

AN INVESTIGATION INTO MARKETING AND
DISTRIBUTIVE EDUCATION TEACHERS'
ATTITUDES TOWARDS CERTIFICATION
IN THE SOUTHERN REGION OF
THE UNITED STATES

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THESIS APPROVED:

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DEAN OF THE GRADUATE COLLEGE

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CHAPTER I

INTRODUCTION

MOST TEACHER COORDINATORS WOULD AGREE THAT WORK EXPERIENCE IS DESIRED IN ORDER TO OBTAIN AN ADEQUATE BACKGROUND FOR THE TEACHER COORDINATOR TO EFFECTIVELY TEACH MARKETING AND DISTRIBUTIVE EDUCATION. WHILE SOME TEACHER COORDINATORS HAVE MINIMUM HOURS OF WORK EXPERIENCE, OTHERS HAVE BEEN ABLE TO OBTAIN YEARS OF WORK EXPERIENCE BEFORE THEY EVER ENTERED THE CLASSROOM TO TEACH. MANY OF THOSE INSTRUCTORS WITH EXCELLENT WORK EXPERIENCE HAVE LIMITED FORMAL TRAINING IN CLASSROOM TECHNIQUES, CURRICULUM, AND OTHER SKILLS NECESSARY IN THE MARKETING AND DISTRIBUTIVE EDUCATION PROGRAM (WARNER, 1984).

IN THE AREA OF MARKETING AND DISTRIBUTIVE EDUCATION, THERE ARE MANY TEACHERS WHO HAVE NOT GONE THROUGH THE TRADITIONAL AVENUES OF CERTIFICATION (WARNER, 1984). THIS ADDRESSES THE QUESTION OF WHICH COMPONENT IS MORE IMPORTANT FOR A SUCCESSFUL MARKETING AND DISTRIBUTIVE EDUCATION PROGRAM. IS IT MORE IMPORTANT FOR A MARKETING AND DISTRIBUTIVE TEACHER COORDINATOR TO OBTAIN FORMAL SCHOOLING IN THE METHODS OF TEACHING MARKETING AND DISTRIBUTIVE EDUCATION OR IS WORK EXPERIENCE ALONG WITH A FOUR-YEAR COLLEGE DEGREE IN ANY FIELD OF STUDY ENOUGH PREPARATION.

FROM THE BEGINNING OF VOCATIONAL EDUCATION IN THE UNITED STATES, WORK EXPERIENCE HAS BEEN REQUIRED FOR CERTIFICATION. THE SMITH-HUGHES ACT CLEARLY SPECIFIED THAT ONLY PERSONS WITH PRACTICAL OR WORK EXPERIENCE BE ALLOWED TO TEACH IN FEDERALLY REIMBURSED VOCATIONAL PROGRAMS

(BRANTNER CITED SMITH-HUGHES ACT, 1974). THE TRADITIONAL FEELING THAT A PERSON CAN NOT TEACH SKILLS THAT HE HAS NOT PERSONALLY DEVELOPED OR PERFORMED HAS PROVIDED A HISTORICAL BASIS AND LOGIC TO THE REQUIREMENTS OF WORK EXPERIENCE (MILLER, 1982). THE QUESTION STILL ARISES AS TO WHERE WORK EXPERIENCE TAKES THE PLACE OF FORMAL TRAINING IN THE MARKETING AND DISTRIBUTIVE EDUCATION CLASSROOM.

STATEMENT OF PROBLEM

1. THERE IS A LACK OF DATA CONCERNING ATTITUDES OF MARKETING AND DISTRIBUTIVE EDUCATION TEACHERS TOWARDS MARKETING AND DISTRIBUTIVE EDUCATION CERTIFICATION.

2. THERE HAS BEEN NO RESEARCH CONDUCTED IN THE SOUTHERN REGION CONCERNING MARKETING AND DISTRIBUTIVE EDUCATION CERTIFICATION REQUIREMENTS.

3. THERE HAS BEEN NO COMPARISON OF CERTIFICATION REQUIREMENTS IN THE SOUTHERN REGION OF THE UNITED STATES.

NEED FOR STUDY

SINCE THERE HAS NOT BEEN ANY RESEARCH CONDUCTED OR A COMPARISON MADE CONCERNING MARKETING AND DISTRIBUTIVE EDUCATION CERTIFICATION REQUIREMENTS IN THE SOUTHERN REGION, A NEED FOR THIS STUDY DOES EXIST. BASED ON THE ASSUMPTION THAT PEOPLE WHO HAVE EXPERIENCED A SITUATION HAVE IMPORTANT INSIGHTS FOR THOSE ABOUT TO EXPERIENCE THE SAME SITUATION, AN ATTITUDINAL SURVEY CONCERNING CERTIFICATION REQUIREMENTS WOULD BE BENEFICIAL IN COMPREHENDING THE PRESENT REQUIREMENTS AND IN SUGGESTING FUTURE CERTIFICATION REQUIREMENTS. THIS STUDY COULD BE HELPFUL IN GAINING AN UNDERSTANDING OF THE PRESENT CERTIFICATION REQUIREMENTS, AND

COULD HELP TO ESTABLISH NEW GUIDELINES FOR CERTIFICATION. BY STUDYING SELECTED STATES IN THE SOUTHERN REGION, THIS STUDY COULD ALSO HELP IN ESTABLISHING UNIFORM CERTIFICATION REQUIREMENTS IN THE SOUTHERN REGION OF THE UNITED STATES.

PURPOSE

1. THE PURPOSE OF THIS STUDY WAS TO GATHER DATA IN EACH OF THE SURVEYED STATES IN THE SOUTHERN REGION WHICH WOULD INDICATE ATTITUDES OF THE MARKETING AND DISTRIBUTIVE EDUCATION TEACHER COORDINATOR TO CURRENT CERTIFICATION REQUIREMENTS.

2. A SECOND PURPOSE WAS TO RESEARCH MARKETING AND DISTRIBUTIVE EDUCATION TEACHER CERTIFICATION REQUIREMENTS WITHIN SELECTED STATES OF THE SOUTHERN REGION.

3. THE THIRD PURPOSE OF THIS STUDY WAS TO COMPARE CERTIFICATION REQUIREMENTS WITHIN SELECTED STATES OF THE SOUTHERN REGION.

OBJECTIVES

THE OBJECTIVES OF THIS STUDY WERE:

1. TO GATHER DATA CONCERNING THE ATTITUDES OF TEACHER COORDINATORS IN THE MARKETING AND DISTRIBUTIVE EDUCATION FIELD TOWARDS TEACHER CERTIFICATION REQUIREMENTS.

2. TO GATHER DATA CONCERNING CERTIFICATION REQUIREMENTS OF MARKETING AND DISTRIBUTIVE EDUCATION TEACHER COORDINATORS IN THE SOUTHERN REGION.

3. TO MAKE A COMPARISON BETWEEN CERTIFICATION REQUIREMENTS OF SELECTED STATES IN THE SOUTHERN REGION.

SCOPE

THE SCOPE OF THIS STUDY WAS:

1. ALL CERTIFIED TEACHER COORDINATORS IN THE MARKETING AND DISTRIBUTIVE EDUCATION FIELD IN THE SOUTHERN REGION OF THE UNITED STATES.

2. ONLY THOSE TEACHER COORDINATORS CURRENTLY TEACHING IN A MARKETING AND DISTRIBUTIVE EDUCATION PROGRAM WERE SELECTED TO ANSWER THE QUESTIONNAIRE.

3. THE DATA COLLECTED WAS LIMITED TO THOSE SELECTED STATES WITHIN THE SOUTHERN REGION. OF THE 14 STATES IN THE SOUTHERN REGION, SELECTION WAS RANDOMLY DONE BY NUMBERING EACH STATE FROM ONE TO 14, AND DRAWING FIVE NUMBERS. THESE NUMBERS WERE THEN MATCHED WITH THE APPROPRIATE STATES. ONE-THIRD OF THE POPULATION WAS USED AS THE REPRESENTATIVE SAMPLE.

LIMITATIONS

THE LIMITATIONS OF THIS STUDY WERE:

1. THE DATA COLLECTED COULD BE BIASED BECAUSE SOME OF THE RESPONDENTS MAY NOT HAVE GONE THROUGH THE TRADITIONAL CERTIFICATION REQUIREMENTS OF THEIR STATE AND MAY LACK KNOWLEDGE OF TRADITIONAL REQUIREMENTS FOR CERTIFICATION WITHIN THEIR STATE.

2. THE DATA COLLECTED FOR ANALYSIS AND THE INFORMATION RESULTING FROM THE ANALYSIS IS ACCURATE ONLY TO THE EXTENT THE SUBJECT'S ANSWERS WERE ACCURATE AND HONEST.

3. THE FINDINGS OF THIS STUDY CAN ONLY BE GENERALIZED TO THOSE STATES WITHIN THE SOUTHERN REGION.

4. THE QUESTIONNAIRE SCALE IS LIMITED BY THE INDIVIDUAL'S INTERPRETATION OF THE QUESTION.

DEFINITION OF TERMS

FOR THE PURPOSE OF THIS STUDY, THE FOLLOWING DEFINITIONS WERE USED:

ATTITUDE. AN ORGANIZED PREDISPOSITION TO THINK, REASON, FEEL, PERCEIVE, AND BEHAVE TOWARD A REFERENT OR COGNITIVE OBJECT. IT IS AN ENDURING STRUCTURE OF VALUES AND BELIEFS THAT PREDISPOSES THE INDIVIDUAL TO BEHAVE SELECTIVELY TOWARD ATTITUDE REFERENTS WHICH ARE CATEGORIES, CLASSES, OR SETS OF PHENOMENA: PHYSICAL OBJECTS, EVENTS, OR BEHAVIORS (KERLINGER, 1973).

ATTITUDE SCALE. A SCALE CONSISTING OF STATEMENTS TO WHICH A PERSON IS ASKED TO RESPOND IN SOME EXACT WAY. THE ATTITUDE SCALES PROVIDE AN ASSESSMENT OF THE DEGREE OF FEELING THAT INDIVIDUALS MAY ASSOCIATE WITH SOME PSYCHOLOGICAL OBJECT (EDWARDS, 1957).

EMERGENCY CERTIFICATE. A TERM USED INTERCHANGEABLY WITH A TEMPORARY CERTIFICATE.

FORMAL TRAINING/SCHOOL. MARKETING AND DISTRIBUTIVE EDUCATION TRAINING AT A FOUR YEAR COLLEGE OR UNIVERSITY ON THE CONTENT OF MARKETING, MANAGEMENT, AND SALES, ETC. THE TRAINING INCLUDES THE ORGANIZATION AND MANAGEMENT OF THE TOTAL PROGRAM (DAVIS, 1984).

LICENSE. AN MANDATORY LEGAL REQUIREMENT FOR CERTAIN PROFESSIONS IN ORDER TO PROTECT THE PUBLIC FROM INCOMPETENT PRACTITIONERS (BRATTON, 1980).

LIKERT SCALE. A SUMMATIVE RATING SCALE DEVELOPED BY LIKERT IN WHICH RESPONDENTS ARE PRESENTED WITH STATEMENTS ON A SURVEY INSTRUMENT AND ARE ASKED TO INDICATE WHETHER THEY "STRONGLY AGREE," "AGREE," "STRONGLY DISAGREE," "DISAGREE," OR ARE "UNDECIDED," TO EACH OF THE STATEMENTS ON THE INSTRUMENT (KEY, 1984).

MARKETING AND DISTRIBUTIVE EDUCATION (MDE). A PROGRAM OF INSTRUCTION IN THE SELLING, MARKETING, MERCHANDISING, DISTRIBUTION, AND MANAGEMENT OF GOODS AND SERVICES FOR THOSE WHO HAVE ENTERED OR THOSE WHO ARE PREPARING TO ENTER DISTRIBUTIVE OCCUPATIONS. THE TERMS MARKETING AND DISTRIBUTIVE EDUCATION (MDE), DISTRIBUTIVE EDUCATION, AND MDE ARE USED INTERCHANGEABLY IN THIS STUDY.

MARKETING AND DISTRIBUTIVE EDUCATION (MDE) TEACHER COORDINATOR. TEACHERS OF MDE SUBJECTS MUST BE WELL GROUNDED IN THE SUBJECT MATTER FIELD OF MARKETING, MERCHANDISING, AND DISTRIBUTION OF GOODS, AND SERVICES AND HAVE HAD PREVIOUS EXPERIENCE IN ONE OR MORE DISTRIBUTIVE OCCUPATIONS. IN ADDITION, THESE INDIVIDUALS SUPERVISE COOPERATIVE TRAINING AND/OR PROJECT TRAINING (ORGANIZATION AND OPERATIONS, 1968).

