A Study to Identify Graduated Advanced Marketing Students from Kempsville High School Who Have Pursued a Career in Entrepreneurship

Vernon W. King Jr.
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A STUDY TO IDENTIFY GRADUATED ADVANCED MARKETING STUDENTS FROM KEMPSVILLE HIGH SCHOOL WHO HAVE PURSUED A CAREER IN ENTREPRENEURSHIP

A RESEARCH PAPER SUBMITTED TO THE GRADUATE SCHOOL OF EDUCATION OF OLD DOMINION UNIVERSITY

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

by
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Virginia Beach, Virginia
November, 1985
This research paper was prepared by Vernon W. King, Jr. under the direction of Dr. Mal Miller in VTE 636, Problems in Education. It was submitted to the Graduate Program Director as partial fulfillment of the requirements for the Degree of Master of Science in Education.

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CHAPTER ONE

INTRODUCTION

The vocational attitude in Marketing and Distributive Education (M & DE) is to provide competency based education which meets the requirements of an every changing marketing industry. A great deal of time and money has been spent in curriculum development to achieve this goal. Marketing and Distributive Education in Virginia is recognized nation wide as a leader in developing Marketing curriculum and complementary activities.

A course which has improved in depth and content is the Advance Marketing course. This course provides concentrated study in Entrepreneurship competences and Managerial skills. The students at the Advance Marketing level must have successfully completed Marketing in the 11th grade as a prerequisite. In many cases, the Kempsville High School students have also completed Fundamentals of Marketing, at the 10th grade level, giving them two years of Marketing studies. The Advance Marketing students have learned many competencies needed to become an entrepreneur by the time they graduate. The purpose of this study is to identify graduated Advanced Marketing students from Kempsville High School who have pursued a career in Entrepreneurship.
STATEMENT OF THE PROBLEM

One of the problems Vocational Education has is the follow-up survey. This survey is known by many vocational educators as the VERS (Vocational Education Research System) report. The VERS report was developed to gather information about students that are currently enrolled in vocational courses. The report can be very useful in categorizing students into career interests, as well as, reporting the total students enrolled in any particular program. Another aspect of this report is the follow-up survey. The follow-up survey is conducted on students who have graduated from a vocational program. The survey is usually distributed six months after the students have completed high school. The students complete the survey and return the form back to the state department. The information received is tabulated for state and federal governments for funding purposes. This information would be extremely useful to the local vocational teacher, unfortunately the instructor does not receive this follow-up report.

This information would be extremely useful in determining the effectiveness of the curriculum being taught to advance marketing students. The need for information is the reason for this research study. The purpose of this study is to identify graduated advanced marketing students from Kemssville High School who have pursued a career in entrepreneurship.
RESEARCH GOALS

It was discussed at the beginning of this study that the reporting system currently utilized is extremely useful for the data needed by the federal and state government. However, there seems to be no feedback to the local teacher-coordinator on this vital information. If this information was distributed to the teacher-coordinator, it may help improve the current curriculum being taught in the classroom. Based on this latter statement, two research goals were established for this study. The research goals for this study were:

1. Accumulate and analyze data on the graduated advanced marketing student who has pursued a career in entrepreneurship, and
2. Determine if there is a relationship between the curriculum taught in the advanced marketing classroom and the number of graduated students currently employed in an entrepreneurship field.

With this information, teacher-coordinators, guidance departments, administrators, and training stations might develop more useful approaches to the marketing student. In many cases, curriculum could be developed or improved to meet the needs of these students. Further, this information could be used to improve the public awareness of the total Marketing and Distributive Education program.

The goals of this study were better understood in context of the development of the entrepreneurship curriculum. The following section deals with the background and significance of this study.
BACKGROUND AND SIGNIFICANCE

Marketing and Distributive Education coordinators for many years have had a great concern for the curriculum they teach. The major concern falls in the Advanced Marketing curriculum. This curriculum today, depending on the coordinator questioned has two approaches. Many feel the curriculum should emphasize managerial skills, whereas others believe the subject matter be directed toward entrepreneurship practices.

Along the same lines there is another concern coordinators face today. Which by the way, runs parallel with the above concern in relationship towards this study. That is, the reporting system used in vocational education. As mentioned in the Introduction section in this report. The VERS system is used to accumulate information on the students current career field and the total number of students enrolled. Another very valuable piece of information in the report is the follow-up survey. This follow-up survey administrated to graduated marketing students accumulates very important information on the students present field, as well as, the career develop by taking an Advanced Marketing course.

However, it does not follow student's often. Dr. Viven Ely, Professor of Education, at Virginia Commonwealth University, in Richmond, Virginia, has stated, "...Challenging and rewarding opportunities for entrepreneurship exist in almost every high school community for energetic, resourceful high school and community college DE students. The curriculum is designed to provide students who possess the required characteristics and interests with the guidance they need to open their own marketing business..." As Dr. Ely has
stated, the advanced marketing curriculum is design to stimulate and guide students toward a career as an entrepreneur. However, is the advanced marketing student entering this field. The answer to this question maybe already answered, thought the VERS reporting system. Unfortunately, coordinators at the present time do not have access to this information. Because of the two concerns discussed in this section the problem of this study is to identify graduated advanced marketing students from Kempsville High School who have pursued a career in Entrepreneurship.

