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# A Study to Determine the Educational and Employment Status of Deep Creek High School Marketing Education Graduates

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A STUDY TO DETERMINE THE  
EDUCATIONAL AND EMPLOYMENT STATUS  
OF DEEP CREEK HIGH SCHOOL  
MARKETING EDUCATION GRADUATES

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A RESEARCH PROJECT  
PRESENTED TO  
THE GRADUATE FACULTY OF THE DEPARTMENT OF  
OCCUPATIONAL AND TECHNICAL STUDIES  
OLD DOMINION UNIVERSITY

---

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

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BY  
DONALD B. GRESHAM  
AUGUST, 1994

APPROVAL PAGE

This research paper was prepared by Donald B. Gresham under the direction of Dr. John M. Ritz in OTED 636, Problems in Education. It was submitted to the Graduate Program Director as partial fulfillment of the requirements for the Degree of Master of Science of Education.

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# CHAPTER I

## INTRODUCTION

The successes and failures of high school students today play a major role in our country's future. Economically, our country cannot survive if we fail to equip our youth with the skills necessary to successfully perform in the world beyond high school. Students must be trained to handle and operate highly-advanced systems and they must be taught management skills that are vital for survival in today's business world. Preparing our students for full-time work can save time and money in the future.

The Marketing Education program serves as an educational tool to prepare students for full-time employment. The program includes two vital parts: (1) classroom instruction and (2) on-the-job training. Annual classroom instruction consists of a thirty-six week course designed to help students develop useful marketing and citizenship skills. On-the-job training lets students carry out those areas covered in classroom instruction while performing on the job. Marketing teachers/coordinators instruct students on marketing related topics in the classroom, while also completing student job evaluation plans. The evaluations continue until the student graduates from the Marketing Education program.

While the Marketing Education program is thorough with regard to student background, student achievement and

student job performance, it fails to provide the teacher/coordinator with vital information about students who have left the program due to graduation. In order to determine the success or failure of the program's graduates, a follow-up study needs to be developed in order to determine what roles former Marketing Education students are playing in society today. An effective vocational program is one that can provide jobs to students with particular interests as well as an idea of where those jobs may take them in the future years.

#### STATEMENT OF THE PROBLEM

The problem of this study was to determine the educational and employment status of Deep Creek High School Marketing Education program graduates who received their diplomas between the years 1991 and 1993.

#### RESEARCH GOALS

The following goals were established to guide the research:

1. Determine the educational status of the program graduates.
2. Determine the employment status of the program graduates.
3. Determine if the Marketing Education program graduates are currently using most of the skills

they learned while enrolled in the Marketing Education program.

## BACKGROUND AND SIGNIFICANCE

The major goal of the Marketing Education program is to prepare students for full-time employment. While this goal remains the same, changes within the business world create a need for updates on a regular basis. In the past, these changes have been determined by classroom teachers and a handful of business leaders in the community. The success of the Marketing Education program can only be determined by the success of the program graduates. Implementation of a follow-up system to track program graduates will help provide a solid database upon which to make curriculum, program, and staffing decisions (Pautler, 1994, p. 34).

The Chesapeake Public School's Marketing Education program does not require that teacher/coordinators follow-up on program graduates. The creation of such a database would provide a major resource for gathering information about former students and would help answer the question -- "Did Marketing Education make a difference?". For many years, a follow-up program has been used in the Norfolk Public Schools to help guide the educational process.

This study was developed to provide the Marketing Education program at Deep Creek High School with the resources to assist in the development of improved

curriculum guides for the following areas of study: (1) Fundamentals of Marketing, (2) Studies in Marketing, (3) Advanced Studies in Marketing and (4) Fashion Marketing. This study, if continued, will prove to be a valuable resource in the educational process for generations to come.

### LIMITATIONS

The following were limitations that were maintained throughout the research study:

1. The researched period was from 1991 to 1993.
2. The research was limited to Marketing Education program graduates.
3. The research was limited to graduates of Deep Creek High School in Chesapeake, Virginia.

### ASSUMPTIONS

The following assumptions have been made to assist in the completion of this study:

1. Program graduates can be located within the time period allowed.
2. Program graduates will be willing to participate in the follow-up study.
3. Marketing Education programs are successfully preparing students for full-time employment.
4. The results of this follow-up will be used to enhance classroom instruction.