RECIPROCAL AGREEMENT. AN AGREEMENT BETWEEN CERTAIN STATES OF THE SOUTHERN REGION, WHEREBY TEACHERS CERTIFIED IN ONE STATE ARE AUTOMATICALLY CERTIFIED IN ANOTHER STATE EXCLUDING LOCAL HISTORY REQUIREMENTS (DAVIS, 1984).

SOUTHERN REGION. THE REGION, AS DESIGNATED BY THE NATIONAL DISTRIBUTIVE EDUCATION CLUBS OF AMERICA (DECA) WHICH INCLUDES THE FOLLOWING STATES: ALABAMA, ARKANSAS, FLORIDA, GEORGIA, LOUISIANA, MISSISSIPPI, NORTH CAROLINA, OKLAHOMA, SOUTH CAROLINA, TENNESSEE, TEXAS AND VIRGINIA; IT ALSO INCLUDES THE COMMONWEALTH OF PUERTO RICO, AND THE POSSESSION OF THE VIRGIN ISLANDS, WHICH, FOR THE PURPOSES OF THIS STUDY, ARE REFERRED TO AS STATES.

STANDARD CERTIFICATE. A STANDARD CERTIFICATE IN THIS STUDY IS USED INTERCHANGEABLY WITH THE TRADITIONAL CERTIFICATE.

TEMPORARY CERTIFICATE. A CERTIFICATE WHICH IS ISSUED FOR ONE YEAR UPON REQUEST OF THE SCHOOL SUPERINTENDENT (WARNER, 1984).

TRADITIONAL CERTIFICATE. A CERTIFICATE ISSUED TO AN APPLICANT, AFTER THAT PERSON HAS OBTAINED A FOUR-YEAR COLLEGE DEGREE IN A SPECIFIC FIELD, SUCH AS MARKETING AND DISTRIBUTIVE EDUCATION, AND TWO YEARS OF WORK EXPERIENCE (STATE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION, 1979).

WORK EXPERIENCE. JOB EXPERIENCE GAINED THROUGH ACTUALLY WORKING AT A SPECIFIC OCCUPATION. OCCUPATIONAL EXPERIENCE, PRACTICAL EXPERIENCE, AND WORK EXPERIENCE ARE USED INTERCHANGEABLY FOR THE PURPOSE OF THIS STUDY.

ORGANIZATION OF STUDY

CHAPTER I INTRODUCED THE STUDY AND INCLUDED THE STATEMENT OF THE PROBLEM, PURPOSE OF THE STUDY, LIMITATIONS, AND DEFINITIONS OF TERMS TO BE USED IN THE STUDY.

THE LITERATURE OF TEACHER CERTIFICATION THAT WAS DEEMED PERTINENT TO THIS STUDY IS REVIEWED IN CHAPTER II. THIS INCLUDES AN OVERVIEW OF CERTIFICATION, WORK EXPERIENCE AS IT RELATES TO CERTIFICATION, ATTITUDES AND THEIR IMPORTANCE, AND CURRENT CERTIFICATION STANDARDS FROM SELECTED STATES IN THE SOUTHERN REGION.

THE DESIGN OF THE STUDY AND METHODS USED IN CONDUCTING THE RESEARCH ARE DISCUSSED IN CHAPTER III. THE RESULTS OF THE STUDY ARE REPORTED IN CHAPTER IV. IN CHAPTER V, THE SUMMARY AND CONCLUSIONS ARE PRESENTED AND RECOMMENDATIONS ARE SUGGESTED.

CHAPTER II

REVIEW OF LITERATURE

THIS CHAPTER REVIEWS THE LITERATURE IN THE FOLLOWING AREAS: (1) PRINCIPLES OF CERTIFICATION, (2) RESEARCH STUDIES OF CERTIFICATION, (3) WORK EXPERIENCE, A PART OF CERTIFICATION, (4) THE ROLE OF ATTITUDES, (5) CURRENT CERTIFICATION PROCEDURES IN SELECTED STATES OF THE SOUTHERN REGION, AND (6) SUMMARY.

PRINCIPLES OF CERTIFICATION

CERTIFICATION OF PROFESSIONAL COMPETENCE IN ANY FIELD IS A COMPLEX, DIFFICULT TASK OFTEN ACCOMPANIED BY CONFUSION, MISUNDERSTANDING, AND, SOMETIMES, HOSTILITY ON THE PART OF THOSE POTENTIALLY AFFECTED BY IT (BRATTON, 1980). ONCE A PERSON IS CERTIFIED, HIS CERTIFICATE IS RESPECTED BY SOCIETY, BECAUSE SOCIETY ASSUMES THAT THOSE WHO ARE ENDORSED BY THE STATE DEPARTMENT OF EDUCATION HAVE DEMONSTRATED THE NEEDED COMPETENCIES IN SPECIFIC AREAS AND ARE THUS QUALIFIED TO TEACH IN THAT FIELD. CERTIFICATION OR A TEACHING CERTIFICATE THUS GIVES ONE WAY OF DISTINGUISHING BETWEEN THE QUALIFIED AND THE UNQUALIFIED TEACHER IN A GIVEN FIELD (BRATTON, 1980).

IN THE BEGINNING OF EDUCATIONAL HISTORY, THERE WERE NOT ANY SCHOOLS AND THE NEED FOR CERTIFIED PERSONNEL DID NOT EXIST. LATER, SOME OF THE EDUCATIONAL DUTIES WERE TAKEN OVER BY PRIESTS. AS SOCIETY GREW, MATTERS BECAME MORE COMPLEX, AND THUS FORMAL EDUCATION AND THE PROFESSION OF TEACH-

ING EVOLVED. MOST EDUCATION WAS STILL UNDERTAKEN BY THE PARENTS DURING THIS MEDIEVAL PERIOD, BUT SOME PARENTS CHOSE TO SELECT TEACHERS OR TUTORS FOR THEIR CHILDREN. CERTIFICATION WAS NOT REQUIRED TO TUTOR (FORD, 1967).

AS THE CONCEPT OF PUBLIC EDUCATION INCREASED, CERTIFICATION FOR THE SCHOOL TEACHER BECAME A COMMON PRACTICE. IN ORDER FOR ONE TO TEACH IN THE PUBLIC SCHOOLS, CERTIFICATION BECAME THE RULE RATHER THAN THE EXCEPTION. THERE ARE MANY TYPES OF CERTIFICATION GUIDELINES THAT EXIST TODAY. LENGTH OF CERTIFICATION VARIES FROM STATE TO STATE. FOR EXAMPLE, WITHIN THE STATE OF MISSISSIPPI, A TEACHER CAN BE CERTIFIED FOR ONE, THREE, FIVE, 10 YEARS OR LIFE (MISSISSIPPI STATE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION, 1982).

SINCE OUR FOREFATHERS ORGANIZED OUR GOVERNMENT PRIMARILY TO PROTECT THE MEMBERS OF SOCIETY AND PROMOTE THE GENERAL WELFARE; THESE TWO PURPOSES SEEM TO BE THE FUNDAMENTAL MOTIVES FOR REQUIRING ITS TEACHERS TO BE CERTIFIED. THE STATE REASONS THAT CERTIFICATION HELPS TO PROTECT ITS CHILDREN FROM INCOMPETENT TEACHERS (BRANTNER, 1974). TO HELP ELIMINATE INCOMPETENCE, TEACHING IS NOT THE ONLY AREA THAT REQUIRES CERTIFICATION. LAWYERS, DOCTORS, NURSES, PHARMACISTS, AND CERTIFIED PUBLIC ACCOUNTS HAVE TO HOLD CERTIFICATES OR LICENSES (BRATTON, 1980).

THE CERTIFICATE IS USED AS A DOCUMENT TO CERTIFY THAT THE HOLDER IS QUALIFIED TO TEACH. IN MANY STATES, A PERSON IS NOT ALLOWED TO TEACH IN PUBLIC SCHOOL UNLESS THEY HAVE A CERTIFICATE ON FILE WITH THE LOCAL ADMINISTRATION. BY REQUIRING TEACHERS TO HAVE CURRENT CERTIFICATES, A STATE CAN DEMAND AND ENFORCE THAT TEACHERS HAVE CERTAIN PRESCRIBED QUALITIES AND EXPERIENCES (DAVIS, 1982).

A CERTIFICATE IS CONSIDERED A LEGAL DOCUMENT. BY REQUIRING THAT A PERSON MUST HAVE A CURRENT CERTIFICATE ON FILE, THE STATE IS ABLE TO IM-

POSE ITS REQUIREMENTS ON ITS TEACHERS.

BRATTON AND HILDEBRAND (1980) HAVE DISTINGUISHED BETWEEN LICENSURE AND CERTIFICATION:

THE FORMER IS A MANDATORY LEGAL REQUIREMENT FOR CERTAIN PROFESSIONS IN ORDER TO PROTECT THE PUBLIC FROM INCOMPETENT PRACTITIONERS. LICENSURE, CONCERNS ONLY THE INDIVIDUAL, NOT THE EDUCATIONAL OR EMPLOYMENT INSTITUTION (P. 22).

CERTIFICATION FOR TEACHERS IS A LICENSING MECHANISM REGULATED BY A LEGAL BODY. THIS CERTIFICATE IS RECEIVED ONLY AFTER COMPLETING A RECOGNIZED PROGRAM OF STUDY. THIS CERTIFICATION IS INTENDED TO ESTABLISH AND MAINTAIN STANDARDS FOR PREPARATION AND EMPLOYMENT OF PUBLIC SCHOOL PERSONNEL, NOT TO SCREEN CANDIDATES FOR ADMISSION TO A PROFESSION (BRATTON AND HILDEBRAND, 1980).

THIS DEFINITION OF CERTIFICATION IS RAPIDLY CHANGING IN THE UNITED STATES. IN SOME STATES, SUCH AS OKLAHOMA, THE CERTIFICATION PROCESS IS NO LONGER JUST FOLLOWING A RECOGNIZED PROGRAM OF STUDY. ONE MUST TAKE A BATTERY OF TESTS AND EVEN AFTER PASSING; WILL NOT BE CERTIFIED UNTIL SHE HAS SUCCESSFULLY TAUGHT ONE YEAR. FAILURE AT THIS LAST STEP WILL STOP THE PERSON FROM BEING CERTIFIED. THUS TEACHER CERTIFICATION IN THE STATE OF OKLAHOMA DOES SCREEN CANDIDATES FOR ADMISSION TO THE PROFESSION (WARNER, 1984).

FOR CONTROLLING THE QUALITY OF TEACHERS, STANDARDS FOR CERTIFICATES PRESCRIBE THE MINIMUM PROFESSIONAL PREPARATION FOR TEACHERS RECEIVING CERTIFICATES, THEREFORE, IT MAY NOT BE ONLY AN IMPORTANT INFLUENCE IN DETERMINING THE PROFESSIONAL PREPARATION OF NEW TEACHERS, BUT MAY ALSO BE A TOOL FOR CONTROLLING THE PROFESSIONAL GROWTH OF TEACHERS IN SERVICE, THROUGH RENEWAL OF CERTIFICATES (DILLEY, 1935).

RESEARCH STUDIES IN CERTIFICATION

CERTIFICATION IS A TOPIC THAT HAS BEEN RESEARCHED NUMEROUS TIMES IN THE PAST. DUE TO THE SCOPE OF CERTIFICATION, THIS RESEARCH HAS INVESTIGATED DIFFERENT FACETS OF THE CERTIFICATION. RESEARCH BASED ON THE OCCUPATIONAL FIELD, PROCEDURES AND RECERTIFICATION PROCESS HAVE BEEN COVERED BY PREVIOUS STUDIES.

IN 1982, DAVIS CONDUCTED RESEARCH CONCERNING THE RECERTIFICATION PROCESS IN THE STATE OF OKLAHOMA. THROUGH THIS STUDY, DAVIS FOUND THAT THE MAJORITY OF MARKETING AND DISTRIBUTIVE EDUCATION TEACHERS IN THE STATE OF OKLAHOMA CONSIDERED PRACTICAL WORK EXPERIENCE AS A VALUABLE TRAIT TO INCLUDE IN THE RECERTIFICATION PROCESS (DAVIS, 1982).