To assist in bring this subject to light, it was necessary to define the limitation with in which this study was conducted. These limitations identified the guidelines for the study of entrepreneurship in relationship with the advanced marketing curriculum.
LIMITATIONS

During the course of this study it was necessary to outline the limitations of it. The following list define the framework within which this study was conducted:

1. This study was limited to graduated Advanced Marketing students from Kempsville High School in Virginia Beach, Virginia.

2. The study concentrated only on the students who graduated from the years 1977 through 1982, and are know developing careers toward entrepreneurship.

Following the identification of these limitations, several assumptions were made.
ASSUMPTIONS

The purpose of this study was to determine graduated Advanced Marketing students from Kempsville High School who have pursued a career in Entrepreneurship. Several assumptions were pursued at the beginning of this study. The assumptive factors for this study were:

1. Because of the small size of the sample group the response group would be noticeably smaller.

2. The students who graduated from the Advanced program presently in college, working toward a career in entrepreneurship.

3. The students who took the Advanced Marketing course may have taken the course strictly as an elective, with no desire of developing a career in entrepreneurship.

4. The student who graduated may have felt the curriculum in the program was adequate and met their needs at that particular level.

Though the study several parallels were developed with the aid of these assumptions. Beginning with the limitations brought forth previously, and with the assumptions listed in this section, procedures were established for conducting this study. These procedures were the subject of the following sections.
PROCEDURES

Procedures were developed and established in the early stages of this study. Since the problem of the study was to identify graduated Advanced Marketing students from Kempsville High School who have pursued a career in Entrepreneurship, the following procedures were designed and adopted.

The method used was a survey mailed to graduated Advanced Marketing students. The survey contained questions relevant to the study such as: present employment field, are they currently employed in the same job field as when in the Advanced Marketing program, are they presently working in a career of entrepreneurship, did the marketing course assist them in achieving a career in an entrepreneurship field, and other questions.

After the information was received for this study, it was organized and tabulated. The information tabulated indicated how many respondents currently employed in an entrepreneurship career. Did the respondent feel the advanced marketing program had a great impact on their current career field.

This information was important to facilitate existing advanced marketing programs or to design new curricula for the current program. If the Advanced Marketing program is to be successful in helping students develop the skills necessary for a career in entrepreneurship, this study demonstrated the relevance of the program.

Several terms significant to this study were frequently encountered. For the sake of clarity, these terms were defined in the next section of this study.
DEFINITION OF TERMS

The following were significant terms encountered in the course of this study. These terms were defined to assist the reader with a clearer understanding of the sections which contain them.

1. Advanced Marketing Program: A program directed toward seniors in a Marketing and Distributive Education curriculum. These students must have successful completed the Marketing level, and in many cases was enrolled in the Fundamentals of Marketing (10th grade level course) curriculum.

2. VERS: Vocational Education Research System. A reporting system developed to assist the current vocational programs. The information accumulated is used and develop for Vocational Education funding purposes.

With a better understanding of these significant terms, it was then possible to proceed with the study. The next section of this chapter very briefly describes the succeeding chapters, as well as, giving a short summary of this one.
OVERVIEW OF CHAPTER

The problem of this study is to determine graduated Advanced Marketing students from Kempsville High School who pursued a career in Entrepreneurship. After reviewing the problem, its background and significance, the procedures used, the limitations, assumptions, and key terms involved, a review of literature was required. This was placed in Chapter II.

Following the review of literature, other chapters included a more detailed explanation of the methods and procedures used (Chapter III), the findings of this study (Chapter IV), and a summary of the entire study (Chapter V). The final chapter also included the conclusions and recommendations of the study.

This study attempted to seek out data to determine graduated Advanced Marketing students from a local high school who have pursued a career in Entrepreneurship. This information may now be used to assist guidance departments, improve the local Marketing and Distributive Education program, help improve the coordinators directions in curriculum development, and help improve the Administrations attitude toward the program. It was hoped that this study would provide the stimulus necessary to achieve these goals.
CHAPTER II

REVIEW OF LITERATURE

In this review of published materials, several topics were considered. The problem of this study was to identify graduated advanced marketing students from Kempsville High School who have pursued a career in entrepreneurship. This problem was considered in light of the existing literature. In the Review of Literature which followed, these topics were examined: (1) history, (2) legislation, (3) incentives and limitations, and (4) current trends and attitudes.

HISTORY

One of the foundations of the American economic system has been the free spirit that encouraged initiative, challenges, and drive. The years of striking growth in our system were dominated by those people who were daring entrepreneurs. (Brown, 1978, p. 35).

Reviewing the history of entrepreneurship, Cruck has stated, "In the early history of our country, the master craftsman proudly taught knowledge and skills of the craft to family members and/or others who might serve as apprentices. Vocational contributions of the colony schools amounted to little more that the basic tools or learning, including penmanship (Crunk, 1978, p. 33).