## PROCEDURES

This research was developed to determine the educational and employment status of Marketing Education program graduates. The data needed to complete the study was collected by means of a follow-up survey. The Student Personnel File completed on each Marketing Education student while in the program was used to assist in locating the graduates. The survey was sent to 1991, 1992 and 1993 program graduates of Deep Creek High School.

The survey included questions to determine current jobs held by graduates, any other jobs held since leaving the program, any higher education received, any higher education currently being pursued, and all skills being used, formerly or currently, in an employment field that were taught to the student while enrolled in the program. After collecting the data, the information will be compiled and made available to the Marketing Education teacher/coordinators and support staff at Deep Creek High School for future educational use.

## DEFINITION OF TERMS

The following will provide the reader with a better understanding of terms used in the study:

1. Advanced Studies in Marketing: The advanced cooperative program in which students pursue, in greater depth, the development of marketing

competencies necessary for full-time employment and job advancement in marketing. Offered at the twelfth grade level.

2. Cooperative Training: Learning experiences gained on-the-job through the correlation of vocational classroom instruction and part-time business experience.
3. Co-op: The abbreviation often used when referring to Cooperative Training.
4. Fashion Marketing: The course that introduces the student to the world of fashion. Topics studied are historical costumes, selling and promotion of fashion, and careers in the fashion industry.
5. Fundamentals of Marketing: The basic course in Marketing Education for students with a tentative career and interest in marketing. Instruction provides students with an introduction of the field of marketing and the unlimited opportunities it offers in our free enterprise system.
6. Marketing Education: A program of vocational instruction offered in the high school curriculum to prepare individuals for careers in wholesale, retail, and service occupations.
7. M.E.: The abbreviation often used when referring to Marketing Education.

8. Student Personnel File: A collection of student records and job evaluations of on-the-job training.
9. Studies in Marketing: The course that combines classroom instruction with supervised on-the-job training in a marketing occupation.
10. Teacher/Coordinator: The marketing education teacher who is responsible for the total operation and effectiveness of the high school M.E. program. This involves classroom instruction, job placement, on-the-job supervision, and cooperation with classroom instruction.

## OVERVIEW OF CHAPTERS

Chapter I of this study introduces Marketing Education and explains the need for conducting a follow-up study at Deep Creek High School in Chesapeake, Virginia. The main goal of Marketing Education is to prepare students for full-time employment in marketing related fields. The study will help provide information about Marketing Education program graduates for future use in the development of curriculum and in leading Marketing Education into the twenty-first century.

Chapter II will provide a review of literature that has been written on the Marketing Education program follow-up. Chapter III will present the methods and procedures used in the study. The findings of the research study will be

presented in Chapter IV. Chapter V will provide the reader with a summary of the research, conclusions made by the researcher and any recommendations for the study's future use.



## CHAPTER II

### REVIEW OF LITERATURE

Chapter II of the research study is called Review of Literature. The purpose of this chapter was to review the literature related to the stated problem. The sections in the chapter include: 1. History, 2. Goals and Organization of the Marketing Education, 3. Requirements for Completers of Marketing Education Programs, 4. Investigation of Marketing Education Completers, and 5. Summary.

#### History

Marketing Education, previously called Distributive Education, began informally in 1905 as an organized school activity under the leadership of Lucinda Price. Miss Price, of the Women's Educational and Industrial Union, set up a class of eight girls for retail training. By 1906, she started her third class. This time she had an agreement with the William Filene's Sons Company to provide practical retail experience for her students one day a week. High school retail training classes began in Providence, Rhode Island, in 1910 and in Fitchburg, Massachusetts, in 1911. By the early 1920's, cooperative work programs were being offered in Nebraska, New York, Ohio, Indiana and Illinois.