RESNICK AND GARDNER (1977) CONDUCTED AN ANALYSIS OF NATIONAL CERTIFICATION REQUIREMENTS AND PROFESSIONAL DEVELOPMENT STANDARDS FOR VOCATIONAL EDUCATIONAL PERSONNEL. THIS STUDY SURVEYED THE STATE PERSONNEL DEVELOPMENT COORDINATORS FOR VOCATIONAL EDUCATIONAL PERSONNEL TO ELICIT PERTINENT DATA REGARDING VOCATIONAL TEACHER AND ADMINISTRATIVE CERTIFICATION, TRADE/TECHNICAL EXAMINATIONS, EXPERIMENTAL REQUIREMENTS, AND FORMAL ACADEMIC REQUIREMENTS (RESNICK AND GARDNER, 1977). CONCLUSIONS OF THIS STUDY INCLUDED THAT ALL STATES REQUIRED A BACCALAUREATE DEGREE WITH A MAJOR IN DISTRIBUTIVE EDUCATION FOR CERTIFICATION. WHEREAS MASSACHUSETTS REQUIRED ONLY A 60 CLOCK HOUR PROGRAM IN DISTRIBUTIVE EDUCATION, WITH A DEGREE IN A RELATED AREA (RESNICK AND GARDNER, 1977).

A STUDY BY WILLIS (1954) WAS THE FIRST TO BE DEVOTED ENTIRELY TO TEACHER TRAINING. SOME ITEMS SHE REPORTED WERE:

1. A GREAT VARIATION IN CERTIFICATION REQUIREMENTS FOR DISTRIBUTIVE EDUCATION TEACHER COORDINATORS.

2. A GREAT VARIATION IN THE DISTRIBUTIVE TEACHER EDUCATION CURRICULA.

3. A GREAT VARIATION BETWEEN COURSES LISTED AS REQUIRED FOR CERTIFICATION AND THOSE OFFERED AT TEACHER EDUCATION INSTITUTIONS.

TEACHER EDUCATION CERTIFICATION REQUIREMENTS SHOULD PERMIT THE DISTRIBUTIVE EDUCATION PROGRAM TO CAPITALIZE ON THE AVAILABILITY OF POTENTIAL TEACHING PERSONNEL WITH A VARIETY OF ABILITIES AND BACKGROUNDS, PROVIDED STANDARDS ARE NOT LOWERED (DAVIS, 1982).

THE MOST NOTICEABLE ASPECT OF STATE CERTIFICATION REQUIREMENTS IN VOCATIONAL EDUCATION PROGRAMS WAS THE EMPHASIS UPON WORK EXPERIENCE RATHER THAN FORMAL EDUCATION FOR THE BEGINNING TEACHER. THE MAJOR TREND SEEMS TO BE A DEMAND FOR OCCUPATIONAL COMPETENCE AT THE OUTSET WITH TEACHING COMPETENCE TO BE DEVELOPED ON AN IN-SERVICE TRAINING BASIS (BRANTNER, 1974).

RAMP (CITED IN BRANTNER, 1974) FOUND IN HIS STUDY THAT WORK EXPERIENCE REQUIREMENTS FOR SECONDARY TRADES AND INDUSTRIES TEACHER CERTIFICATION NOT ONLY VARIED GREATLY FROM STATE TO STATE, BUT ALSO VARIED WITH A STATE DEPENDING UPON THE ACADEMIC ACCOMPLISHMENT OF PROSPECTIVE TEACHERS.

WORK EXPERIENCE: A PART OF CERTIFICATION

THE VALUE OF EXPERIENCE IN THE WORK PLACE AS IT RELATES TO TEACHER CERTIFICATION REQUIREMENTS IS SEEN VERY CLEARLY IN THE CERTIFICATION REQUIREMENTS THEMSELVES. IN ALL STATES SURVEYED, A VOCATIONAL MARKETING AND DISTRIBUTIVE EDUCATION TEACHER IS REQUIRED TO HAVE A MINIMUM NUMBER OF HOURS OF WORK EXPERIENCE IN ORDER TO BE CERTIFIED TO TEACH IN A PARTICULAR FIELD. THE BELIEF THAT IN ORDER TO TEACH A SKILL ONE MUST BE

ABLE TO PERFORM THAT SKILL IS VERY APPARENT IN CERTIFICATION REQUIREMENTS (FEDERAL BOARD FOR VOCATIONAL EDUCATION, 1968).

EACH STATE DIFFERS IN THE REQUIREMENTS ESTABLISHED IN THE AREA OF WORK EXPERIENCE NECESSARY FOR PROSPECTIVE TEACHER COORDINATORS TO BECOME CERTIFIED. WITH THE GROWTH AND DEVELOPMENT OF TEACHER EDUCATION PROGRAMS AND THE FACT THAT LESS TEACHER EDUCATION IS BEING DONE BY INDIVIDUAL STATE SUPERVISORS OR THEIR ASSISTANTS, DIVERGENT POINTS OF VIEW HAVE DEVELOPED PERTAINING TO THIS PARTICULAR SEGMENT OF TEACHER CERTIFICATION (DAVIS, 1982).

AN ANALYSIS BY NYE (1967) SHOWS THAT 53.03 PERCENT OF RESPONDENTS DO NOT BELIEVE THAT TEACHER EDUCATION PERSONNEL SHOULD DETERMINE OCCUPATIONAL WORK EXPERIENCE REQUIREMENTS FOR PROSPECTIVE TEACHER COORDINATORS.

ONE IMPORTANT ASPECT OF STATE CERTIFICATION REQUIREMENTS IN VOCATIONAL EDUCATION PROGRAMS WAS THE EMPHASIS UPON WORK EXPERIENCE RATHER THAN FORMAL EDUCATION FOR THE BEGINNING TEACHER. THE MAJOR TREND SEEMS TO BE A DEMAND FOR OCCUPATIONAL COMPETENCE AT THE OUTSET, WITH TEACHING COMPETENCE TO BE DEVELOPED IN AN IN-SERVICE TRAINING (FORD, 1974).

THE FEDERAL BOARD FOR VOCATIONAL EDUCATION (1968) MADE ITS POSITION CLEAR IN ITS PRONOUNCEMENT ON AUGUST, 1968:

IT IS, OF COURSE, ESSENTIAL ALWAYS THAT THE TEACHER SHALL BE ABLE TO TEACH, BUT IT DOES NOT FOLLOW THAT HE SHALL ALWAYS QUALIFY AS A PROFESSIONAL TEACHER. IT IS MUCH MORE IMPORTANT THAT THE INSTRUCTOR IN CARPENTERING, FOR EXAMPLE AT LEAST AS REGARDS SHOPWORK INSTRUCTION, SHALL BE A COMPETENT CARPENTER THAN THAT HE SHALL HAVE ATTENDED A NORMAL SCHOOL. PROVIDED HE CAN TEACH CARPENTRY TO BEGINNERS HE FULFILLS THE CHIEF PROFESSIONAL REQUIREMENT FOR VOCATIONAL TEACHER OF CARPENTERING. THIS IS THE PRIME REQUISITE AND ALL OTHER QUALIFICATIONS ARE SECONDARY. HE MUST BE OF GOOD MORAL CHARACTER, AND UNOBJECTIONABLE IN EVERY RESPECT, BUT PROVIDED ALWAYS, THAT HE CAN TEACH CARPENTERING, HE SHOULD BE JUDGED AND CERTIFIED IN OTHER RESPECTS AS A MAN, RATHER THAN A PROFESSIONAL PEDOGGUE. (P. 25).

THE BELIEF PRESENTED BY THE FEDERAL BOARD OF VOCATIONAL EDUCATION IN 1968 AND BRANTNER IN 1974 IS BECOMING A COMMON PRACTICE IN THE HIRING AND CERTIFICATION OF VOCATIONAL TEACHERS. IN SOME INSTANCES, NON-CERTIFIED TEACHERS WITH YEARS OF WORK EXPERIENCE ARE BEING HIRED OVER CERTIFIED TEACHERS WHO APPLY FOR THE SAME POSITION (WARNER, 1984). THE TEACHER WHO LACKS THE REQUIRED COURSE WORK IS NORMALLY ISSUED A TEMPORARY CERTIFICATE AND GIVEN A SPECIFIED NUMBER OF YEARS TO OBTAIN THE HOURS NEEDED TO RECEIVE A STANDARD CERTIFICATE (WARNER, 1984).

THE ROLE OF ATTITUDES

ATTITUDES ARE HOW A PERSON FEELS OR THE STAND THAT THEY TAKE CONCERNING CERTAIN ISSUES, PERSONS, OBJECTS OR GROUPS. AN INDIVIDUAL'S ATTITUDE IS FORMED IN A NUMBER OF WAYS, ONE DEFINITE INFLUENCE IS AN INDIVIDUAL'S EXPERIENCE (KIESLER, 1969). THUS, ATTITUDES ARE NOT NECESSARILY THE RESULTS OF INTELLIGENCE, COMPREHENSION, OR COGNITION (BLUM, 1949). IN FACT, BLUM HOLDS THAT AN ATTITUDE BASED UPON OPINION MAY BE STRONGER THAN ONE BASED ON FACT.

THE PRESENCE OF AN ATTITUDE IS NOT ACCESSIBLE TO DIRECT OBSERVATION, BECAUSE OF THIS, AN INDIVIDUAL MAY NOT EVEN BE AWARE OF HAVING ACQUIRED OR LEARNED THAT ATTITUDE. ITS BASIS MAY BE THE INDIVIDUAL'S SOCIALIZATION OR THE INFLUENCE OF SOCIAL SUB-GROUPS AND THEIR ATTITUDINAL PATTERNS (KIESLER, 1969).

THE RELATIONSHIP OF ATTITUDES TO BEHAVIORS HAS BEEN ESTABLISHED, AND FROM IT, A RELATIONSHIP BETWEEN ATTITUDES AND VARIOUS TYPES OF WORK PERFORMANCE CAN BE EXTRACTED (DAVIS, 1980). BLUM OFFERS A SPECIFIC INSTANCE OF THIS WHEN HE STATES THAT FEW PEOPLE ARE ABLE TO CONTINUE A JOB THAT THEY REGARD AS MEANINGLESS OR THAT THEY REALLY KNOW CAN NOT DO WELL (BLUM, 1949).

SINCE ATTITUDES ARE MEASUREABLE IN OTHER METHODS THAN OBSERVATION THOSE IN A SPECIFIC FIELD HAVE DEVELOPED THEIR ATTITUDES BASED ON THEIR PARTICULAR EXPERIENCES. THE MARKETING AND DISTRIBUTIVE EDUCATION TEACHER THUS BECOMES A VERY IMPORTANT SOURCE FOR INFORMATION CONCERNING CERTIFICATION REQUIREMENTS (DAVIS, 1984).

CERTIFICATION REQUIREMENTS: A COMPARISON

THIS COMPARISON DEALS WITH FIVE STATES FROM THE SOUTHERN REGION. IN REVIEWING THE LITERATURE OBTAINED, THE TERMINOLOGY VARIES GREATLY BETWEEN THESE STATES. NOT ONLY DOES THE TERMINOLOGY DIFFER, BUT THE CERTIFICATION REQUIREMENTS, AND LENGTH OF CERTIFICATION DIFFERS BETWEEN STATES. THE LENGTH OF CERTIFICATION BETWEEN STATES VARIES FROM ONE YEAR IN LENGTH TO A LIFE TIME CERTIFICATE (DAVIS, 1984).

DIFFERENT FACTORS GO INTO DETERMINING THE LENGTH OF TIME THAT THE CERTIFICATE IS ISSUED. FORMAL EDUCATION OBTAINED, WORK EXPERIENCE, AND TEACHING EXPERIENCE ARE USED BY THE MAJORITY OF STATES TO DETERMINE THE SPECIFIC CERTIFICATE THAT WILL BE ISSUED (FLORIDA STATE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION, 1980, AND TEXAS EDUCATION AGENCY, 1983).

THE STATES, NORTH CAROLINA, TEXAS, OKLAHOMA, FLORIDA, AND MISSISSIPPI, ARE THOSE STATES USED IN THIS COMPARISON. ALL OF THESE STATES OFFER A ONE YEAR CERTIFICATE. THIS CERTIFICATE IS KNOWN AS AN EMERGENCY, TEMPORARY, SPECIAL OR PROVISIONAL IN THE STATES RESPECTIVELY. EACH STATE REQUIRES A LETTER OF REQUEST FROM THE SUPERINTENDENT OF SCHOOLS WISHING TO HIRE THE PROSPECTIVE TEACHER. A COLLEGE DEGREE IS A PREREQUISITE IN THE MAJORITY OF THE STATES (TEXAS EDUCATION AGENCY, 1983, AND FLORIDA STATE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION, 1980). ONE STATE IN PARTICULAR DOES NOT REQUIRE A FOUR YEAR COLLEGE DEGREE IN ORDER TO

TEACH IN A VOCATIONAL FIELD SUCH AS MARKETING AND DISTRIBUTIVE EDUCATION. FLORIDA IS A UNIQUE STATE IN THIS COMPARISON BECAUSE OF THIS PROCEDURE. IT IS THE ONLY STATE THAT ALLOWS FOR OCCUPATIONAL COMPETENCY TO BE PROVEN BY ANOTHER METHOD THAN WORK EXPERIENCE. THE OPTION THAT IS OPEN TO THE PERSON APPLYING FOR A CERTIFICATE INCLUDES OBTAINING A WRITTEN VERIFICATION OF COMPETENCY FROM AN APPROVED ADVISORY COUNCIL, THAT STATES THE APPLICANT IS COMPETENT IN THE FIELD (FLORIDA STATE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION, 1980).