The addition of business subjects - arithmetic, bookkeeping, typewriting, shorthand, and clerical was gradual and spasmodic as our educational system developed. Education for business continued to expand in response to demands that our educational system provide for economic and societal needs (Jones, 1978, p. 23).
Dr. Elvin S. Eyster, writing in the 1966 NBEA (National Business Education Association) Yearbook, indicated, "...the philosophical basis toward which education for business increasingly moved consists of two major parts—education for business as needed vocationally and education for business as needed by everyone."

Throughout each period of development in education for business, trends, and basic philosophical trends and criteria have been discernable. However, organization, curricular patterns, and objectives have shown extreme variation; practice and basic leadership philosophy have remained some distance apart. (Crunk, 1978, p.33).

Both high school and postsecondary curriculums have lagged much behind supportable philosophy of education for business, particular in relation to the basic business area and to preparation of entrepreneurs who organized, manages, and assumes the risks of a business. As need and technology have pushed the growth of mass production and specialization and as the master craftsmanship and apprenticeship forms of education for business have largely disappeared, little has happen to take up the slack for guiding and preparing the potential small business owner in his/her vocational choice (Crunk, 1978, p.34).

The legislation of entrepreneurship has recently became based on government's handling of the Vocational Education Acts. As this research project was developing the President had several bills to sign into law.
LEGISLATION

In April 1981 President Reagan appeared before a joint session of Congress and a national television audience to appeal for passage of his budget package. He stated that since his election some six months previously, the economy had gotten progressively worse and that we could ill afford to wait any longer for remedies and action to combat our economic woes. He stated that in the area of small business—a major employer of American workers—6,000 enterprises had failed in the preceding six months. This powerful statistic has tremendous significance in terms of jobs, money lost, years of indebtedness, and human suffering. What went wrong? The President didn't elaborate, but someone else did (Russell, 1982, p.32).

Years before the President stood before Congress, there was a National Task Force on Education and Training for Minority Business Enterprise. After two years of deliberation and public hearings, the Task Force concluded that the primary cause of business failure was lack of management and business skills, and that is primarily why those 6,000 business failed in the course of six months( Russell, 1982, p.39).

The National Task Force was composed of some 80 educators, government officials, and representatives of private industry who met over a span of two years and held public hearings on the education and training needs of minority small business. The findings and recommendations were written into a Task Force Report that was formally presented to the Secretaries of the Department of Health, Education, and Welfare; Labor; and Commerce in January 1976.

The recommendations here are visible and pose realistic and achievable goals.
The main conclusions were the following:

1. The primary cause of business failure is lack of management and business skills.
2. There is a chronic shortage of trained talent to meet present and future needs for owners and managers.
3. Entrepreneurship as a career opportunity has been ignored by the educational system.
4. There is a wide range of entrepreneurship resources at the national, state, and local levels.
5. Small business education and training programs must become an integral part of a national education strategy.

The Task Force recommended that the educational community take the following actions related to entrepreneurship education:

1. Establish clear directions and leadership in entrepreneurship education at the national level.
2. Establish coordination at the state and local levels, and tap the vast network of existing resources.
3. Establish delivery systems at the local level.
4. Develop improved curriculum and teaching resource.
5. Develop career awareness programs.
6. Establish work experience programs for potential entrepreneurs.

This significant legislative effort helped to further the public's awareness of the needed of an entrepreneurship education. Businesses as well as the general public began to see that there was potential and benefit for an educational entrepreneurship curriculum (Russell, 1982, p.33 and p.34).
INCENTIVES AND LIMITATIONS

The single most important ingredient in achieving business success are internal and basically undeterred by external forces and people. It is referred to here as "entrepreneurial fire," which means desire—a burning desire to make all reasonable personal sacrifices to transform a dream into a business reality. It is discipline, determination, dedication, and desire. It is success and sacrifice, which are virtually the same; it is commitment to excellent; it is the indescribable but justifiable sense of pride in accomplishment when the fruits of one's labor become manifest. The willingness to tax one's mental, physical, and emotional strengths to their virtual limits is a good indicator of how intensely the fire burns within (Wingo, 1980, p. 23).

Throughout history, the entrepreneur has been the one to develop new ideas for products or productive techniques, which either satisfy consumer demand or lower the cost of production. He is more than just an innovator—he is one who takes the innovations and initiates a venture to successfully produce and market them. The entrepreneur is more than a manager, for he also takes the risks of failure and receives the rewards of success. Throughout history, he has been the pivotal figure in economic expansion and decline (Kent, 1980, p. 28).

Any business education curriculum should include materials on the role of entrepreneurs and their importance to the economy. Activities that allow the student to have some firsthand experience with the venture initiation process are highly desirable. This may include speakers, but even more effective would be field trips in which the student is able to maximize his association with a practicing entrepreneur (Kent, 1980, p. 20).
Business educators must make their students aware that they are all economists. The curriculum for business education and distributive education must be expanded to include a larger understanding of the American economy and the role of business as a creator of wealth. Business educators must instill in their students the belief that they can become entrepreneurs. However, the majority of the students in our school, the idea of becoming owner-managers of their own business ventures is a concept with which they do not become familiar (Ireland, 1981, p. 30).

