain the enrollment in vocational education, many factors need to join forces in order to compensate for negative influences on the program. One is the misconception about the program being only for low income, low academic students. Another is the conflict and the debate between the academic courses and graduation requirements versus vocational education. Also recruitment among the high schools should be increased and use knowledgeable teachers and methods. And lastly guidance counselors should be well informed concerning vocational education courses so the misconceptions about the program can be a thing of the past so better quality and more quantity students will enroll.

SUMMARY

The review of literature has provided substantial evidence and support to the problem statement. In the next chapter the methods and procedures will outline the process of the study.

CHAPTER III

METHODS AND PROCEDURES

The purpose of this study was to determine the influences guidance counselors had on students enrolling in Marketing Education at Frank W. Cox High School. This chapter presents the methods and procedures used to collect and analyze this information. Included are sections on 1) population, 2) instrument construction, and 3) data collection and analysis.

POPULATION

The population for this study included the six guidance counselors and all of the marketing students currently enrolled in courses at Frank W. Cox High School. The six guidance counselors were contacted personally and provided a survey; and the marketing students were approached by their individual teacher with a survey and specific instructions that were provided by the researcher. Both of the surveys were given and collected from the designated persons by the researcher.

INSTRUMENT CONSTRUCTION

The surveys were administered on the same day, May 29, 1990, to the counselors and the students. All participants were informed to return completed surveys within seven days or on June 5, 1990. The surveys consisted of only closed form questions. The questions consisted of twenty yes and no questions to both groups to determine why students enrolled in particular courses. Each survey was accompanied by a cover

letter that explained the purpose of the survey. Samples of the surveys are found in Appendixes A and B while the cover letters are found in Appendixes C and D.

DATA COLLECTION AND ANALYSIS

The surveys were collected by the respective teachers on the deadline date. A follow-up letter was sent if the surveys were not received on that day. The responses were tabulated and summarized in table form by the researcher.

SUMMARY

Chapter III discussed the population surveyed, the design of the surveys, and the collection process used by the researcher to analyze the data. The proceeding chapters will discuss the findings and provide conclusions and recommendations.

CHAPTER IV

FINDINGS

The purpose of this study was to determine the influences of guidance counselors on the selection of marketing education courses at Frank W. Cox High School. Surveys were delivered to the six counselors and the students enrolled in all existing marketing education courses which was a total of one hundred ten student participants. Responses were received from everyone involved in both parties. The responses to all of the survey questions were compiled and summarized in this chapter.

GUIDANCE COUNSELORS

The survey given to the guidance counselors consisted of twenty questions in which a yes or no response was requested as an answer. The questions were developed to answer the research questions that were presented in a previous chapter of this study. The questions are set up in Table 4.1 with the corresponding answers and percentages which were rounded to the nearest whole percent.

NARRATIVE

All of the guidance counselors agreed on the questions regarding marketing education as making a contribution to our society and that it does not require a certain type of student. Of course all of them attributed credit for their effort to encourage students to take marketing education. The decisions were split when it came to marketing offering the same benefit as their other courses.

GUIDANCE COUNSELOR SURVEY RESULTS

TABLE 4.1

	Question	Frequency	Yes %	Frequency	No %
1.	Does marketing education have something to offer all students?	5	83%	1	17%
2.	Do college-bound students enroll in marketing education courses?	5	83%	1	17%
3.	Are marketing education classes designed primarily for slower students who do not perform well in academic courses?	1	17%	5	83%
4.	Should Principles of Marketing be required for all high school students?	1	17%	5	83%
5.	Is Principles of Marketing best suited for slower students?	2	33%	4	67%
6.	Does the marketing education program make a favorable contribution to the secondary school curriculum?	6	100%	0	0%
7.	Does the marketing education program make a favorable contribution to the community?	5	83%	1	17%
8.	Can most students in marketing education courses meet college level requirements?	5	83%	1	17%
9.	Does the marketing education program require a certain type of student?	0	0%	6	100%
10.	Does the marketing education program offer	3	50%	3	50%

the same benefits as other academic courses?