ALL FIVE STATES SPECIFIED THE AMOUNT OF WORK EXPERIENCE THAT WAS ACCEPTABLE TO OBTAIN CERTIFICATION IN MARKETING AND DISTRIBUTIVE EDUCATION. THE STATES AGREED THAT TWO YEARS OF FULL-TIME WORK EXPERIENCE WAS NEEDED. FLORIDA IS ONE STATE WHERE A PERSON CAN BECOME VOCATIONALLY CERTIFIED WITH A STANDARD CERTIFICATE BASED ON WORK EXPERIENCE AND PASSING THE TEACHER CERTIFICATION EXAM. (FLORIDA STATE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION, 1980). OKLAHOMA WAS THE ONLY OTHER STATE IN THIS COMPARISON THAT REQUIRED APPLICANTS TO TAKE AND PASS A TEACHER CERTIFICATION TEST (WARNER, 1984). TEMPORARY OR EMERGENCY CERTIFICATES IN MOST CASES CAN ONLY BE OBTAINED NO MORE THAN THREE TIMES (WARNER, 1984).

THE NEXT CERTIFICATE OFFERED BY SOME OF THE STATES IN THIS COMPARISON, NORTH CAROLINA, TEXAS, OKLAHOMA AND MISSISSIPPI, IS KNOWN AS A PROVISIONAL II, CLASS A, AND VOCATIONAL A, RESPECTIVELY. THIS IS THE CERTIFICATE ONE STEP BELOW WHAT THE MAJORITY OF STATES CALL THEIR STANDARD TEACHING CERTIFICATE. THIS CERTIFICATE ALLOWS THOSE WHO HAVE SOME BASIC COURSE WORK IN THE MARKETING AND DISTRIBUTIVE EDUCATION FIELD AS WELL AS WORK EXPERIENCE; A LONGER TIME FRAME TO OBTAIN THE NEEDED COURSE WORK FOR A STANDARD CERTIFICATE (DAVIS, 1984).

A STANDARD CERTIFICATE IS OFFERED IN ALL FIVE STATES SELECTED. A PERSON WHO IS ISSUED A STANDARD CERTIFICATE HAS COMPLETED A FOUR YEAR COLLEGE DEGREE WITH SPECIFIC EDUCATION AND MARKETING COURSES (STATE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION, 1979). THIS PERSON HAS ALSO VERIFIED HIS OCCUPATIONAL COMPETENCY IN THE MARKETING FIELD THROUGH TWO YEARS OF WORK EXPERIENCE OR A LETTER STATING COMPETENCY IN THE FIELD FROM AN APPROVED ADVISORY COUNCIL (FLORIDA STATE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION, 1980). THESE CERTIFICATES ARE ISSUED FOR A PERIOD OF FIVE YEARS (STATE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION, 1979).

NORTH CAROLINA OFFERS A STANDARD CERTIFICATE, WHICH IS KNOWN AS A VOCATIONAL GRADUATE. THIS STATE ALSO OFFERS TWO OTHER CERTIFICATES WHICH ARE BASED ON THE CURRENT DEGREE HELD BY THE MARKETING AND DISTRIBUTIVE EDUCATION TEACHER COORDINATOR. A VOCATIONAL ADVANCED GRADUATE CERTIFICATE IS ISSUED TO THOSE TEACHERS WHO HAVE COMPLETED A VOCATIONAL GRADUATE CERTIFICATE AND HAVE SIX HOURS OF COLLEGE CREDIT BEYOND A MASTER'S DEGREE IN THE MARKETING AND DISTRIBUTIVE EDUCATION FIELD. A VOCATIONAL DOCTORATE CERTIFICATE IS ISSUED TO THOSE WHO HAVE COMPLETED AN ADVANCED VOCATIONAL GRADUATE CERTIFICATE AND HAVE OBTAINED A DOCTORATE IN THE MARKETING AND DISTRIBUTIVE EDUCATION FIELD (NORTH CAROLINA STATE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION, 1980).

MISSISSIPPI, OFFERS A CLASS A CERTIFICATE WHICH IS CONSIDERED THEIR STANDARD CERTIFICATE. OTHER CERTIFICATES THAT THIS STATE OFFERS ARE BASED ON TEACHING EXPERIENCE IN THE MARKETING AND DISTRIBUTIVE EDUCATION AND EDUCATIONAL DEGREES OBTAINED (MISSISSIPPI STATE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION, 1982).

A CLASS AA IS ISSUED TO THOSE WHO HOLD A CLASS A CERTIFICATE IN MARKETING AND DISTRIBUTIVE EDUCATION, A MASTER'S DEGREE WITH 15 HOURS IN MARKETING AND DISTRIBUTIVE EDUCATION COURSES, AND HAVE TWO YEARS TEACHING EXPERIENCE IN THAT FIELD. THIS CERTIFICATE IS VALID FOR 10 YEARS (MISSISSIPPI STATE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION, 1980).

ANOTHER CERTIFICATE THAT MISSISSIPPI OFFERS WHICH IS VALID FOR 10 YEARS IS A CLASS AAA. BASIC REQUIREMENTS INCLUDE: HOLDING A CLASS AA CERTIFICATE, AND A SPECIALIST DEGREE OR 45 HOURS OF GRADUATE CREDIT SINCE THE CLASS AA CERTIFICATE WAS ISSUED, PLUS THREE YEARS OF TEACHING EXPERIENCE IN MARKETING AND DISTRIBUTIVE EDUCATION (MISSISSIPPI STATE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION, 1980).

MISSISSIPPI IS THE ONLY STATE IN THIS COMPARISON WHICH ISSUES A LIFE TIME TEACHING CERTIFICATE. THIS CERTIFICATE IS ISSUED ONCE AN APPLICANT HOLDS A CLASS AAA CERTIFICATE, A DOCTORATE DEGREE IN MARKETING AND DISTRIBUTIVE EDUCATION AND FIVE YEARS TEACHING EXPERIENCE IN MARKETING AND DISTRIBUTIVE EDUCATION (MISSISSIPPI STATE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION, 1980).

WORK EXPERIENCE OR VERIFICATION OF OCCUPATION COMPETENCY IS REQUIRED IN ALL STATES COMPARED. FOUR OF THE FIVE STATES REQUIRE UPDATED WORK EXPERIENCE IN ORDER TO RENEW A CERTIFICATE (FLORIDA STATE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION, 1980, AND TEXAS EDUCATION AGENCY, 1983). MISSISSIPPI IS THE ONLY STATE WHERE WORK EXPERIENCE IS NOT MANDATORY FOR RENEWAL OF A CERTIFICATE (MISSISSIPPI STATE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION, 1980).

IN COMPARISON ALL FIVE STATES REQUIRE SIMILAR EDUCATIONAL BACKGROUND AND WORK EXPERIENCE FOR A STANDARD CERTIFICATE. A FEW STATES SPECIFY

SPECIFIC COURSES; WHILE ALL WILL ACCEPT AND ENCOURAGE A MARKETING AND DISTRIBUTIVE EDUCATION DEGREE (MISSISSIPPI STATE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION, 1980 AND STATE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION, 1979).

SOME STATES AS DISCUSSED EARLIER OFFER ALTERNATIVES TO THOSE WHO HAVE NOT MET ALL THE REQUIREMENTS, BUT HAVE DISPLAYED COMPETENCY IN THE OCCUPATIONAL FIELD. CERTIFICATION IS COMPLICATED AND A TIME CONSUMING PROCESS (DAVIS, 1982). WITH THE DIFFERENT USE OF TERMINOLOGY, A CHANGE IN A TEACHERS POSITION FROM ONE STATE TO ANOTHER IS MORE COMPLICATED THAN IT SEEMS (DAVIS, 1984). SINCE SOME STATES REQUIRE SPECIFIC COURSES, A COMPETENT TEACHER WHO IS CERTIFIED IN ONE STATE MAY NOT BE ABLE TO OBTAIN A STANDARD CERTIFICATE IN ANOTHER STATE (DAVIS, 1984). SINCE COURSE NAMES VARY FROM INSTITUTION TO INSTITUTION, AND STATE TO STATE, THIS COMPLICATES MATTERS EVEN FURTHER (DAVIS, 1984). TO ELIMINATE THIS PROBLEM SOME STATES, SUCH AS TEXAS AND OKLAHOMA, HAVE WHAT IS KNOWN AS THE RECIPROCAL AGREEMENT. THIS AGREEMENT BETWEEN STATES ALLOWS FOR A CERTIFICATE FROM ONE STATE TO BE HONORED BY ANOTHER EXCLUDING LOCAL HISTORY REQUIREMENTS. THE AGREEMENT ALLOWS THE MAXIMUM USE OF SKILLED (CERTIFIED) PROFESSIONAL TEACHERS IN A GIVEN FIELD (DAVIS, 1984).

SUMMARY

TABLE I SHOWS THAT CERTIFICATION REQUIREMENTS WITHIN THESE STATES VARY IN ALMOST EVERY ASPECT. A TEACHER THAT IS CERTIFIED IN ONE STATE MAY NOT BE CERTIFIED IN ANOTHER STATE. THIS INCONSISTENCY BETWEEN STATES MAKES IT COMPLICATED FOR TEACHERS TO MAINTAIN A CURRENT CERTIFICATE WHEN MOVING TO ANOTHER STATE. MANY TEACHERS HAVE BEEN PLACED IN THIS SITUATION; THEY OFFER AN INSIGHT THROUGH THEIR EXPERIENCE INTO POSSIBLE SOLUTIONS TO THE SITUATION THAT EXISTS (DAVIS, 1984).

DAVIS ALSO STATED THAT AN ATTITUDAL STUDY OF MARKETING AND DISTRIBUTIVE EDUCATION TEACHERS WITHIN THE SOUTHERN REGION WILL GIVE PERTINENT INFORMATION ON CURRENT CERTIFICATION PROCEDURES WITHIN THE SOUTHERN REGION OF THE UNITED STATES (DAVIS, 1984).

TABLE I
CERTIFICATION COMPARISON BETWEEN THE SELECTED STATES
IN THE SOUTHERN REGION

ASPECTS OF CERTIFICATION	STATE				
	FLORIDA	MISSISSIPPI	NORTH CAROLINA	OKLAHOMA	TEXAS
ONE YEAR CERTIFICATE	*	*		*	*
THREE YEAR CERTIFICATE				*	*
FIVE YEAR CERTIFICATE	*	*		*	*
TEN YEAR CERTIFICATE		*			
LIFETIME CERTIFICATE		*			
TEACHER EXAMS REQUIRED FOR CERTIFICATION	*			*	
TWO YEARS WORK EXPERIENCE	*			*	*
FOUR YEAR DEGREE RE- REQUIRED		*	*	*	*
CERTIFICATES ISSUED BASED ON TEACHING EXPERIENCE		*			
CERTIFICATES ISSUED BASED ON DEGREE HELD		*	*		

CHAPTER III

PROCEDURES

THE MAJOR PURPOSE OF THIS STUDY WAS TO DETERMINE THE ATTITUDES OF THE MARKETING AND DISTRIBUTIVE EDUCATION TEACHER COORDINATOR CONCERNING THE CURRENT CERTIFICATION REQUIREMENTS. THE FOLLOWING OBJECTIVES WERE FORMULATED TO ACCOMPLISH THIS PURPOSE: (1) TO DETERMINE THE ATTITUDES OF TEACHER COORDINATORS IN MARKETING AND DISTRIBUTIVE EDUCATION TOWARDS VOCATIONAL TEACHER CERTIFICATION REQUIREMENTS, (2) TO GATHER DATA CONCERNING CERTIFICATION REQUIREMENTS OF MARKETING AND DISTRIBUTIVE EDUCATION WITHIN THE SELECTED STATES IN THE SOUTHERN REGION, AND (3) TO MAKE A COMPARISON BETWEEN CERTIFICATION REQUIREMENTS OF SELECTED STATES IN THE SOUTHERN REGION.

THIS CHAPTER WAS DIVIDED INTO THE FOLLOWING SECTIONS: (1) SELECTION OF THE POPULATION, (2) DEVELOPMENT OF THE INSTRUMENT, (3) METHODS OF DATA COLLECTION, AND (4) ANALYSIS OF THE DATA.