If the nation's economy is to reverse the trends of the past decade, a more economically literate populace must be developed. Students entering the world of work must know the opportunities and rewards that starting their own ventures can lay before them (Van Auken, 1979, p.74)

Typically, small business ownership has not been presented in the schools as a possible career objective for our youth, and they have not been prepared for such careers. Why not? It is primarily due to a mind set possessed by many teacher educators, local teachers and administrators, and parents. These individuals have an orientation toward preparing students to be employees for someone else. For some reason or other they hold the world of business in less than high esteem and equate a college education with success and fulfillment. They ignore the fact that small business ownership is a respectable, challenging, and potentially lucrative undertaking. And they have been equally unaware and unconcerned that traditional college degrees do not effectively prepare for success in small business.

To counteract this school of thought we must make educators and citizens aware of the following arguments for a strong entrepreneurship education program:
1. The high failure rate for small businesses could be reduced by better secondary and postsecondary training in business management.

2. The exodus of young people from rural areas because of the lack of will-paying jobs could be diminished by the establishment of healthy small businesses in these areas.

3. In viewing of the escalating costs of higher education, students with interest and abilities in business could be provided with cost-effective training (in secondary and community/junior college settings) in a career that provides personal fulfillment and a living wage. (Russell, 1982, p. 24).
CURRENT TRENDS AND ATTITUDES

Small business owners represent extreme variations in educational background from little formal education to postdoctoral. Whatever the educational level, some fail and others are highly successful. From the youthful owner of a lemonade stand to the small business operation who finds success and broadens into additional branches or into national, and even international, distribution in every small town and village, suburb, or city, many individuals from 8 to 80 seek "the good life" through business ownership. With or without educational background, but with creativity and a large helping of independent spirit, they go into every type of business that exists. While there might not be need to educate everyone from 8 to 80 for small business ownership/management there is certainly a need to provide opportunities for interested individuals to learn about entrepreneurship (Russell, 1978, p.34).

Is there a need for education for small business ownership/management? If so, on what level? Analysis of several kinds of observations leads to a definite "yes" answer for secondary education level and up.

The following are facts related to business organization and ownership opportunities discuss by Russell. These facts point to some very interesting trends and current attitudes.

1. Small businesses out number large about six to one. Recent figures show over 400,000 firms formed annually, and more that 350,000 changes in ownership.

2. Related vocational opportunities exist. These include plant, outlet branch, and cooperative managerships, agribusiness ownership, city managerships; and the rapidly growing franchise form of ownership.
3. Proprietorship and adjunct economic opportunities continue an upward trend, with 15 percent the expected 1970-80's increase. By 1985, 75 percent of our labor force will be producing services or goods not available or not invented yet.

4. Small business ownership opportunities exist in amazing variety. Some of these are the business of a profession (doctors, lawyers, and accountants), mining, fishing, construction, real estate, food, printing, timber, chemicals, motels, transportation, warehousing, hair styling—variation and number are infinite.

5. While approximately 400,000 businesses are coming into existence each year, about 40 to 50 percent end operation within the first year or two, because of failure. The majority of those who venture into small business ownership and management do so without educational or experiential preparation for it.

6. Business ethics are reputedly extremely weak. Education for small business organization and management provides a practical vehicle for pursuing the urgent educational objective or business honesty.

7. About 50 percent of the population does not continue school beyond secondary level. Many will now or later become self-employed. Others at both high school and postsecondary educational levels might choose this economic direction if guidance and vocational education provided effectively for this goal.

8. Individuals provide the greatest untapped resource of our nation. There is no end to possible contribution from those who decide to use efforts, time, creativity, and other talents for operating a business closely related to community need and to personal interest and desired lifestyle.

Opportunities for small business ownership/management are astounding. At any point in life an individual can seek a kind of business most closely related to personal competencies and interest. One needs only to create, invent, or borrow the idea and pursue it carefully. With appropriate educational background and continuing opportunity, economic success and wealth and creative or material contribution to ranking are possible (Brown, 1980, p. 35).
CHAPTER THREE

METHOD AND PROCEDURES

This study was designed to identify graduated advanced marketing students from Kempsville High School who have pursued a career in entrepreneurship. It examined the attitudes and opinions of these graduated students toward the advanced marketing curriculum. This study sought to use the data accumulated to form a consensus on the importance of the curriculum. This information was to be used to show the influence of the advanced program on student's career choices. In this chapter the following methods and procedures were discussed: (1) Population of the Study, (2) Data Gathering Instruments and Collections, (3) Treatment of the Data, and (4) a Summary.