11.	Are some students marketing education material and some not?	3	50%	3	50%
12.	Do you encourage students to enroll in marketing education courses?	6	100%	0	0%
13.	Do you sometimes discourage students from taking marketing education courses?	3	50%	3	50%
14.	Is marketing education geared more towards the lower caliber student?	2	33%	4	67%
15.	Do most students know what courses they want to take prior to scheduling?	5	83%	1	17%
16.	Are most students uncertain as to what type of courses to take before seeing their counselor?	2	33%	4	67%
17.	Does a course such as Fashion Merchandising reduce a student's chance of being accepted into college?	2	33%	4	67%
18.	Do some students suggest a marketing education program when scheduling?	6	100%	0	0%
19.	Do most students who enroll in the program do so because their friends are?	1	17%	5	83%
20.	Do some students enroll in the program because their parents wanted them to?	3	50%	3	50%

MARKETING STUDENTS

The next set of questions were answered by one hundred ten students enrolled in marketing education courses. They also consisted of twenty questions and required a yes or no response. The questions and answers including frequencies and percentages are presented in Table 4.2.

NARRATIVE

The majority of students feel that marketing education has been a benefit to their learning, it will assist them in the future, and that taking the course was mostly their idea. The minority of students felt that their guidance counselor steered them toward marketing, that their guidance counselor has suggested a marketing course for next year, and that a marketing course should not be a requirement for graduation.

MARKETING STUDENTS SURVEY RESULTS

TABLE 4.2

	Question	Frequency	Yes %	Frequency	No %
1.	Has the marketing education program been a benefit to your learning?	105	95%	5	5%
2.	Would you enroll in the marketing program again?	99	90%	11	10%
3.	Is your marketing education class as important as your other classes?	84	76%	26	24%
4.	Does the marketing program attract college-bound students?	77	70%	33	30%
5.	Are you a college-bound student?	84	76%	26	24%
6.	Will marketing assist you in the future?	96	87%	14	13%
7.	Has this course helped you to deal with the outside world more than some other classes?	90	82%	20	18%
8.	Should a marketing education course be a requirement for graduation?	24	22%	86	78%
9.	Did your guidance counselor steer you toward the marketing program?	12	11%	98	89%
10.	Did your guidance counselor assist in trying to find an alternative to marketing education?	14	13%	96	87%
11.	Did your friends influence you to take marketing?	67	61%	43	39%

12.	Do some of your friends take a marketing education course?	98	89%	12	11%
13.	Did your parents want you to take marketing education?	65	59%	45	41%
14.	Has your guidance counselor suggested that you enroll in a marketing course for next year?	34	31%	76	69%
15.	Was taking a marketing course mostly your idea?	100	91%	10	9%
16.	Did you decide to take a marketing course before going to register with your counselor?	99	90%	11	10%
17.	Did your guidance counselor have information on the various marketing courses?	67	61%	43	39%
18.	Does taking a course such as Fashion Merchandising or Marketing reduce your chances of being accepted into college?	5	5%	105	95%
19.	Have you learned relevant information from the marketing course?	105	95%	5	5%
20.	Would you tell your peers to take a marketing course?	102	92%	8	8%

SUMMARY

The survey results of the six guidance counselors and one hundred ten students enrolled in the program have been summarized to help the researcher gain some insight on why students enroll in the marketing education courses. Based on these results, the following chapter will contain the conclusions and recommendations of the study.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The problem of this study was to determine the influences that guidance counselors have on students enrolling in marketing education courses at Frank W. Cox High School. This chapter summarized the procedures used in this study, drew conclusions about the findings, and made recommendations based on the information.