THE POPULATION

THE SOUTHERN REGION, AS DESIGNATED BY THE NATIONAL DISTRIBUTIVE EDUCATION CLUBS OF AMERICA (DECA), INCLUDES THE FOLLOWING STATES: ALABAMA, ARKANSAS, FLORIDA, GEORGIA, LOUISIANA, MISSISSIPPI, NORTH CAROLINA, OKLAHOMA, SOUTH CAROLINA, TENNESSEE, TEXAS AND VIRGINIA. IT ALSO INCLUDES THE COMMONWEALTH OF PUERTO RICO, AND THE POSSESSION OF THE VIRGIN ISLANDS, WHICH, FOR THE PURPOSES OF THIS STUDY, ARE REFERRED TO

AS STATES. THE POPULATION TO BE SURVEYED INCLUDED ALL MARKETING AND DISTRIBUTIVE EDUCATION TEACHERS CURRENTLY TEACHING IN THE MARKETING AND DISTRIBUTIVE EDUCATION FIELD IN THE SOUTHERN REGION.

OF THE 14 STATES IN THE SOUTHERN REGION, SELECTION WAS RANDOMLY DONE BY NUMBERING EACH STATE FROM ONE TO 14, AND DRAWING FIVE NUMBERS. THESE NUMBERS WERE THEN MATCHED WITH THE APPROPRIATE STATES. ONE-THIRD OF THE POPULATION WAS USED AS A REPRESENTATIVE SAMPLE.

ONCE THESE STATES WERE DETERMINED, THE MAILING ADDRESS AND PHONE NUMBERS OF THE STATE SUPERVISOR OF MARKETING AND DISTRIBUTIVE EDUCATION WERE OBTAINED. THE STATE SUPERVISORS WERE SENT A LETTER EXPLAINING THE PROJECT AND REQUESTING INFORMATION ON CURRENT CERTIFICATION POLICIES AND A CURRENT LIST OF MARKETING AND DISTRIBUTIVE EDUCATION IN THEIR STATE (SEE APPENDIX B). THE LIST THAT THE STATE SUPERVISORS SENT CONTAINED THE LOCATION OF ALL CERTIFIED MARKETING AND DISTRIBUTIVE EDUCATION TEACHER COORDINATORS IN THEIR STATE.

AFTER RECEIVING POSITIVE RESPONSE FROM THE STATE SUPERVISORS AND THE INFORMATION IN THE MAIL, THE STRATIFIED RANDOM SAMPLE METHOD WAS UTILIZED IN SELECTING 20 MARKETING AND DISTRIBUTIVE EDUCATION TEACHERS FROM EACH STATE TO MAIL THE QUESTIONNAIRE.

THE SELECTIVE SAMPLE PROCESS REMAINED THE SAME FOR EACH STATE. EVERY NINTH NAME ON THE LIST RECEIVED FROM THE STATE SUPERVISOR WAS USED. THIS NUMBER (NINE) VARIED WITH THE NUMBER OF MDE TEACHERS IN THE STATE. LISTS VARIED IN THEIR FORMAT, SOME WERE ALPHABETICAL, SOME WERE BY COUNTY, ETC. THE LISTS RECEIVED FROM THE STATE SUPERVISORS WERE NOT ALTERED.

SURVEY INSTRUMENT

THE SURVEY INSTRUMENT WAS DESIGNED BY THE RESEARCHER. A TWO-PART INSTRUMENT WAS USED TO GATHER INFORMATION FOR THIS STUDY. THE FIRST PART CONSISTED OF AN ATTITUDE SCALE AND THREE OPEN-ENDED QUESTIONS TO MEASURE TEACHER COORDINATOR'S ATTITUDES TOWARD CERTIFICATION IN THEIR STATE. THE SECOND PORTION CONSISTED OF A DATA-COLLECTION FORM DEVISED TO GATHER PERSONAL INFORMATION THAT MIGHT HAVE SOME RELATIONSHIP TO THIS STUDY (SEE APPENDIX C). THE PERSONAL ITEMS SELECTED FOR CONSIDERATION INCLUDED (1) NUMBER OF YEARS IN MARKETING AND DISTRIBUTIVE EDUCATION, (2) AGE OF THE TEACHER, (3) MAJOR IN ALL DEGREES HELD, (4) NUMBER OF YEARS WORK EXPERIENCE, AND (5) TYPE OF CERTIFICATE HELD.

AN ATTITUDE SCALE WAS SELECTED TO MEASURE THE ATTITUDES OR BELIEFS OF THE RESPONDENTS IN THIS STUDY. THE OBJECTIVES OF THIS STUDY WERE USED AS A BASIS FOR DEVELOPING ITEMS FOR THE ATTITUDE SECTION OF THE INSTRUMENT.

THE VALIDITY OF THE INSTRUMENT WAS THEN TESTED BY THE "JURY METHOD" WITH GATHERED INPUT FROM THE PANEL OF SIX EXPERTS (SEE APPENDIX A). THE PANEL OF EXPERTS WERE SELECTED BASED ON THEIR KNOWLEDGE IN THE FIELD OF VOCATIONAL EDUCATION SPECIFICALLY MARKETING AND DISTRIBUTIVE EDUCATION AND THE OCCUPATIONAL REQUIREMENTS FOR CERTIFICATION. SUGGESTED CHANGES WERE CONSIDERED AND INTERGRATED INTO THE FINAL FORM OF THE SURVEY INSTRUMENT (SEE APPENDIX C).

THE STATEMENTS WERE THEN RANDOMLY PLACED ON THE INSTRUMENT TO BREAK UP ANY SET PATTERN OF RESPONSES THAT MIGHT DEVELOP. RESPONDENTS HAD THE OPPORTUNITY TO INDICATE THE STRENGTH OF THEIR OPINIONS TOWARDS A PARTICULAR STATEMENT BY SELECTING ANY POSITION ON A FIVE-POINT CONTINUUM. POS-

SIBLE RESPONSES WERE STRONGLY AGREE, AGREE, IS NEUTRAL, DISAGREE, OR STRONGLY DISAGREE,

KERLINGER (1966) IDENTIFIED THE LIKERT SCALE AS A SUMMATED RATING SCALE. ITEMS STATED AS UNFAVORABLE TOWARD CURRENT CERTIFICATION PROCEDURES WERE NUMBERED AS FOLLOWS: ONE EQUALS STRONGLY AGREE TO FIVE EQUALS STRONGLY DISAGREE. THEREFORE, A NUMERICAL WEIGHT OF ONE REVEALED A FAVORABLE ATTITUDE TOWARD CURRENT CERTIFICATION PROCEDURES WHETHER THE ITEM ITSELF WAS STATED AS FAVORABLE OR UNFAVORABLE.

THE NUMERICAL VALUES OF ALL TEACHERS' RESPONSES TO EACH STATEMENT WERE TOTALED AND AVERAGED. PRIOR TO THE RECEIPT OF DATA TO BE ANALYZED, A NUMERICAL RANGE FOR EACH RESPONSE CATEGORY WAS DETERMINED AS FOLLOWS: STRONGLY DISAGREE - 4.6 TO 5.0, DISAGREE - 3.6 TO 4.5, IS NEUTRAL - 2.6 TO 3.5, AGREE - 1.6 TO 2.5, AND STRONGLY AGREE - BELOW 1.5.

THE FINAL INSTRUMENT UTILIZED A LIKERT-TYPE SCALE, AND OPEN-ENDED QUESTIONS. THE OPEN-ENDED QUESTIONS ARE SIMILAR TO WHAT KERLINGER (1966) DESCRIBED AS A FUNNEL.

COLLECTION OF DATA

THE DATA FOR THIS STUDY WAS COLLECTED BY MAILING A QUESTIONNAIRE TO THE MARKETING AND DISTRIBUTIVE EDUCATION TEACHER COORDINATORS WHO WERE RANDOMLY SELECTED FROM EACH OF THE FIVE STATES BEING SAMPLED IN THE SOUTHERN REGION. THE MAILING INCLUDED A COVER LETTER, THE QUESTIONNAIRE AND A SELF ADDRESSED, PRESTAMPED ENVELOPE (SEE APPENDIX C). THE RESPONDENTS WERE ASKED TO COMPLETE THE FORMS AS FRANKLY AND HONESTLY AS POSSIBLE AND TO RETURN THE INSTRUMENT IN THE STAMPED, SELF-ADDRESS-ED ENVELOPE WHICH WAS PROVIDED. ALSO INCLUDED IN THE QUESTIONNAIRE WAS A STATEMENT OF ANONYMITY EXPLAINING THAT RESPONSES WOULD REMAIN ANONYMOUS.

A SECOND MAILING WAS SENT TO ALL TEACHERS WHO HAD NOT RETURNED THE QUESTIONNAIRE TO THE RESEARCHER. THIS WAS SENT FOUR WEEKS FROM THE INITIAL MAILING.

ANONYMITY WAS INSURED FOR ALL RESPONDENTS BY NUMBERING EACH QUESTIONNAIRE AND CORRESPONDING ENVELOPE FOR DATA COLLECTION PURPOSES. THE NUMBERING PROCESS ALLOWED FOR ACCOUNTABILITY FOR ALL MARKETING AND DISTRIBUTIVE EDUCATION TEACHER COORDINATORS BEING SURVEYED. AFTER DATA COLLECTION, THE INFORMATION SHOWING THE CONNECTION BETWEEN THE NUMBERED QUESTIONNAIRES AND THE MARKETING AND DISTRIBUTIVE EDUCATION TEACHERS WAS DESTROYED; THUS ASSURING ANONYMITY OF COMMENTS AND RESPONSES BY ANY PARTICULAR TEACHER.

THE SIX PERSONAL ITEMS WERE CATEGORIZED AND THE MEAN RESPONSE SCORES FOR EACH CATEGORY WERE COMPARED TO DETERMINE EACH ITEM'S RELATIONSHIP TO THE ATTITUDE SECTION OF THE STUDY.

RESPONSES TO THE OPEN-ENDED QUESTIONS WERE CATEGORIZED AND SUMMARIZED WHENEVER POSSIBLE. ADDITIONAL COMMENTS WERE LISTED.

CHAPTER IV

ANALYSIS OF DATA

THE PURPOSE AND OBJECTIVES OF THIS STUDY WERE (1) TO DETERMINE THE UNDERSTANDING AND ATTITUDE OF TEACHERS IN MARKETING AND DISTRIBUTIVE EDUCATION TOWARDS CURRENT CERTIFICATION REQUIREMENTS IN THE SOUTHERN REGION OF THE UNITED STATES, (2) TO RESEARCH CURRENT CERTIFICATION REQUIREMENTS WITHIN SELECTED STATES OF THE SOUTHERN REGION, AND (3) TO COMPARE CURRENT CERTIFICATION REQUIREMENTS WITHIN THE SOUTHERN REGION OF THE UNITED STATES. THIS CHAPTER PRESENTS THE FINDINGS OF THIS STUDY.

. BACKGROUND INFORMATION

THE POPULATION OF THIS STUDY WAS THE MARKETING AND DISTRIBUTIVE EDUCATION TEACHER COORDINATORS CURRENTLY TEACHING IN THE SOUTHERN REGION OF THE UNITED STATES. THROUGH THE USE OF RANDOM SELECTION, FIVE STATES FROM THE SOUTHERN REGION WERE SELECTED AS THE SAMPLE STATES. THE STRATIFIED RANDOM SAMPLE METHOD WAS THEN UTILIZED IN SELECTING 20 MARKETING AND DISTRIBUTIVE EDUCATION TEACHER COORDINATORS FROM EACH OF THE SELECTED STATES TO MAIL THE QUESTIONNAIRE. A TOTAL OF 100 QUESTIONNAIRES WERE MAILED.

THE DATA PRESENTED IN THIS CHAPTER WAS GATHERED FROM 97 MARKETING AND DISTRIBUTIVE EDUCATION TEACHER COORDINATORS FROM THE SAMPLED STATES. IN APRIL OF 1984, QUESTIONNAIRES WERE MAILED TO 20 TEACHER COORDINATORS

FROM EACH OF THE FIVE SELECTED STATES. AFTER THE INITIAL MAILING, 68 PERCENT OF THE QUESTIONNAIRES HAD BEEN RETURNED. ON MAY 3, 1984 A SECOND AND FINAL MAILING WAS SENT TO NON-RESPONDENTS. FROM THE MAILING, AN ADDITIONAL 29 QUESTIONNAIRES WERE RECEIVED. THE RETURNED QUESTIONNAIRES WERE COLLECTED; THE DATA WAS ANALYZED AND SUMMARIZED. THE QUESTIONNAIRE ITEMS WERE REVIEWED AND SUMMARIZED IN BOTH NARRATIVE AND TABLE FORM. THE "COMMENTS" AND OPEN-ENDED QUESTIONS WERE SUMMARIZED AND REPORTED IN NARRATIVE FORM.