POPULATION OF THE STUDY

The population of this study were students who graduated from the Advanced Marketing program at Kempsville High School. The sample population of eighty was developed through a master address information system furnished by the Virginia Beach City Public School System. The years covered by the study were 1978 through 1983. Additional addresses were supplied by the advanced marketing coordinator from the school surveyed. The data obtained represented a comprehensive sample of total student population that graduated during a specific time frame.
DATA GATHERING AND COLLECTION

The potential significance of the data gathered during the study to the author was the influence and importances of the advanced marketing program. The ultimate goal of this study was to illustrate the impact the curriculum had on the students, in selecting a career in entrepreneurship or related field.

A questionnaire (Appendix A) was sent to all graduated marketing students (1978 through 1983) in order to accumulate the data for this study. Information pertaining to the following general areas was solicited: (1) present employment field, (2) are they currently employed in the same job field as when in the Advanced Marketing program, (3) are they presently working in a career of entrepreneurship, (4) ranking of factors that had the greatest effect on their career choice, (5) have they continued their education. An opportunity for the respondents personal comment was offered at the end of the questionnaire.

The data was compiled and tabulated. Using the resulting tables, several conclusions were made. These conclusions were analyzed and then used to make the recommendations of this study.

SUMMARY

The data accumulated for this study was supplied by the students from the Advanced Marketing program who graduated during the years 1978 through 1983. The information gathered provided the basis for the findings of this study found in chapter four and the conclusions and recommendations located in chapter five.
CHAPTER FOUR

FINDINGS

This chapter contained the statistical results for this study. A survey was mailed out to eighty students who graduated from Kempsville High School and completed the Advanced Marketing program. The years covered in the survey were from 1978 through 1984. The purpose of the survey was to secure data from these past students regarding the relationship between course completers in Advanced Marketing, and a future career in entrepreneurship. Of the eighty students contacted, thirty-two responded to the survey.

The goals for this study have been:

1. Accumulate and analyze data on the graduated advanced marketing student who has pursued a career in entrepreneurship, and
2. Determine if there is a relationship between the curriculum taught in the advanced marketing classroom and the number of graduated students currently employed in an entrepreneurship field.
SURVEY RESULTS

The questionnaire, used to secure the survey results, encompassed several areas of concern. The topics covered were: (1) years graduated from high school, (2) current employment status, (3) duties and job description, (4) education received after high school, (5) long range career goal, (6) rating of factors effecting their career choice, (7) desire for entrepreneurship, (8) who or what has had the greatest effect on their career choice. Questions 4, 5, 6, 7 and 8, were two part questions. In the second part, an opportunity was given for the respondent to offer any comment or personal observation he/she might have concerning that particular question. The following tables and data indicate the various student responses to this survey.

In the first section of the survey, the student was asked to indicate the year he or she graduated from high school. Table 1 shows the numbers and percentages of respondents by years.

TABLE 1

WHAT YEAR DID YOU GRADUATED FROM HIGH SCHOOL?

<table>
<thead>
<tr>
<th>Year</th>
<th>Number Responding</th>
<th>Percentage of Total Response</th>
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<tbody>
<tr>
<td>1978</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>1979</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>1980</td>
<td>5</td>
<td>16</td>
</tr>
<tr>
<td>1981</td>
<td>7</td>
<td>23</td>
</tr>
<tr>
<td>1982</td>
<td>5</td>
<td>16</td>
</tr>
<tr>
<td>1983</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>1984</td>
<td>4</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>32</td>
<td>100%</td>
</tr>
</tbody>
</table>
In Table 1, thirty-two of the eighty responded to the survey. This represented forty percent of the total surveys mailed to the students. The lowest number of responses came from students who graduated in 1978. Nine percent or three students. The largest number of responses came from students who graduated in 1981, seven students or twenty-three percent. Several years had the same number of responses, 1979, 1983, and 1984, four students or twelve percent. Five responses were received from those who graduated from 1980 and 1982. These represented sixteen percent of the total response.

The second survey question inquired whether the graduated student is currently employed. The place of employment was given for the response. It may be necessary to consult the appendix provided at the end of the study for further detailed information.

### TABLE 2

**ARE YOU CURRENTLY EMPLOYED?**

<table>
<thead>
<tr>
<th></th>
<th>Number Responding</th>
<th>Percentage of Total Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Response</td>
<td>5</td>
<td>16</td>
</tr>
<tr>
<td>Unemployed</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>Responded</td>
<td>24</td>
<td>75</td>
</tr>
</tbody>
</table>

In response to this question, sixteen percent or five graduates did not respond to the question. Three graduates are currently unemployed, this represents nine percent of the total surveys collected. Seventy-five percent or twenty-four of the responses are currently employed. Students are employed in many various field of occupations. Please refer to Appendix B.
TABLE 3

DESCRIBE YOUR JOB DUTIES

<table>
<thead>
<tr>
<th>Number Responding</th>
<th>Percentage of Total Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Response</td>
<td>3</td>
</tr>
<tr>
<td>Unemployed</td>
<td>3</td>
</tr>
<tr>
<td>Responded</td>
<td>26</td>
</tr>
</tbody>
</table>

Regarding the graduates current job duties, nine percent or three graduates did not respond to the question. A similar number of graduates are currently unemployed, three students or nine percent. The remaining responses constitute eight-two percent or twenty-six graduates. As in Table-Two the answers varied greatly, please refer to Appendix C.