SUMMARY

Since the marketing education program began there has been speculation as to the types of students enrolling in the program and what influences students to enroll in the courses. It has come to light that the instructors of these courses felt that the guidance counselors had misconceptions about the marketing education program at Frank W. Cox High School.

In an effort to determine the misconceptions and influences that guidance counselors had, two surveys were constructed. The first one was compiled of twenty closed form questions and given to the six guidance counselors of the school. The second survey also consisted of twenty closed form questions and given to the one hundred ten marketing education students enrolled in the program.

The response was 100% participation from both guidance counselors and students. The responses provided answers to the following research questions of this study:

1. How do high school guidance counselors perceive the marketing education courses?
2. What were the students reasons for enrolling in marketing education?
3. Who had the most influence on student's decision to enroll in marketing education?

The information collected provided the foundation for the conclusions and recommendations of this study

CONCLUSIONS

The following conclusions were reached after tabulation of the surveys:

The guidance counselors feel that marketing education has something to offer all students, even college-bound students. Although they feel that Principles of Marketing is for slower students and should not be a required course, they believe that marketing education does make favorable contributions to the secondary school curriculum and the community. The feelings were split on the facts about marketing education offering the same benefits as other academic courses and that some students are marketing education material and some are not. All of the counselors believe that they encourage students to enroll in the marketing education program and does not require a certain type of student, although half of them discourage students from taking a marketing education course. Most of them feel that the majority of students know what courses they want to enroll

in prior to scheduling with their counselor. Some students suggest a marketing education course but more enroll due to their parents influence rather than their peers.

The following conclusions were drawn from the survey given to the students:

The majority of the students feel that the marketing education program has been beneficial to their learning in school and with the outside world, that it has been just as important as their other classes, attracts college-bound students, and they would enroll in the course again, given the opportunity. However, most of the students do not feel that marketing education should be a requirement for graduation. The majority of the students recorded that the guidance counselors did not suggest the marketing program and offered alternative courses instead. Most students have friends in the program, were told about the program by their friends, and would suggest the program to their friends. Over half feel that their parents wanted them to take marketing education and that guidance counselors have not suggested the course for next year. Although most of the students take credit for coming up with the idea and knowing what to take before they registered, the guidance counselors were supplied with information on the courses. The people having the most influence on students enrolling in marketing courses seemed to be their peers, followed by their parents, and then their guidance counselors.

RECOMMENDATIONS

Based on the results of the observations and conclusions in this study, the following recommendations were submitted:

1. The guidance counselors need to be provided with more information about the marketing education courses to reduce misconceptions.
2. The counselors should be provided with an in-service about all vocational the programs to increase enrollment and student quality.
3. A guidance counselor that specializes in vocational education be placed in the school.
4. Information needs to be sent to all parents of juniors and sophomores explaining the marketing education courses.
5. The students currently enrolled in a marketing education course can should be used to assist in recruiting students for next year.
6. A brief seminar needs to be provided for all teachers and administrators to explain the concepts of the marketing education programs so all can better understand their importance to students and the community.

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APPENDICES

SURVEY FOR GUIDANCE COUNSELORS

Please check an answer for each of the following questions.