THE PERSONAL BACKGROUND INFORMATION DERIVED FROM THE QUESTIONNAIRE WAS USED TO DETERMINE THE NUMBER OF YEARS TEACHING EXPERIENCE, NUMBER OF YEARS OF PRACTICAL WORK EXPERIENCE, THE HIGHEST DEGREE HELD, THE MAJOR AREA OF STUDY FOR EACH DEGREE, AND THE TYPE OF CERTIFICATE HELD. THIS INFORMATION ALONG WITH THE REST OF THE QUESTIONS ON THE SURVEY WERE ANALYZED BY UTILIZING CHI SQUARE. ANY COMPARISON WHICH FELL BELOW THE .05 SIGNIFICANCE LEVEL TENDED NOT TO AGREE WITH THE NULL HYPOTHESIS. DUE TO THE LARGE NUMBER OF COMPARISONS CONDUCTED UTILIZING CHI SQUARE, ONLY THOSE FALLING BELOW THIS LEVEL WILL BE SUMMARIZED AND ANALYZED IN THIS CHAPTER. ALL OTHER COMPARISONS WERE FOUND TO BE INSIGNIFICANT DUE TO THEIR SIGNIFICANCE LEVEL. THERE WERE 126 DIFFERENT CHI SQUARES RUN, OF THESE SEVEN FELL BELOW THE .05 LEVEL.

RESPONDENTS WERE REQUESTED TO INDICATE THEIR OPINION ON STATEMENT THREE WHICH ASKED IF TEACHING KNOWLEDGE CAN BE OBTAINED ONCE A PERSON HAS STARTED TO TEACH IN A MDE PROGRAM. WHEN COMPARED TO THEIR RESPONSES TO QUESTION 17, WHICH WAS A VALUE JUDGEMENT BETWEEN WORK EXPERIENCE OR FORMAL EDUCATION, A LEVEL OF .0001 WAS OBTAINED. THE RESULTS ARE FOUND IN TABLE II. THIS COMPARISON SHOWS THAT THOSE WITH FORMAL TRAINING WHO ARE CURRENTLY TEACHING MDE TEND TO AGREE THAT KNOWLEDGE NEEDED TO EXE-

CUTE A MDE PROGRAM CAN BE OBTAINED ONCE ONE HAS STARTED TO TEACH WHILE THOSE WHO FEEL WORK EXPERIENCE IS MORE IMPORTANT THINK THAT KNOWLEDGE SHOULD BE OBTAINED BEFORE ONE ENTERS THE FIELD.

TABLE II
CHI SQUARE COMPARISON FOR QUESTION THREE CONCERNING
WHEN TO OBTAIN TEACHING KNOWLEDGE AND
QUESTION 17 ON VALUE JUDGEMENTS

RESPONSE	FORMAL EDUCATION		WORK EXPERIENCE		BOTH	
	ACTUAL	EXPECTED	ACTUAL	EXPECTED	ACTUAL	EXPECTED
AGREE	25	13.5	16	22.5	5	10.0
NEUTRAL	2	3.8	7	6.4	4	2.8
DISAGREE	0	9.7	22	16.1	11	7.2

$$X^2 = 29.442$$

CRITICAL X^2 , DF = 4, PROB. = .0001

WHEN COMPARING RESPONSES TO QUESTION NINE WHICH STATED, A MDE TEACHER CERTIFIED IN ONE STATE SHOULD BE CERTIFIED IN ALL STATES, TO THE AGE OF THE RESPONDENTS, A LEVEL OF .0278 WAS FOUND. THESE RESULTS ARE FOUND IN TABLE III. ONE IMPLICATION THAT IS SEEN BY THIS COMPARISON IS AN OVERWHELMING NUMBER OF MARKETING AND DISTRIBUTIVE EDUCATION TEACHERS AGREE WITH QUESTION NINE. SEVENTY-ONE OF THOSE WHO RESPONDED AGREED THAT IF A TEACHER WAS CERTIFIED TO TEACH MDE IN ONE STATE, SHE SHOULD BE CERTIFIED IN ALL STATES.

TABLE III
 CHI SQUARE COMPARISON FOR QUESTION NINE CONCERNING
 REGIONAL CERTIFICATION AND THE
 AGE OF RESPONDENTS

	AGE			
	25-33 YEARS	35-44 YEARS	45-54 YEARS	55 YEARS AND OLDER
<u>STRONGLY AGREE</u>				
ACTUAL	18	10	6	2
EXPECTED	13.6	9.6	7.6	5.2
<u>AGREE</u>				
ACTUAL	12	8	8	7
EXPECTED	13.2	9.3	7.4	5.1
<u>NEUTRAL</u>				
ACTUAL	1	1	5	4
EXPECTED	4.2	2.9	2.3	1.6
<u>DISAGREE</u>				
ACTUAL	3	4	0	0
EXPECTED	2.6	1.9	1.5	1.0
<u>STRONGLY DISAGREE</u>				
ACTUAL	0	1	0	0
EXPECTED	.4	.3	.2	.1

$$X^2 = 22.990$$

CRITICAL X^2 , DF = 12, PROB. = .0278

STATEMENT 10 REQUESTED THE RESPONDENTS TO INDICATE THEIR OPINION OF WHEN THE SPECIFIC CONTENT OF MDE SHOULD BE LEARNED. WHEN THE RESPONSES TO THIS STATEMENT WERE COMPARED TO THE NUMBER OF YEARS THAT A MDE TEACHER HAD TAUGHT, A SIGNIFICANCE LEVEL OF .0129 WAS OBTAINED. THESE RESULTS ARE FOUND IN TABLE IV. THOSE TEACHERS WITH LESS EXPERIENCE TENDED TO DISAGREE

WITH THE STATEMENT THAT LEARNING THE SPECIFIC CONTENT OF MDE IS RECOMMENDED TO BE UNDERTAKEN ONCE A PERSON HAD STARTED TO TEACH.

TABLE IV
CHI SQUARE COMPARISON FOR QUESTION 10 CONCERNING
THE TIME TO ACQUIRE MDE CONTENT KNOWLEDGE
AND THE NUMBER OF YEARS
OF TEACHER EXPERIENCE

	TEACHING YEARS				
	LESS THAN FIVE YEARS	6-10 YEARS	11-15 YEARS	16-20 YEARS	MORE THAN 20 YEARS
<u>STRONGLY AGREE</u>					
ACTUAL	7	4	1	3	0
EXPECTED	5.8	5.2	2.1	1.7	0.2
<u>AGREE</u>					
ACTUAL	8	6	7	5	0
EXPECTED	10	9.1	3.6	3	0.3
<u>NEUTRAL</u>					
ACTUAL	0	8	0	1	0
EXPECTED	3.5	3.1	1.3	1.0	0.1
<u>DISAGREE</u>					
ACTUAL	18	12	4	1	1
EXPECTED	13.8	12.6	5	4.2	0.4

$X^2 = 25.443$
CRITICAL X^2 , DF - 12, PROB. = .0129

WHEN COMPARING RESPONSES TO QUESTION 13 THAT STATED SPECIFIC COURSES
IN THE MDE AREA SHOULD BE REQUIRED BEFORE A PERSON IS CERTIFIED TO TEACH

MARKETING AND DISTRIBUTIVE EDUCATION TO QUESTION 17 CONCERNING VALUE JUDGEMENTS, THE RESULTS SHOWN IN TABLE V WERE OBTAINED. SINCE ALL OF THE RESPONDENTS ANSWERED STRONGLY AGREE, AGREE OR NEUTRAL, IT IS SEEN THAT ALL GROUPS AGREED THAT IT IS A GOOD IDEA FOR TEACHERS WHO ARE ABOUT TO START TEACHING MARKETING AND DISTRIBUTIVE EDUCATION TO HAVE CERTAIN COURSES BEFORE THEY START TO TEACH IN THE CLASSROOM.

TABLE V
CHI SQUARE COMPARISON OF QUESTION 13 CONCERNING
REQUIRING SPECIFIC COURSES FOR
CERTIFICATION AND QUESTION
17 ON VALUE JUDGEMENTS

	FORMAL EDUCATION	WORK EXPERIENCE	BOTH
<u>STRONGLY AGREE</u>			
ACTUAL	4	17	6
EXPECTED	7.9	13.2	5.9
<u>AGREE</u>			
ACTUAL	15	25	13
EXPECTED	15.6	25.9	11.5
<u>NEUTRAL</u>			
ACTUAL	8	3	1
EXPECTED	3.5	5.9	2.6

$$X^2 = 11.368$$

$$\text{CRITICAL } X^2, \text{ DF} = 4, \text{ PROB.} = .0227$$

QUESTION 15 STATED THAT FORMAL EDUCATION IN THE MDE FIELD SHOULD BE OBTAINED BEFORE A CERTIFICATE IS ISSUED TO AN APPLICANT. WHEN COMPARING

RESPONSES TO QUESTION 15 TO THE RESPONSES TO QUESTION 17 WHICH HAD THE TEACHERS MAKE A VALUE JUDGEMENT, A LEVEL OF .0192 WAS OBTAINED. THE RESULTS OF THIS COMPARISON ARE FOUND IN TABLE VI. THOSE WHO ANSWERED WORK EXPERIENCE ON QUESTION 17, TENDED TO DISAGREE WITH THE STATEMENT THAT FORMAL EDUCATION SHOULD BE OBTAINED BEFORE A CERTIFICATE IS ISSUED TO AN APPLICANT.

TABLE VI
CHI SQUARE COMPARISON OF QUESTION 15 REQUIRING
FORMAL EDUCATION AND QUESTION 17 ON
TEACHER'S VALUE JUDGEMENTS

	FORMAL EDUCATION	WORK EXPERIENCE	BOTH
<u>AGREE</u>			
ACTUAL	4	2	1
EXPECTED	2.1	3.4	1.5
<u>NEUTRAL</u>			
ACTUAL	11	6	2
EXPECTED	5.6	9.3	4.1
<u>DISAGREE</u>			
ACTUAL	9	24	13
EXPECTED	13.5	22.5	10
<u>STRONGLY DISAGREE</u>			
ACTUAL	3	13	4
EXPECTED	5.9	9.8	4.3

$$X^2 = 15.145$$

$$\text{CRITICAL } X^2, \text{ DF} = 6, \text{ PROB.} = .0192$$

QUESTION 15 ASKED RESPONDENTS TO INDICATE THEIR OPINION ON WHETHER A PERSON WITH EXCELLENT WORK EXPERIENCE SHOULD BE HIRED OVER AN APPLICANT WITH A FORMAL EDUCATION IN MDE AND ADEQUATE WORK EXPERIENCE. WHEN THESE RESPONSES WERE COMPARED TO THE NUMBER OF YEARS TEACHING EXPERIENCE, A SIGNIFICANCE LEVEL OF .0191 WAS FOUND. RESULTS ARE SHOWN IN TABLE VII. THIS COMPARISON REVEALED THAT THE SHORTER THE LENGTH OF TIME THAT A RESPONDENT HAD TAUGHT MARKETING AND DISTRIBUTIVE EDUCATION, THE MORE HE TENDED TO DISAGREE WITH THE STATEMENT.

TABLE VII

CHI SQUARE COMPARISON OF QUESTION 15 ON HIRING PRACTICES AND THE NUMBER OF YEARS OF TEACHING EXPERIENCE

	TEACHING YEARS				
	LESS THAN FIVE YEARS	6-10 YEARS	11-15 YEARS	16-20 YEARS	MORE THAN 20 YEARS
<u>AGREE</u>					
ACTUAL	0	1	3	2	0
EXPECTED	2.2	2.2	.8	.7	.1
<u>NEUTRAL</u>					
ACTUAL	7	8	2	3	0
EXPECTED	7.3	7.5	2.6	2.2	.4
<u>DISAGREE</u>					
ACTUAL	20	19	3	4	0
EXPECTED	16.7	17.2	6.1	5.1	1.0
<u>STRONGLY DISAGREE</u>					
ACTUAL	6	6	4	1	2
EXPECTED	6.9	7.1	2.5	2.1	.4

$$\chi^2 = 24.192$$

CRITICAL χ^2 , DF = 12, PROB. = .0191

WHEN RESPONDENTS WERE ASKED TO RESPOND TO QUESTION 16 WHICH STATED THAT A PERSON CAN BE AN EFFECTIVE MDE TEACHER WITHOUT HAVING APPROPRIATE WORK EXPERIENCE TO THEIR RESPONSES TO QUESTION 17 WHERE RESPONDENTS STATED WHETHER FORMAL EDUCATION OR WORK EXPERIENCE WAS MORE IMPORTANT, A SIGNIFICANCE LEVEL OF .0180 WAS OBTAINED. THE RESULTS ARE SHOWN IN TABLE VIII. THOSE TEACHERS WHO VALUED WORK EXPERIENCE AS THE MOST IMPORTANT FACTOR FOR AN MDE TEACHER TO HAVE, TENDED TO AGREE WITH THE STATEMENT THAT A PERSON CAN BE AN EFFECTIVE MDE TEACHER WITHOUT APPROPRIATE WORK EXPERIENCE.