TABLE 4

HAVE YOU CONTINUED YOUR EDUCATION?

<table>
<thead>
<tr>
<th>Number Responding</th>
<th>Percentage of Total Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>23</td>
</tr>
<tr>
<td>No</td>
<td>9</td>
</tr>
<tr>
<td>No Response</td>
<td>0</td>
</tr>
</tbody>
</table>

When asked whether or not they have continued their education after high school, twenty-three or seventy-two percent responded yes. Where as, nine (twenty-eight percent) have not further their education. If the respondent checked yes, they were instructed to indicate the degree of education obtain.
Nine percent or three graduates have completed a two year/junior college degree. Where as, four graduates or thirteen percent survey have completed a trade/vocational school. The highest response to this question had completed a four year program, twenty-seven percent or nine respondents. This percentage represents the same number of no responses. A surprising number of graduates have competed a company program, eight or twenty-four percent.

The following question asked graduates to rank the factors which have had the greatest effect on their career choice. One, was selected to represent the most important factor, where as, five, was the least most important. Each category response was tabulated and an average was formulated.
TABLE 6

RANK THE FACTORS FOR THE GREATEST EFFECT ON YOUR CAREER CHOICE.

<table>
<thead>
<tr>
<th>Factor</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Marketing</td>
<td>2.9</td>
</tr>
<tr>
<td>Current job</td>
<td>2.9</td>
</tr>
<tr>
<td>Placement/training on-the-job</td>
<td>3.3</td>
</tr>
<tr>
<td>Education after high school</td>
<td>2.8</td>
</tr>
<tr>
<td>Other</td>
<td>3.4</td>
</tr>
</tbody>
</table>

Placement/training on the job in high school had the second greatest effect on the respondents survey, with an overall average of 3.3. Advanced Marketing and current job placement respectively tied with an average of 2.9. Education after high school received a 2.8. The category having the greatest effect on the graduates was other, receiving an overall average of 3.4. Unfortunately, the respondents did not specify or explain their answer. Even though the question asked for a list or comment.

TABLE 7

DO YOU HAVE A DESIRE TO OWN YOUR OWN BUSINESS OR TO BE A PARTNER IN A BUSINESS.

<table>
<thead>
<tr>
<th>Response</th>
<th>Number Responding</th>
<th>Percentage of Total Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>23</td>
<td>71</td>
</tr>
<tr>
<td>No</td>
<td>9</td>
<td>29</td>
</tr>
<tr>
<td>No Response</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

In response to the question regarding graduate's desire to own their own business or to be a partner, seventy-one percent said yes. This represented
twenty-three of the response from that question. Only twenty-nine percent, nine of the responses indicated a no response.

In the graduate answered yes, they were instructed to respond to the following question on the survey.

**TABLE 8**

**IF YES, WAS THIS DESIRE INFLUENCED BY THE ADVANCED MARKETING COURSE YOU COMPLETED IN HIGH SCHOOL**

<table>
<thead>
<tr>
<th>Number Responding</th>
<th>Percentage of Total Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>20</td>
</tr>
<tr>
<td>No</td>
<td>4</td>
</tr>
<tr>
<td>No Response</td>
<td>8</td>
</tr>
</tbody>
</table>

More than sixty-two percent of the respondents felt the Advanced Marketing course did influence their desire for entrepreneurship. Where as, only four graduates, thirteen percent responded negatively to the question. Twenty-five percent or eight individuals did not response to the question.

**TABLE 9**

**IF YES, HOW WAS IT INFLUENCE ?**

<table>
<thead>
<tr>
<th>Number Responding</th>
<th>Percentage of Total Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed question</td>
<td>13</td>
</tr>
<tr>
<td>Did not completed question</td>
<td>19</td>
</tr>
</tbody>
</table>
The final question in the survey was related to Tables 7 and 8. The graduate was given the opportunity to comment on how the Advanced Marketing course influenced their career decision. Thirteen responded to the question, this represented forty-two percent. Fifty-eight percent or nineteen responses did not complete this question. Please refer to Appendix D for individuals comments.

SUMMARY

The findings of this study documented the responses of Graduated Advanced Marketing students from Kempsville High School. Thirty-two of the graduates who were mailed the initial survey responded. Eighty were originally sent out. The statistics resulting from their responses were tabulated in this chapter. These findings were used in the next chapter to arrive at conclusions. These conclusions were examined and from then recommendations were made. A summary of the entire study was also included in the next chapter.
CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

SUMMARY

This study was conducted to analyze the information collected from eighty Advanced Marketing graduates to determine if there is a relationship between the curriculum taught in the advanced marketing classroom and the number of students currently employed in an entrepreneurship field. Following the introduction, where background material was presented, the problem was stated.

Briefly, the problem was for many years coordinators could not decide on the subject matter in an advanced marketing program. Should a coordinator teach managerial skills or entrepreneurship practices. Along the same lines, coordinator's did not receive information from the State Department follow-up surveys. This information could serve the coordinator in many ways, especially in regards to curriculum development for advanced marketing.