During the early 1920's changes were taking place in the business world including changes in the relationship

between production and distribution, changes in the characteristics of the labor force in the field of distribution, and changes in the nature of services being offered by businesses. These changes suggested the need for a program of Vocational Education that would prepare workers for careers in distribution. This paved the way for a 1919 ruling by the Federal Board for Vocational Education to fund courses in retail selling to be provided to students who were employed in retail. That same year, the National Retail Dry Goods Association passed a resolution approving instruction in retail selling to be provided in public secondary schools. By 1931, the regulations were modified to permit the organization of cooperative part-time classes for store employees (Roberts, 1971, p. 201).

The need for the establishment of a Vocational Education program continued into the early 1930's. The George-Deen Act, passed in 1937, was marked as the birth of Distributive Education, now known as Marketing Education. The George-Deen Act not only recognized Distributive Education for the first time, but it also allocated money for teacher training. In addition, the act authorized the appointment of regional agents for Distributive Education in states with small populations and state supervisors of Distributive Education in the densely populated states (Crawford and Meyer, 1972, p. 266). In 1946, the George-Barden Act was passed; it allocated additional funds for the

cost of supplies and equipment used in teaching Marketing Education.

The 1950's and early 1960's saw dramatic changes in education in the United States. Education at all levels was aimed at reorganizing, reshaping and improving. Distributive Education was no exception. In 1961, President John F. Kennedy appointed a panel of consultants on Vocational Education to study the need for Vocational Education in public schools. The panel's study resulted in a report entitled "Education for a Changing World of Work." This report

. . .pointed out the nation's manpower needs, inventoried the current vocational education programs, stressed its inadequacies and made recommendations for 1. youth in high school; 2. youth with academic, socioeconomic, and other handicaps; 3. youth who had completed or left high school; 4. unemployed youth and adults; and 5. facilities to insure quality vocational and technical education (Crawford and Meyer, 1972, p. 268).

It is evident that these recommendations had a strong influence on Congress, because in 1963 it passed the Vocational Education Act. The purpose of this act was to prepare students for gainful employment. Distributive Education allocations, for the first time, could be used for pre-employment Vocational Education. A new era in Vocational Education had begun. It was during the 1960's that research was undertaken by Lucy Crawford, a professor at Virginia Polytechnic Institute and State University in Blacksburg, Virginia, to re-evaluate, re-design and improve

Distributive Education. This research, known as the 1967 Crawford Studies, guided Distributive Education to the path of success that it follows today.

Effective July 1, 1986, Distributive Education became Marketing Education in Virginia. While the name change seemed trivial to some, it was essential to Marketing educators. Marketing educators had spent numerous years researching and studying methods to upgrade and re-define the program and maintain a high level of accountability. Since the program is now occupationally-oriented, marketing, as opposed to distributive, serves as a better key word. In the past, Distributive Education was associated with serving the needs of those less academically-oriented students. The name change has a psychological affect in that more students who have marketing career interests now enter the program.

### Goals and Organization of Marketing Education

Marketing Education is a vocational program that prepares students for entry-level jobs in marketing occupations and encourages continued education in the field of marketing. Marketing Education is a part of the total educational program and serves students of diverse aptitudes and interests. It uses a variety of instructional methods to meet the needs of students. The curriculum is structured in sequential order for students to progress form career

exploration, to entry employment, to mastery of specific job skills. Although students receive wages from their respective places of employment, Marketing Education is not an employment service for students seeking part-time jobs. Instead students must show a career interest in marketing professions.

### Requirements for Completers of Marketing Education Programs

The goal of the Marketing Education program is preparing students for full-time employment in the field of marketing. The Marketing Education program in the Chesapeake Public Schools offers four courses intended to achieve this task. The Marketing Education student must successfully complete two courses to be considered a completer of the program. The courses offered in Marketing Education are as follows:

#### Fundamentals of Marketing (M.E. I)

Fundamentals of Marketing is the basic course offered in Marketing Education. Instruction provides students with an introduction to the field of marketing. Emphasis is placed on the development of social, economic, mathematical and communication skills necessary for entry-level jobs.

M.E. I is offered primarily at the tenth grade level with students earning one credit toward graduation upon

successful completion of the course. Fundamentals of Marketing is recommended for entry into Studies in Marketing, but is not a prerequisite. Employment is not a requirement for students enrolled in M. E. I.