- | Yes | No | |
|-------|-------|--|
| _____ | _____ | 1. Does marketing education have something to offer all students? |
| _____ | _____ | 2. Do college-bound students enroll in marketing education courses? |
| _____ | _____ | 3. Are marketing education classes designed primarily for slower students who do not perform well in academic courses? |
| _____ | _____ | 4. Should Principles of Marketing be a required course for all high school students? |
| _____ | _____ | 5. Is Principles of Marketing best suited for slower students? |
| _____ | _____ | 6. Does the marketing education program make a favorable contribution to the secondary school curriculum? |
| _____ | _____ | 7. Does the marketing education program make a favorable contribution to the community? |
| _____ | _____ | 8. Can most students in marketing education courses meet college level requirements? |
| _____ | _____ | 9. Does the marketing education program require a certain type of student? |
| _____ | _____ | 10. Does the marketing education program offer the same benefits as other academic courses? |
| _____ | _____ | 11. Are some students marketing education material and some not? |
| _____ | _____ | 12. Do you encourage students to enroll in marketing education courses? |
| _____ | _____ | 13. Do you sometimes discourage students from taking marketing education courses? |
| _____ | _____ | 14. Is marketing education geared more towards the lower caliber student? |
| _____ | _____ | 15. Do most students know what courses they want to take prior to scheduling? |
| _____ | _____ | 16. Are most students uncertain as to what type of courses to take before seeing their counselor? |
| _____ | _____ | 17. Does a course such as Fashion Merchandising reduce a student's chance of being accepted into college? |
| _____ | _____ | 18. Do some students suggest a marketing education program when scheduling? |
| _____ | _____ | 19. Do most students who enroll in the program do so because their friends are? |
| _____ | _____ | 20. Do some students enroll in the program because their parents wanted them to? |

SURVEY FOR MARKETING STUDENTS

Please check an answer for each of the following questions.

Yes	No	
_____	_____	1. Has the marketing education program been a benefit to your learning?
_____	_____	2. Would you enroll in the marketing program again?
_____	_____	3. Is your marketing education class as important as your other classes?
_____	_____	4. Does the marketing program attract college-bound students?
_____	_____	5. Are you a college-bound student?
_____	_____	6. Will marketing education assist you in the future?
_____	_____	7. Has this course helped you in dealing with the outside world more than some other courses?
_____	_____	8. Should a marketing education course be a requirement for graduation?
_____	_____	9. Did your guidance counselor steer you toward the marketing program?
_____	_____	10. Did your guidance counselor assist in trying to find an alternative to marketing education?
_____	_____	11. Did your friends influence you to take marketing?
_____	_____	12. Do some of your friends take a marketing education course?
_____	_____	13. Did your parents want you to take marketing education?
_____	_____	14. Has your guidance counselor suggested that you enroll in a marketing course for next year?
_____	_____	15. Was taking a marketing course mostly your idea?
_____	_____	16. Did you decide to take a marketing course before going to register with your counselor?
_____	_____	17. Did your guidance counselor have information on the various marketing courses?
_____	_____	18. Does taking a course such as Fashion Merchandising or Marketing reduce your chances of being accepted into college?
_____	_____	19. Have you learned relevant information from the marketing course?
_____	_____	20. Would you tell your peers to take a marketing course?

May 29, 1990

Dear Guidance Counselor:

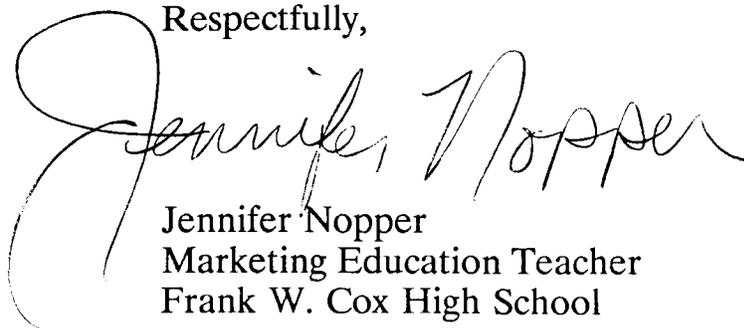
As a graduate student at Old Dominion University and a Marketing Education teacher at Frank W. Cox High School, I am conducting a research study to determine the influences that guidance counselors have on students enrolling in marketing education courses. It is my hope that the results of the study will determine why students enroll in marketing education courses and who influenced their decision. This information will be used to create effective recruitment techniques for the program.

I would greatly appreciate your help in this endeavor by completing the enclosed survey. I have tried to minimize the number of questions as I realize the value of your time.

Please return the survey to me by June 5th. If you have any questions, feel free to ask them.