In review of literature, each period of development in vocational education for business trends, as well as, basic philosophical trends and criteria have been discernable. However, organization, curricular patterns, and objectives have shown extreme variation; and practice for leadership philosophy have remained some distances apart.

Both high school and postsecondary curriculums have lagged much behind supportable philosophy of education for business, particular in relation to the basic business area and to preparation of entrepreneurs who organized, manages, and assumes the risks of a business. As need and technology have pushed the growth
of mass production and specialization. Also as the master craftsmanship and apprenticeship forms of education for business have largely disappeared, little has happen to take up the slack for guiding and preparing the potential small business owner in his or her vocational choice. The research goals for this study was twofold:

1. Accumulate and analyze data on the graduated advanced marketing advanced marketing student who has persued a career in entrepreneurship, and

2. Determine if there is a relationship between the curriculum taught in the advanced marketing classroom and the number of graduated students currently employed in an entrepreneurship field.

A survey instrument was designed to secure the data necessary to conduct this study. This study was mailed to eighty graduated advanced marketing students. The results of this survey provided data for the findings of the study. From these findings, several conclusions were drawn.

CONCLUSIONS

In the first section of the survey, the student was asked to indicate the year he or she graduated from high school. Thirty-two graduates responded to this question. The year with the highest total responses was 1981, whereas, the lowest number of responses showed up in 1978. The conclusion was drawn from these responses that a large portion of the graduates have stay in the area to seek employment.

The second survey question inquired whether or not the graduated student is currently employed. The place of employment was given for the responses. It may be necessary to consult the appendix for the individual responses. The conclusion for this data was that a overwhelming number of graduates are currently employed.
The third survey question asked the respondent to describe their current job duties. Answers varied greatly, however, many stated jobs relative to marketing or entrepreneurship. A large number of respondents indicated manager or assistant manager. Two students currently are operating their own business.

The next question asked the respondent have they continued their education. Again a overwhelming number of responses indicated yes. If the student answered yes, they were instructed to answer the next question. The respondent was given the opportunity to choose in what direction have they further their education. The two categories recieving the highest number of responses were a four year college and "other." It should be noted that the second largest number of responses indicated company program as a way for furthering their education. The conclusion from this data is the majority of the respondents have further their education.

The following question gave the respondent an opportunity to rank the factors that had the greatest effect on their career choice. Placement/training-on-the-job recived the largest number of responses. The conclusion was placement influenced the student greatly and played a large part in reference to the students career awareness and choice.

In the section dealing with a desire to own their own business, the majority of the respondents indicated they wanted to own their own business. The conclusion here was that most of the students still have the desire to operate their own business.

The next section asked the respondents to indicate the influence advanced marketing program had on their decision to pursue an entrepreneurship profession. It was concluded that a majority of the students felt the course influenced their decision toward entrepreneurship.
The almost total lack of response to the final section of the survey which afforded the student an opportunity to make any additional comment or observation led to one final conclusion. The final conclusion was that the respondents were busy people, content to leave the analysis and solutions to the problems of the curriculum for advanced marketing, in the hands of others.

RECOMMENDATIONS

The information that has been documented in this study supports the following recommendations:

1. The advanced marketing program is currently meeting the needs for students entertaining the idea of entrepreneurship as an career.

2. Public schools and more especially vocational education should periodically survey their students. The information obtained from these surveys could assist coordinators, curriculum specialist, and guidance counselors in providing students with the means for achieving their career goals.

3. A public information effort utilizing satisfied graduates of the advanced marketing program should be made, possible through the Chamber of Commerce or the Retail Merchant Association, to educate others in the business community about the positive aspects of this program.

4. Coordinators should place their greatest efforts in developing meaningful curriculum in entrepreneurship and other relative fields.

The purpose of this study is to identify graduated Advanced Marketing students from a local high school who have pursued a career in Entrepreneurship. The potential number of advanced marketing graduates that existed within the population group in the Tidewater area was largely untapped at the time of this study. This study
has examined and documented a small portion of the advanced marketing graduates attitudes and beliefs regarding entrepreneurship. This study has accomplished its purpose.
BIBLIOGRAPHY


APPENDIX A - Sample Survey with Cover Letter
Dear Advanced Marketing Alumni:

I am conducting a research study titled, "A Study Of The Relationship Between Course Completers In Advanced Marketing And A Future Career In Entrepreneurship." The data and results of this study will enable advanced marketing teachers to become more aware of the needs at the local level and utilize this knowledge to improve the advanced marketing curriculum.

The attached questionnaire is essential to the data necessary for this research. Your completion and return of this questionnaire in the enclosed envelope by August 16, 1985, will be both valuable and appreciated. No names will be used in the resulting study and the information gathered will be confidential.

If you have any questions, you may contact me at 495-1919 or 495-8531. Thank you for your cooperation.