#### Studies in Marketing (M.E. II)

Studies in Marketing is the beginning cooperative program in which students combine classroom instruction with supervised on-the-job training. Instructional emphasis is on selling, sales promotion, marketing math skills and store operations. Teacher-coordinators and employers work together to evaluate students' on-the-job performances in these areas. Five hundred forty hours of on-the-job training over a ten month period is required and, if achieved, students receive two credits toward graduation. M. E. II is offered at the eleventh and twelfth grade levels.

#### Advanced Studies in Marketing (M.E.III)

Advanced Studies in Marketing is the advanced cooperative program in which students pursue the development of marketing competencies necessary for full-time employment and for advancement in marketing. Students continue the combination of classroom instruction and on-the-job training as in M. E. II. The emphasis of instruction is on merchandising, sales promotion and supervisory human

relations. M. E. III is offered at the twelfth grade level, and two credits are given toward graduation if students complete five hundred-forty hours of on-the-job training. M. E. II is a prerequisite for admission.

### Fashion Marketing

Fashion Marketing is a specialized Marketing Education course designed to help students become aware of opportunities, activities and technology, and to develop competencies in the fashion industry. Many students enter the fashion field full-time after graduation, while others continue their study in college. The curriculum methods for this course include field trips, fashion shows, and guest speakers. The instruction may include on-the-job training in a local apparel and accessories business.

## Investigation of the Marketing Education Completers

According to Lucy Crawford, the most efficient way to measure the effectiveness of a Vocational Education program is by means of a graduate follow-up survey (Crawford and Meyer, 1972, p. 320). Two of the most recent surveys developed were in North Carolina and Norfolk, Virginia. The North Carolina survey was mandated by the state Department of Education. Marketing teacher/coordinators were given the opportunity to offer input with regard to the survey in

order to determine if they were teaching and instilling in students those qualities essential to the development of competent workers. The North Carolina surveys assisted in the development of the state Marketing Education curriculum. The follow-up surveys included such areas as educational status (Figure 1) and specific employment skills that should be taught in the Marketing Education program (Figure 2). The data collected was compared to past surveys to help in the development of present curriculum needs (Palmieri and Roayaei, 1992, pp. 54-57).

The Norfolk Public Schools Adult and Vocational Education Department also conducts an annual graduate survey of vocational completers (Figure 3). The survey was sent to Marketing Education completers and was of great assistance in the development and continuing updates of the marketing curriculum in the Norfolk Public Schools (1993, pp. 1-2).

### Summary

This chapter explored the previous research conducted on graduate follow-up surveys. It included an in-depth look into the history of the Marketing Education program. Chapter III will include the methods and procedures that will be used to assist in the collection of data for the Deep Creek High School Marketing Education follow-up survey. The follow-up data will be collected for future use.



For Hypothesis 1, data listed in Figure 1, the null hypothesis not accepted for 1-A, Total Responses; 1-C, Community/Technical College; and 1-D, Four Year College. The null hypothesis was not rejected for 1-B, Not in School as shown in Figure 1.

FIGURE 1

COMPLETERS MAIN EDUCATION STATUS  
HYPOTHESIS 1-A, 1-B, 1-C AND 1-D

	Total <u>Comp.</u>	1-A Total <u>Resp.</u>	1-B Not in <u>School</u>	1-C Comm/Tech <u>College</u>	1-D Four Yr. <u>College</u>
1990-91	2306 971 29.6%	1948 (84%) $\alpha = .01$	993 (51%) $\alpha = .01$	604 (31%) $\alpha = .05$	253 (13%) $\alpha = .05$
1989-90	2703 574 17.8%	1916 (71%) $\alpha = .05$	1035 (54%) $\alpha = .01$	575 (30%) $\alpha = .01$	229 (12%) $\alpha = .05$
1984-85	3277	2047 (62%)	1003 (49%)	757 (37%)	205 (10%)

Hypothesis 2: *What Students Wished They Had Learned About in High School.* The 1990-91 completers data of hypothesis 2-A show that math skills are as important as they were in 1989-90 and 1984-85. There was no significant statistical difference with 30% of the graduates reporting that they wish that they had learned