TABLE VIII

CHI SQUARE COMPARISON OF QUESTION 16 ON THE EFFECT OF
WORK EXPERIENCE AND QUESTION 17 ON
TEACHERS VALUE JUDGEMENTS

	FORMAL EDUCATION	WORK EXPERIENCE	BOTH
<u>AGREE</u>			
ACTUAL	7	21	3
EXPECTED	9.1	15.2	6.7
<u>NEUTRAL</u>			
ACTUAL	6	10	2
EXPECTED	5.3	8.8	3.9
<u>DISAGREE</u>			
ACTUAL	14	14	15
EXPECTED	12.6	21.0	9.3

$$X^2 = 11.920$$

$$\text{CRITICAL } X^2, \text{ DF} = 4, \text{ PROB.} = .0180$$

THE FREQUENCY OF RESPONSES WAS ALSO CALCULATED. BY CALCULATING THE FREQUENCY, THOSE STATEMENTS THAT THE MAJORITY OF MARKETING AND DISTRIBUTIVE EDUCATION TEACHERS AGREED OR DISAGREED WITH ARE SEEN. A SUMMARY OF ALL OF THE FREQUENCIES FOR QUESTIONS ONE THROUGH 16 ARE FOUND IN TABLE IX. THOSE WITH AN ASTERISK SHOW WHERE THE MAJORITY OF THE SAMPLE TENDED TO AGREE OR DISAGREE. THE FOLLOWING ARE THE QUESTIONS AS NUMBERED ON TABLE X:

1. WORK EXPERIENCE IS IMPORTANT FOR THE MDE TEACHER TO HAVE.
2. AN ALL INCOMPASSING MDE CERTIFICATE VALID IN ALL STATES IS FEASIBLE.
3. TEACHING KNOWLEDGE CAN BE OBTAINED ONCE A PERSON HAS STARTED TEACHING AN MDE PROGRAM.
4. AN MDE TEACHER SHOULD BE CERTIFIED ONLY IF THEY HAVE EXPERIENCE IN SPECIFIC TEACHING METHODS.
5. FOR CERTIFICATION OF MDE TEACHERS, THE COURSE WORK TAKEN AT COLLEGE IS AN IMPORTANT CONSIDERATION.
6. TWO YEARS OF WORK EXPERIENCE IN THE APPROPRIATE FIELD IS AMPLE FOR CERTIFICATION PURPOSES.
7. A NONCERTIFIED TEACHER REGARDLESS OF THE SITUATION, SHOULD NOT BE HIRED OVER A CERTIFIED APPLICANT.
8. THE FORMAL EDUCATION AND WORK EXPERIENCE OF A PERSON DOES HAVE AN IMPACT ON THE EFFECTIVENESS OF THE TEACHER-COORDINATOR.
9. IF AN MDE TEACHER IS CERTIFIED IN ONE STATE THEY SHOULD BE CERTIFIED IN ALL STATES.
10. LEARNING THE SPECIFIC CONTENT OF MDE IS RECOMMENDED TO BE DONE ONCE A PERSON HAS STARTED TO TEACH.

11. A CERTIFIED APPLICANT SHOULD BE HIRED OVER A NONCERTIFIED APPLICANT.
12. THE COMPETENCY OF A TEACHER IN AN OCCUPATION CAN BE MEASURED BY THE LENGTH OF WORK EXPERIENCE.
13. SPECIFIC COURSES IN THE MDE AREA SHOULD BE REQUIRED BEFORE A PERSON IS CERTIFIED TO TEACH IN MDE.
14. FORMAL EDUCATION IN THE MDE FIELD SHOULD BE OBTAINED BEFORE A CERTIFICATE IS ISSUED TO AN APPLICANT.
15. A PERSON WITH EXCELLENT OCCUPATIONAL OR WORK EXPERIENCE SHOULD BE HIRED OVER AN APPLICANT WITH A FORMAL EDUCATION IN MDE AND ADEQUATE WORK EXPERIENCE.
16. A PERSON CAN BE AN EFFECTIVE MDE TEACHER WITHOUT HAVING APPROPRIATE WORK EXPERIENCE.

TABLE IX
FREQUENCY OF RESPONSES TO QUESTION ONE THROUGH 16

QUESTION	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
* 1	71	23	3	1	0
2	4	48	2	5	0
3	5	43	14	26	10
4	22	35	20	24	3
* 5	30	60	5	3	0
6	18	49	10	13	7
7	34	26	11	18	8
* 8	52	38	2	4	3
* 9	39	38	12	8	1
10	18	29	9	30	8
11	34	30	18	11	3
* 12	2	6	7	57	26
* 13	28	57	7	5	1
* 14	25	54	4	13	2
* 15	2	5	21	50	21
16	8	31	19	37	9

TABLE X SHOWS THE RESPONSES TO QUESTION 17. THIS QUESTION ASKED THE RESPONDENTS TO WEIGH THE IMPORTANCE OF FORMAL EDUCATION VERSUS WORK EXPERIENCE. DUE TO THE DISTRIBUTION AND THE FACT THAT MANY OF THE RESPONDENTS COMMENTED THAT BOTH ARE IMPORTANT, ONE CANNOT BE CHOSEN AS THE MOST IMPORTANT. THE EXPLANATION OF RESPONSES AS TO WHY RESPONDENTS CHOSE THE ONE THAT THEY DID ARE FOUND IN APPENDIX D.

TABLE X
 FREQUENCY OF RESPONSES TO QUESTION 17 CONCERNING
 TEACHERS VALUE JUDGEMENTS

	FORMAL EDUCATION	WORK EXPERIENCE	BOTH
NUMBER OF RESPONSES	20	44	20

QUESTION 18 DEALT WITH WHAT COURSES WOULD BE MOST BENEFICIAL TO A PERSON CONSIDERING TEACHING IN THE MARKETING AND DISTRIBUTIVE EDUCATION FIELD. RESPONDENTS WERE GIVEN FOUR BLANK LINES ON WHICH TO WRITE THEIR SUGGESTION. SUGGESTED COURSES AND THEIR FREQUENCY ARE FOUND IN TABLE XI. MANY OF THE MDE TEACHER COORDINATORS DID NOT GO INTO DETAIL OR THEY ONLY LISTED ONE COURSE.

TABLE XI
COURSE SUGGESTIONS AND FREQUENCIES

COURSE SUGGESTIONS	FREQUENCY
METHODS	30
MARKETING/MANAGEMENT	38
STUDENT TEACHING	8
DECA	6
FASHION MERCHANDISING	1
ADVERTISING	18
DISPLAY	3
SALES	13
BUSINESS MATH	14
BUSINESS COMMUNICATION	4
RETAILING	2
BUSINESS LAW	2
COMPUTERS	3
FUND RAISING	3

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

SUMMARY

THE SPECIFIC PROBLEM OF THIS STUDY WAS THE LACK OF DATA CONCERNING MDE TEACHERS ATTITUDES TOWARDS MARKETING AND DISTRIBUTIVE EDUCATION CERTIFICATION AND THE LACK OF RESEARCH ON CERTIFICATION REQUIREMENTS WITHIN THE SOUTHERN REGION OF THE UNITED STATES. MORE SPECIFICALLY, IT WAS THE INTENT TO INVESTIGATE THE ATTITUDE OF TEACHER COORDINATORS CONCERNING THE CERTIFICATION OF APPLICANTS WHO HAVE NOT HAD FORMAL EDUCATION IN THE MARKETING AND DISTRIBUTIVE EDUCATION FIELD.

THE POPULATION FOR THIS STUDY WAS 100 MARKETING AND DISTRIBUTIVE EDUCATION TEACHER COORDINATORS WITHIN THE SOUTHERN REGION OF THE UNITED STATES. OF THE 100 TEACHERS SURVEYED, 97 RESPONDED TO THE ATTITUDINAL QUESTIONNAIRE.

THE DATA GATHERING INSTRUMENT WAS DESIGNED BY THE RESEARCHER AND VALIDATED BY A PANEL OF EXPERTS. THE DATA FOR THE INSTRUMENT WAS GATHERED THROUGH A SERIES OF MAILINGS. THE RESULTS WERE REPORTED IN TABULAR AND NARRATIVE FORMAT, UTILIZING CHI SQUARE, AND FREQUENCIES WHEN APPROPRIATE.

AN ANALYSIS OF RESPONSES REVEALED THAT BOTH WORK EXPERIENCE AND FORMAL EDUCATION ARE IMPORTANT FOR CERTIFICATION PROCEDURES. THE MAJORITY AGREED THAT FORMAL EDUCATION, AND SPECIFIC COURSES SHOULD BE A PREREQUISITE BEFORE ISSUING AN APPLICANT A CERTIFICATE. SPECIFIC COURSES SHOULD BE REQUIRED FOR MARKETING AND DISTRIBUTIVE EDUCATION TEACHER COORDINATORS.

THE MAJORITY AGREED THAT A NON-CERTIFIED TEACHER SHOULD NOT BE HIRED OVER A CERTIFIED APPLICANT. THIS SAMPLE ALSO AGREED THAT OCCUPATIONAL COMPETENCY CANNOT BE MEASURED BY THE LENGTH OF ONE'S WORK EXPERIENCE IN THE FIELD; AND THAT IF A TEACHER IS CERTIFIED IN ONE STATE, THEY SHOULD BE CERTIFIED IN ALL.

THE TEACHERS ATTITUDES DIFFER WITH CURRENT CERTIFICATION PROCEDURES AS DISCUSSED IN CHAPTER III. THE MAJORITY OF THE DIFFERENCE IS BETWEEN CERTIFICATION OF THOSE WHO LACK THE FOUNDATION IN MARKETING AND DISTRIBUTIVE EDUCATION CORE COURSES, AND THAT CERTIFICATES TEND TO BE HONORED ONLY IN THEIR OWN STATE.

CONCLUSIONS

THE FOLLOWING CONCLUSIONS BASED ON THE FINDINGS OF THIS STUDY ARE ACCEPTED AS VALID FOR THE POPULATION OF THIS STUDY AT THE TIME THE INVESTIGATION WAS CONDUCTED:

1. WORK EXPERIENCE IS IMPORTANT FOR THE MARKETING AND DISTRIBUTIVE EDUCATION TEACHER TO HAVE; BUT IS NOT THE ONLY FACTOR TO CONSIDER FOR CERTIFICATION PURPOSES.
2. THE COURSE WORK TAKEN AT THE COLLEGE LEVEL, AS WELL AS WORK EXPERIENCE, IS AN IMPORTANT CONSIDERATION IN THE CERTIFICATION OF MDE TEACHERS.
3. BOTH FORMAL EDUCATION AND WORK EXPERIENCE HAVE AN IMPACT ON THE EFFECTIVENESS OF A MDE TEACHER COORDINATOR.
4. IF AN MDE TEACHER IS CERTIFIED IN ONE STATE, HE SHOULD BE CERTIFIED IN ALL STATES.
5. THE COMPETENCY OF A TEACHER IN AN OCCUPATION CANNOT BE MEASURED BY THE LENGTH OF HIS WORK EXPERIENCE.

6. SPECIFIC COURSES IN THE MDE AREA SHOULD BE REQUIRED BEFORE A PERSON IS CERTIFIED TO TEACH MDE.

7. A PERSON THAT LACKS THE FORMAL EDUCATION IN MDE SHOULD NOT BE HIRED OVER A CERTIFIED APPLICANT.

RECOMMENDATIONS

BASED ON THE FINDINGS OF THIS STUDY, SEVERAL RECOMMENDATIONS ARE MADE:

1. CERTIFICATION PROCEDURES SHOULD REQUIRE THAT SPECIFIC COURSES BE TAKEN BEFORE A CERTIFICATE IS ISSUED. THIS WILL GIVE THE PROSPECTIVE TEACHER MORE OF AN INSIGHT INTO WHAT THEY WILL BE EXPECTED OF THEM.