Sincerely,

Vernon W. King, Jr.
Marketing and Distributive Education Coordinator
Kempsville High School

VWK/vk
Encl.
1. What year did you graduate from high school? (circle one)
   1979  1981  1983

2. Where are you currently employed?

3. Describe your job duties.

4. Have you continued your education. ______ yes ______ no

4b. If yes, check all items below that apply;
   ______ junior college   ______ trade/vocational school
   ______ 4 year college   ______ company program

5. Do you have a long range career goal. ______ yes ______ no

5a. If yes, please state your goal.

6. Rank the following factors for the greatest effect on your career choice.
   ( 1 highest - 5 lowest)
   ______ Advanced Marketing
   ______ current job
   ______ Placement/trading on the job in High School
   ______ education after high school
   ______ other (please list)

7. Do you have a desire to own your own business or to be a partner in a business?
   ______ yes ______ no

7b. If yes, was this desire influenced by the Advanced Marketing course you completed
    in high school,
   ______ yes ______ no

8. If yes, how was it influenced? (Use back of questionnaire for answer)
The following is a list of responses from question number two:

<table>
<thead>
<tr>
<th>Number employed</th>
<th>Company</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Soyran Bank</td>
</tr>
<tr>
<td>1</td>
<td>Empire Machinery and Supply</td>
</tr>
<tr>
<td>2</td>
<td>Sears Roebuck and Company</td>
</tr>
<tr>
<td>1</td>
<td>Drug Fair</td>
</tr>
<tr>
<td>1</td>
<td>Sub-Contractor with Greenwich Supply</td>
</tr>
<tr>
<td>1</td>
<td>Eroc's Video Club</td>
</tr>
<tr>
<td>1</td>
<td>Dr. Louis Sandor DDS</td>
</tr>
<tr>
<td>1</td>
<td>Greenwich Supply</td>
</tr>
<tr>
<td>1</td>
<td>N. A. S. Bowling Center</td>
</tr>
<tr>
<td>1</td>
<td>Virginia Beach City Public Schools</td>
</tr>
<tr>
<td>1</td>
<td>Newport News Shipbuilding and Drydock</td>
</tr>
<tr>
<td>1</td>
<td>Annebelle's Resturant</td>
</tr>
<tr>
<td>1</td>
<td>Virginia Beach Police Department</td>
</tr>
<tr>
<td>1</td>
<td>Dimensions, Inc.</td>
</tr>
<tr>
<td>1</td>
<td>Big Wally's</td>
</tr>
<tr>
<td>1</td>
<td>Naval Air Federal Credit Union</td>
</tr>
<tr>
<td>1</td>
<td>K - Mart</td>
</tr>
<tr>
<td>2</td>
<td>Haynes Furniture</td>
</tr>
<tr>
<td>1</td>
<td>Regency Oldsmobile</td>
</tr>
<tr>
<td>1</td>
<td>Safeway, Inc.</td>
</tr>
<tr>
<td>1</td>
<td>Zeno's Books and Magazines</td>
</tr>
<tr>
<td>1</td>
<td>First Virginia Bank</td>
</tr>
</tbody>
</table>
APPENDIX C

The following is a list of responses from question number three:

<table>
<thead>
<tr>
<th>Number of Responses</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Customer Service Representative</td>
</tr>
<tr>
<td>1</td>
<td>Automotive Service-Center Representative</td>
</tr>
<tr>
<td>1</td>
<td>Counter Sales</td>
</tr>
<tr>
<td>2</td>
<td>Store Manager</td>
</tr>
<tr>
<td>1</td>
<td>Dental Assistant</td>
</tr>
<tr>
<td>1</td>
<td>Bookkeeper/Secretary</td>
</tr>
<tr>
<td>1</td>
<td>Physical Education Teacher</td>
</tr>
<tr>
<td>1</td>
<td>Electro-Chemical Bonder</td>
</tr>
<tr>
<td>1</td>
<td>Bartender/Cashier</td>
</tr>
<tr>
<td>1</td>
<td>Patrol-Officer</td>
</tr>
<tr>
<td>1</td>
<td>Laborer</td>
</tr>
<tr>
<td>1</td>
<td>Teller</td>
</tr>
<tr>
<td>2</td>
<td>Assistant Manager</td>
</tr>
<tr>
<td>1</td>
<td>Warehouse and furniture assembler</td>
</tr>
<tr>
<td>1</td>
<td>Travel Agentant</td>
</tr>
<tr>
<td>1</td>
<td>Secretary</td>
</tr>
<tr>
<td>1</td>
<td>Store Owner</td>
</tr>
<tr>
<td>1</td>
<td>Installer</td>
</tr>
</tbody>
</table>
APPENDIX D

The following are the general comments from question number nine:

1. Help me understand the business process.
2. Discussion in class about the advantages and disadvantages in relationship toward working for someone.
3. Help me with the decision on wanting to have my own business.
4. Coordinator made me think about opening my own business.
5. Help show the disadvantages of opening your own business.
6. Develop a greater understanding about business and a desire to be my own boss.
7. Made me understand how difficult it is to open a business today.
8. Show the benefits of owning your own business.
9. Coordinator made me understand how important good records are in owning your own business.
10. Made me decide not to open a business, too much work, is easier to work for someone else.