FIGURE 2

WHAT STUDENTS WISH THEY HAD LEARNED ABOUT IN HIGH SCHOOL  
HYPOTHESIS 2-A, 2-B, 2-C, 2-D, 2-E, AND 2-F

	Total <u>Comp.</u>	Total <u>Resp.</u>	2-A Math <u>Skills</u>	2-B Reading <u>Vocabulary</u>	2-C Job <u>Knowledge</u>	2-D Problem Solving <u>Skills</u>	2-E Job <u>Skills</u>	2-F Leadership <u>Skills</u>
1990-91	2306	1505 (65%)	452 (30%)	316 (21%)	346 (23%) $\alpha = .01$	331 (22%) $\alpha = .05$	151 (10%) $\alpha = .05$	316 (21%)
1989-90	2703	1529 (57%)	489 (32%)	306 (20%)	400 (26%) $\alpha = .01$	306 (20%)	153 (10%) $\alpha = .05$	321 (21%)
1984-85	3277	1803 (55%)	523 (29%)	397 (22%)	307 (17%)	325 (18%)	252 (14%)	415 (23%)

FIGURE 3

1993 VOCATIONAL EDUCATION GRADUATE SURVEY RESULTS
---

BUSINESS AND MARKETING CLUSTER

PROGRAM AREA:	MARKETING EDUCATION (RETAIL SELLING AND FASHION)	
SCHOOLS:	ALL HIGH SCHOOLS AND VOCATIONAL CENTER	
TOTAL NUMBER SURVEYED:	99	
TOTAL NUMBER RESPONDING:	90	
PERCENT RESPONDING:	91	
PRESENT STATUS:	37	SCHOOL FULL-TIME
	14	SCHOOL PART-TIME
	17	EMPLOYED FULL-TIME
	29	EMPLOYED PART-TIME
	9	UNEMPLOYED
	8	MILITARY SERVICE
	2	APPRENTICESHIP PROGRAM
SEEKING EMPLOYMENT:	6	
NOT SEEKING EMPLOYMENT:	4	
JOB TITLES:	SALES ASSOCIATE/PHOTOGRAPHER/CASHIER/ ASSISTANT MANAGER/CUSTODIAN/RESTAURANT MANAGER TRAINEE/RETAIL MANAGER TRAINEE/ STOCK CLERK/WAITRESS/COOK/CUSTOMER RELATIONS CLERK/TELEPHONE OPERATOR/CREW LEADER/RECREATION ASSISTANT/TELEMARKETING REPRESENTATIVE	
USING MOST VOCATIONAL SKILLS:	50	
USING SOME VOCATIONAL SKILLS:	4	
NOT USING VOCATIONAL SKILLS:	6	

## CHAPTER III

### METHODS AND PROCEDURES

The purpose of Chapter III, Methods and Procedures, was to outline and discuss the population studied, the instrument used, the procedures used to collect data, the statistical analysis used, and the summary. This information should assist the reader in understanding how the data for the research was collected and analyzed.

#### POPULATION

The population for this study consisted of Deep Creek High School Marketing Education graduates. The population included Marketing Education graduates from the classes of 1991, 1992, and 1993. In order to be considered a program graduate or completer, the student needed to successfully complete two courses in the Marketing Education program. The four courses offered included Fundamentals of Marketing, Studies in Marketing, Advanced Studies in Marketing, and Fashion Marketing. The population was composed of 107 students. Appendix A includes a list of the population.

#### INSTRUMENT

The instrument used in this study was a survey. The survey was developed by gathering Vocational Education

graduate surveys used by area school systems. The survey contained questions in three areas: employment status, educational status, and employment skills. Employment status included references to the following: full-time, part-time, position, location, military service, or unemployed, and if unemployed was student currently seeking employment. The educational status portion included references to full-time student, part-time student, two-year college, four-year college or university, apprentice program, or trade school. The survey included questions about employment skills currently being used on-the-job, whether taught in the Marketing Education program or not. The survey consisted of open and closed ended questions and is included in Appendix B.

### DATA COLLECTION PROCEDURES

The Marketing Education program graduates were either contacted by telephone or by the United States postal service. The graduates located out-of-town were contacted by mail. The out-of-town graduates received a cover letter (see Appendix C) explaining the purpose for the survey as well as the actual survey which was to be completed and returned. The local graduates were contacted by telephone and were asked to give verbal responses to the survey questions. The survey was administered between April 11, 1994 and June 14, 1994.