Thank you for your contribution to my professional growth.

Respectfully,



Jennifer Nopper
Marketing Education Teacher
Frank W. Cox High School

Cover letter for Students

May 29, 1990

Teachers:

Please read the following information to the students before administering the survey to them.

The survey is for a study being conducted at Old Dominion University for the graduate program. This is being used to determine what or whom influenced you to enroll in a marketing education course. Hopefully by knowing this information we will be able to develop better recruitment techniques for the program. Please take your time in completing the survey, answer all questions, and give honest answers. Thank you for your time and cooperation in assisting the marketing education program. Hopefully, with your help, the program will become stronger and more effective for students.

Permission letter for Principal

Miss Emilie Tilley, Principal
Frank W. Cox High School

May 8, 1990

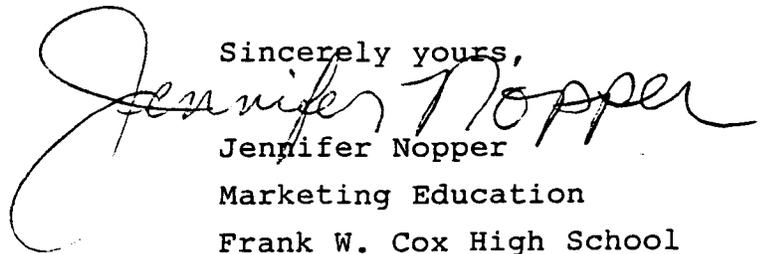
Dear Miss Tilley:

As a graduate student at Old Dominion University and a marketing education teacher at Frank W. Cox High School, I am conducting a research survey to determine the influences that guidance counselors have on students enrolling in Marketing Education. In order to complete this task, I need your help.

I would like to have your permission to administer a research survey to the six guidance counselors and the students enrolled in marketing education at Frank W. Cox High School. The survey will be given to the students and the counselors on May 29th, the latter will have seven days for completion.

Thank you for helping me with this research endeavor.

Sincerely yours,

A handwritten signature in cursive script that reads "Jennifer Nopper". The signature is written in dark ink and is positioned to the left of the typed name and title.

Jennifer Nopper

Marketing Education

Frank W. Cox High School

Permission letter for Department Head

Mr. Terry Jenkins, Dept. Chairman
Marketing Education
Frank W. Cox High School

May 8, 1990

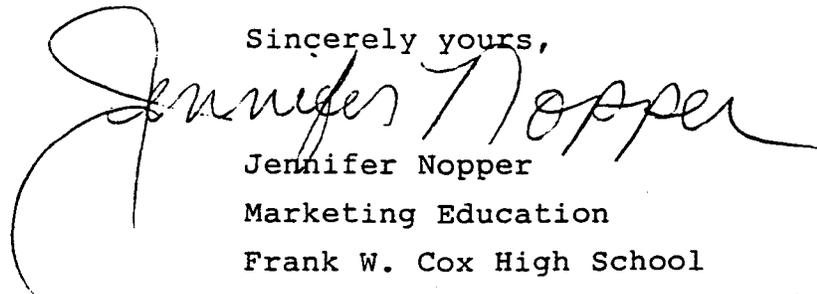
Dear Mr. Jenkins:

As a graduate student at Old Dominion University and a marketing education teacher at Frank W. Cox High School, I am conducting a research study to determine the influences that guidance counselors have on students enrolling in marketing education. In order to complete this task, I need your help.

I would like to have your permission to administer a survey to all of the marketing education classes at Frank W. Cox High School. The survey will be given to the students on May 29th by the appropriate teachers in the department.

Thank you for helping me with this research endeavor.

Sincerely yours,

A handwritten signature in cursive script that reads "Jennifer Nopper". The signature is written in black ink and is positioned to the left of the typed name and title.

Jennifer Nopper

Marketing Education

Frank W. Cox High School