Once all surveys of the Marketing Education program graduates have been completed, the employment status, educational status, and employment skills will be compiled to the different responses and totaled for the final outcome. This information will be used for future curriculum development and recruitment presentations.

### STATISTICAL ANALYSIS

Each of the Marketing Education graduate surveys were tabulated in frequencies of responses in the three survey areas. Each question on the survey, regardless of area, was calculated into percentages as to how many graduates responded to a given question. The data was presented through tables and figures in the following chapters.

### SUMMARY

This chapter discussed and outlined the methods and procedures used to complete the study. Chapter III included the population, instrument design, the procedures used to collect data, the statistical analysis used, and the summary. The data collected from the surveys will be presented in Chapter IV, entitled Findings. Chapter V will provide the reader with a summary of the research, conclusions made by the researcher and any recommendations for future studies.

## CHAPTER IV

### FINDINGS

The purpose of this chapter is to report the findings of the research study. The purpose of this study was to determine the educational and employment status of Deep Creek High School Marketing Education program graduates.

The method of collecting data for this study was by means of a survey. The survey included three areas: 1. employment status, 2. educational status, and 3. employment skills being used on the job. The survey was administered to 107 Marketing Education graduates from the classes of 1991, 1992, and 1993.

### REPORT OF THE FINDINGS

Table I indicates the number and percentage of surveys sent compared to the number of surveys completed. A total of 107 surveys were sent to past graduates and 95 surveys were returned. The percentage of surveys returned was 88.7 percent.

**TABLE I**

#### SURVEY COLLECTION

	<b>TOTAL</b>
Surveys Distributed	107
Surveys Returned	95
Not Returned	12
Percentage Returned	88.7%

Table II sets out the current employment status of Marketing Education program graduates. There were a total of 95 responses in this section. The responses collected resulted in the following breakdown: employed full-time - 41 percent, employed part-time - 24 percent, unemployed - 24 percent, military service - 10 percent, apprenticeship program - 1 percent. Of the 9 graduates serving in the military, 5 of them serve in the army, 2 in the air force, 1 in the navy, and 1 in the coast guard. Appendix D includes a list of employers of Deep Creek High School Marketing Education program graduates.

**TABLE II**  
**EMPLOYMENT STATUS**

(N = 95)	TOTAL	PERCENTAGE
Employed Full-Time	39	41%
Employed Part-Time	23	24%
Unemployed	23	24%
Military Service	9	10%
Apprenticeship Program	1	1%
<b>TOTAL</b>	<b>95</b>	<b>100%</b>

Table III indicates the current educational status of Marketing Education program graduates. There were a total of 95 responses in this section. The responses collected

resulted in the following breakdown: full-time college students - 31 percent, part-time college students - 5 percent, technical or trade school students - 5 percent, and students not pursuing higher education -59 percent.

**TABLE III**  
**EDUCATIONAL STATUS**

(N - 95)	TOTAL	PERCENTAGE
College Full-Time	29	31%
College Part-Time	5	5%
Tech\Trade School	5	5%
No Higher Education Pursued	56	59%
<b>TOTAL</b>	<b>95</b>	<b>100%</b>

Table IV reflects the percentage of Marketing Education graduates currently using most of the skills they learned while enrolled in the Marketing Education program. There were a total of 95 responses in this section. The responses collected resulted in the following breakdown: students currently using their marketing skills - 93 percent, students not currently using their marketing skills - 7 percent.



**TABLE IV**  
**ARE YOU CURRENTLY USING MOST OF THE SKILLS YOU LEARNED IN**  
**THE MARKETING EDUCATION PROGRAM?**

	(N = 95)	TOTAL	PERCENTAGES
YES		88	93%
NO		7	7%
	<b>TOTAL</b>	<b>95</b>	<b>100%</b>

#### SUMMARY

Chapter IV illustrated the findings of this study by means of four tables. Table I showed the survey responses of the program graduates. Table II showed the employment status of the program graduates. Table III showed the educational status of the program graduates, and Table IV showed the results to the question "Are you currently using most of the skills you learned in the Marketing Education program?" Chapter V of this study will include a summary, conclusions, and recommendations of how this information can be used in the future.

## CHAPTER V

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The purpose of Chapter V, Summary, Conclusions and Recommendations, was to summarize the contents of the first four chapters. Conclusions were made in relation to the research goals stated in Chapter I. Recommendations were made as a result of the findings in Chapter IV.

### SUMMARY

The problem of this study, as set out in Chapter I, was to determine the educational and employment status of Deep Creek High School Marketing Education program graduates who received their diplomas between the years 1991 and 1993. Currently, Chesapeake Public Schools does not require Marketing Education teachers/coordinators to conduct a follow-up of program graduates. This follow-up study will assist in the development of Marketing Education curriculum and help teachers in guiding students toward specific career paths. To achieve the results of this study, research goals were established to determine the educational and employment status of program graduates, as well as current skills being used on-the-job that were or were not taught in the Marketing Education program. These goals focused on the years following graduation from Deep Creek High School.

Chapter II, Review of Literature, included a synopsis of literature related to the study, a chronological review of the history of Distributive Education, an overview of similar studies performed and a listing of requirements needed for classification as a completer. Chapter III, Methods and Procedures, described the survey used and the means of collection. Chapter IV, Findings, illustrated, in both table and paragraph form, the data collected in relation to the research goals by giving stratified samples in each area.

## CONCLUSIONS

The research goals were established to assist in solving the problem of the study. Following are the research goals and the data response to each goal.

1. **Determine the educational status of the program graduates.** According to the responses, 31 percent of the program graduates attend college full-time, 5 percent attend college part-time, 5 percent attend technical or trade school, and 59 percent of the program graduates did not continue their education after high school. Based on these findings it is evident that the Marketing Education program at Deep Creek High School reaches a cross-section of the student body. With 41 percent

of Marketing Education students seeking higher education, and 65 percent of Marketing Education students (some students fall into both categories) gainfully employed, it appears that the Marketing Education program at Deep Creek High School has been successful in recruiting both academic and work-oriented students.

2. **Determine the employment status of the program graduates.** According to the responses, 41 percent of the program graduates are employed full-time, 24 percent are employed part-time, 24 percent are unemployed, 10 percent serve in the armed forces, and 1 percent is enrolled in an apprenticeship program. The findings suggest that students who have been a part of the Deep Creek High School Marketing Education Department have maintained their desire to seek employment in marketing fields. Of the 95 respondents, 65 percent are currently employed, whether full-time or part-time. While the rate of unemployed students seems high (24 percent), that number is significantly reduced when you take into account that almost half of those students (43 percent) attend school full-time and may not need to work or

choose not to work in order to devote their time to their education.

3. **Determine if the Marketing Education program graduates are currently using most of the skills they learned while enrolled in the Marketing Education program.** According to the responses, 93 percent are currently using the skills taught in the Marketing Education program, while 7 percent are not. Based on the findings, it is clearly evident that the Marketing Education program at Deep Creek High School is teaching the employment skills needed to produce marketable employees.

### RECOMMENDATIONS

Based on the findings of the study, it is recommended that the Marketing Education program at Deep Creek High School pursue a dual curriculum that would encompass both the student who plans to enter the work force on a full time basis as well as the student who intends to take their Marketing Education directly to an institution of higher learning. The programs could be classified as Career Marketing, for those who plan to work, and Academic Marketing, for those who plan to attend college. While some of the curriculum would overlap, there would be special

emphasis in each of the individual programs to ready the student for their specific future goals.

Furthermore, it is recommended that the findings of this study be presented at the annual state teachers conference sponsored by the Virginia Association of Marketing Educators (VAME) in order to assist in maintaining the needs and goals of the state curriculum for Marketing Education.

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APPENDIX A

POPULATION



DCHS MARKETING EDUCATION STUDENT FOLLOW-UP

NAME	PHONE	ADDRESS
ADRIANNE ARCHIBALD	485-0837	193 GEORGE WASH. HWY. CHES., VA 23323
ALANA WEAVER	487-6853	1221 DRAGON LANE CHES. VA 23323
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MARIELLA EDWARD 399-4288  
MARY SMITH 485-5110  
MCKINLEY RICKS 485-4666  
MELISSA NELSON 485-2938  
MELVIN BARCLIFF 487-4117  
MICHAEL BAIN 487-6082  
MICHELE BROOKS 487-1979  
MICHELLE MILLER 485-3682  
MIKE BROWN 487-7685  
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REGINALD NOLAN 487-7767  
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ROBIN ROCHELLE 485-7453  
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SCOTT BURTON 487-1337  
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TONYA KNIGHT 485-0508  
TOYA BRIGGS 485-3568  
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TRACY REDDIN 487-3642  
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3120 HANCOCK DR. CHES. VA 23323  
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2540 MEIGGS RD CHES. VA 23323  
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APPENDIX B  
SURVEY

**DEEP CREEK HIGH SCHOOL  
MARKETING EDUCATION GRADUATE SURVEY**

***Present Employment Status:***

<input type="checkbox"/>	Employed Full-Time	Where/Position _____
<input type="checkbox"/>	Employed Part-Time	Where/Position _____
<input type="checkbox"/>	Unemployed	Currently Seeking Employment: Yes <input type="checkbox"/> No <input type="checkbox"/>
<input type="checkbox"/>	Military Service	Branch _____
<input type="checkbox"/>	Apprenticeship Program	Where _____

***Present Educational Status:***

<input type="checkbox"/>	Two-Year College	Degrees _____
<input type="checkbox"/>	Four-Year College	Degrees _____
<input type="checkbox"/>	Tech/Trade School	
<input type="checkbox"/>	Other	_____
<input type="checkbox"/>	School Full-Time	Where _____
<input type="checkbox"/>	School Part-Time	Where _____

---

***Employment Skills:***

Are you currently using most of the skills you learned in the Marketing Education Program?

Yes  No

What skills does your current job require that the Marketing Education Program failed to teach you? \_\_\_\_\_

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APPENDIX C  
COVER LETTER



One of the Chesapeake Public Schools

Deep Creek High School  
2900 Margaret Booker Drive • Chesapeake VA 23323

Name  
Address

Dear Mr./Ms.:

The Deep Creek High School Marketing Education program is conducting a graduate follow-up study. The purpose of the study is to determine the educational and employment status of our program graduates. Your current status in the work force, as well as your enrollment in institutions of higher learning, is very important to us.

The Marketing Education graduate follow-up study will assist educators in the City of Chesapeake with planning of curriculum as well as with their desire to guide students on particular career paths. You will note that the enclosed survey asks you to provide information about duties or skills you perform or have performed, in your current job, that were not taught in the Marketing Education program. The Chesapeake Public Schools will begin conducting an annual follow-up study of graduates of the Marketing Education program in the 1994-1995 school year.

Your participation in this study is vital to the success of our Marketing Education program. Thank you for your time and effort in completing this survey.

Sincerely,

Donald B. Gresham  
Marketing Teacher/Coordinator  
Deep Creek High School

APPENDIX D  
EMPLOYERS OF MARKETING EDUCATION  
PROGRAM GRADUATES

## EMPLOYERS OF MARKETING EDUCATION PROGRAM GRADUATES

Baker's Shoes  
Bank of Hampton Roads  
Bill Lewis Chevrolet  
Burger King  
Carver's Restaurant  
Chesapeake Public Schools  
Country Sales  
Drug Emporium  
ERA Real Estate  
Fashion Cents  
Fashion Plaza  
5-7-9 Fashions  
Food Lion  
Four Seasons. Construction  
Fry Basket  
Hardees  
Harper Graphics  
Home Quarters  
Kirby Office Supply  
Lawrence Pharmacy  
Leggett's  
Mayflower Moving Company  
Merry-Go-Round  
Nations Bank  
Nauticus  
New York Raps  
Old Dominion University  
Ormond's Shop  
Phar-Mor  
Pizza Hut  
QVC  
Rack-N-Sack  
Sally's Beauty Supply  
Sam's Club Warehouse  
Seabreeze Cleaning Service  
Sears  
7-11  
Standard Drug  
St. Joe's Paper Company  
Style Setter  
TJ Maxx  
Twin B Auto Parts  
Wal-Mart