2. WORK EXPERIENCE SHOULD REMAIN A PREREQUISITE BEFORE A CERTIFICATE IS ISSUED. THE LENGTH OF THE EXPERIENCE IS SUGGESTED TO BE A MINIMUM OF TWO YEARS IN A MARKETING POSITION. THE LENGTH OF EXPERIENCE DOES NOT DETERMINE THE COMPETENCY OF THE INDIVIDUAL.

3. CERTIFICATION PROCEDURES SHOULD TAKE INTO CONSIDERATION IF A PERSON IS CERTIFIED TO TEACH IN ANOTHER STATE, AND HONOR THAT CERTIFICATE.

4. THOSE APPLICANTS WHO HAVE BOTH FORMAL EDUCATION AND WORK EXPERIENCE SHOULD BE HIRED OVER THOSE WHO ARE LACKING IN ONE OF THE TWO AREAS.

5. THAT FURTHER RESEARCH BE CONDUCTED IN THE AREA OF CERTIFICATION.

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APPENDIXES

APPENDIX A

VOCATIONAL EDUCATIONAL PANEL
OF EXPERTS LIST AND
CONTACT LETTER

VOCATIONAL EDUCATION PANEL OF EXPERTS LIST

Dr. Jerry Davis
MDE Teacher Educator
Oklahoma State University
Stillwater, Oklahoma 74074

Dr. P.R. Youngs IV
MDE Teacher Coordinator
Ponca City High School
Fifth and Overbrook
Ponca City, Oklahoma 74601

Ms. Barbara Lyon
Testing Specialist
Oklahoma State Department of Vocational and Technical Education
1515 West Sixth
Stillwater, Oklahoma 74074

Ms. Nelda Bloom
MDE Curriculum Specialist
Oklahoma State Department of Vocational and Technical Education
1515 West Sixth
Stillwater, Oklahoma 74074

Mr. Gene Warner
Oklahoma MDE State Supervisor
Oklahoma State Department of Vocational and Technical Education
1515 West Sixth
Stillwater, Oklahoma 74074

Ms. Daralyn Loveless
MDE Teacher Coordinator
Foster Estes Area Votech
Oklahoma City, Oklahoma

Mr. Sam Downs
MDE Teacher Coordinator
Lindsay High School
Lindsay, Oklahoma

Diane M. Bull
1604 East Prospect
Ponca City, Oklahoma

March 1, 1984

Ms. Nelda Bloom
Oklahoma Department of Vocational and Technical Education
1515 West Sixth
Stillwater, Oklahoma 74074

Dear Ms. Bloom:

Your knowledge and expertise is needed. It is respectfully requested that you serve on a seven-member panel, each chosen for his or her contributions to vocational education, providing input for my master's research. The thesis concerns attitudes towards certification requirement within the Southern Region of the United States. Please assist by testing the enclosed instrument.

The enclosed questionnaire will be sent to twenty teachers of Marketing and Distributive Education in five states of the Southern Region. Given these facts, please offer suggestions for any questions which you feel should be reworded for clarity, given other response choices, deleted, given more response space, and/or "localized" for the Southern Region. Are there additional questions or areas of concern that should be included in the survey?

If you need further information in responding, please call (405) 767-1108 or (405) 765-5507. Thank you for taking time from your busy schedule to provide input concerning this vocational education matter. Your efforts are deeply appreciated.

Sincerely,

Diane M. Bull

cc: Dr. Jerry Davis, Oklahoma State University

APPENDIX B

LETTER TO THE MARKETING AND DISTRIBUTIVE
EDUCATION STATE SUPERVISORS
OF THE SOUTHERN REGION

Diane M. Bull
1604 East Prospect
Ponca City, Oklahoma 74604

March 1, 1984

Mr. Gene Warner
Oklahoma State Department of Vocational and Technical Education
1515 West Sixth
Stillwater, Oklahoma 74074

Dear Mr. Warner:

Your input is needed to facilitate an Oklahoma State University study on Marketing and Distributive Education Teacher Coordinator certification requirements. The study will address how certification requirements compare within the Southern Region of the United States; the study will provide information which can be used by college or universities designing teacher core curriculum and by the State Departments in determining certification guidelines.

The material I need in order to complete this study includes:

- 1.) a current list of MDE teachers within your state, and
- 2.) the current certification requirements of your state for MDE teacher coordinators.

Please respond to this request. It is essential, if study deadlines are to be met, that you return this information to be by March 15.

Thank you for your assistance. A copy of the completed study will be provided at your request.

Sincerely,

Diane M. Bull

APPENDIX C

COVER LETTER, SURVEY INSTRUMENT AND
FOLLOW-UP LETTER TO
NON-RESPONDENTS

April 10, 1984

From: Diane M. Bull
MDE Teacher-Coordinator
Ponca City High School
Ponca City, Oklahoma

To: Marketing and Distributive Education Teacher-coordinator

Subj: State Certification Criteria Questionnaire; request for

Encl: 1.) Questionnaire
2.) Self-addressed, stamped envelope

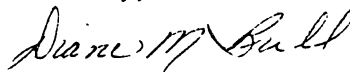
I am making an independent study to determine the effectiveness of certification procedures in the southern region of the United States. I plan on using the results of this study for completion of my master's degree and possible certification revisions within the southern region.

I need your help as an MDE teacher-coordinator in identifying the strengths and weaknesses of the certification requirements of your state. It is felt that this study could be a valuable guide for revising current procedures in the state of Oklahoma and in other states in the southern region. It is imperative that you give me an honest and frank response to all questions.

Please complete the enclosed questionnaire and return it in the stamped, self-addressed envelope as soon as possible. All information will be held in strictest confidence, and the names of individual teachers or schools will positively not be released. Any additional suggestions you have in regard to this study would be appreciated. If you have any questions concerning the study, please feel free to contact me.

Thank you for your time and consideration.

Sincerely,



Diane M. Bull
MDE Teacher-Coordinator

Please respond to each of the following statements by circling the response that most nearly expresses your feelings on each individual statement.

SA - Strongly Agree A - Agree N - Neutral D - Disagree SD - Strongly Disagree

- | | | | | | |
|--|----|---|---|---|----|
| 1. Work experience is important for the MDE teacher to have. | SA | A | N | D | SD |
| 2. An all encompassing MDE certificate valid in all states is feasible. | SA | A | N | D | SD |
| 3. Teaching knowledge can be obtained once a person has started teaching an MDE program. | SA | A | N | D | SD |
| 4. An MDE teacher should be certified only if they have experience in specific teaching methods. | SA | A | N | D | SD |
| 5. For certification of MDE teachers, the course work taken at college is an important consideration. | SA | A | N | D | SD |
| 6. Two years of work experience in the appropriate field is ample for certification purposes. | SA | A | N | D | SD |
| 7. A noncertified teacher regardless of the situation, should not be hired over a certified applicant. | SA | A | N | D | SD |
| 8. The formal education and work experience of a person does have an impact on the effectiveness of the teacher-coordinator. | SA | A | N | D | SD |
| 9. If an MDE teacher is certified in one state they should be certified in all states. | SA | A | N | D | SD |
| 10. Learning the specific content of MDE is recommended to be done once a person has started to teach. | SA | A | N | D | SD |
| 11. A certified applicant should be hired over a noncertified applicant. | SA | A | N | D | SD |
| 12. The competency of a teacher in an occupation can be measured by the length of work experience. | SA | A | N | D | SD |
| 13. Specific courses in the MDE area should be required before a person is certified to teach in MDE. | SA | A | N | D | SD |

14. Formal education in the MDE field should be obtained before a certificate is issued to an applicant. SA A N D SD
15. A person with excellent occupational or work experience should be hired over an applicant with a formal education in MDE and adequate work experience. SA A N D SD
16. A person can be an effective MDE teacher without having appropriate work experience. SA A N D SD

(If more room is needed for your response, please use the back of this paper.)

17. Is work experience or formal education more important for an applicant to have when beginning to teach Marketing and Distributive Education?
 Work Experience _____ Formal Education _____
 Why: _____

18. What course work in formal college education would be most beneficial to a person who is considering teaching in the MDE field?

19. What type and how much work experience would you recommend for a person who is considering teaching in the MDE field?

20. Additional comments: _____

CERTIFICATION DATA INFORMATION FORM

Total number of years you have taught Marketing and Distributive Education: _____

Age: _____

Highest College Degree Held: (Circle One)

B.S./B.A. M.S. M.S.+ PHD. Other, please explain: _____

Major for B.S. degree: _____

Major for M.S. degree: _____

Total number of years of work experience that you have in the field: _____

Type of Certificate held: _____

Diane M. Bull
MDE Teacher/Coordinator
Ponca City High School
1604 East Prospect
Ponca City, Oklahoma 74604

May 3, 1984

Oklahoma City, Oklahoma

Dear

During the month of April, you received correspondence requesting you to complete a survey concerning teacher certification. With more than two-thirds of the questionnaires returned, your response is needed. A second questionnaire and self-addressed, stamped envelope are enclosed for your convenience.

Input which only you can provide is needed to complete this study. The enclosed letter of support from Dr. Jerry G. Davis, Professor of Marketing and Distributive Education at Oklahoma State University, will hopefully convince you of the importance of this study.

Please complete and return the enclosed questionnaire today. Thank you.

Sincerely,

Diane M. Bull

APPENDIX D
COMMENTS FROM QUESTION SEVENTEEN

Comments from Question 17 from those who checked Formal Education.

"Some persons could have years of work experience but not have the ability to become a teacher. Persons with that unique ability required to become a good teacher can teach most any subject for which their formal education prepares them."

"I believe formal education is needed to help a teacher organize what they are to teach. Work experience helps to support what you teach but not helpful if you can't use it to assist in teaching."

"I believe a person needs the methods course at least - Experience is great but you have to be able to get it across to your students."

"I don't see how anyone without work experience to draw from can effectively teach customer and supervisor relations. Work experience is important but formal education is necessary."

"Working successfully in a job and being successful as a classroom teacher are two different tasks. The education gives the background needed for classroom instruction."

"Formal Education is necessary to acquaint the teacher with the problems that will be encountered in the classroom. The background information that comes from work experience is ineffective if the teacher does not know how to manage a classroom."

"The formal education should require the work experience as one of its components. First and foremost, a teacher must be trained in the professional aspects of teaching."

"I think formal education is the most important of the two because the courses to become certified are needed in order to teach effectively. However, to coordinate between student and employer a coordinator needs first hand retail experience."

"In order to teach for learning and understanding one must understand the principles of teaching and learning acquired through methods and education courses."

"The art of handling students in classroom and on-the-job training sites possibly can best be done by a person properly trained to do this through teacher training institutions."

"It is hard to get any work experience of a highly technical nature on a part time basis."

"The teacher needs to be well versed in the MDE curriculum so that he can give students diversified information in a variety of areas not just the area of his work experience."

"Work experience does not give the person teaching techniques or abilities (unless that person was an instructor in the work experience)."

Comments from Question 17 from those who checked work experience.

- " A variety of work experience is more effective because of the many changes taking place in the job market."
- " Basically, each situation depends on the individual. Work experience of certain types can be valuable in operating a program. But experience in business does not insure success as an MDE teacher."
- " Knowledge of needs for job is valuable in teaching students but I believe that a combination of experience and education is needed in most vocational programs."
- " Experiences on the job include many items not taught in textbook courses: attitudes, coping with boredom, sticking to a job, human relations, personal feelings regarding one's status."
- " I have both work experience and formal education in MDE, but I consistently rely on my knowledge gained while working in the retailing business."
- " Because the teacher can give examples and the student knows that the teacher knows what he/she is talking about."
- " To relate actual business situations to the student. You have a more complete knowledge of what competencies are required for a specific occupation."
- " Work experience background on different jobs is important when teaching students about jobs and job situations."
- " I feel you will be a better teacher if you have had work experience."
- " A person will know more about a business if he has worked there, Formal education doesn't always point out the little things that go along with the job."

Comments from Question 17 from those who checked both.

"In the field of marketing, an instructor should have both education and work experience due to limitations with both."

"They should go together hand in hand."

"Both are important the teacher with only formal education will probably not do as well as one with work experience as well as some formal education."

"Combination of both must be required. One gains invaluable experience on-the-job which can be passed on to students - only in a professional manner gained in a formal education system."

" My opinion: you need exposure in both worlds. You can be more effective if you have a point of reference from each experience."

"I can not say that one is more important than the other. I feel that both are necessary to be competent as an MDE teacher."

"Work experience is important to help stimulate students and supplement curriculum; however some people are not "teachers" and sometimes having course work in teaching - prep classes still is of little value to their teaching effectiveness."

"Work Experience is important in any vocational subject taught, but formal education is needed to help relate that experience to the students."

"I really can't distinguish between these - its like choosing whether it would be best to lose your left foot or right foot."

VITA²

DIANE MARIE WALTON BULL
CANDIDATE FOR THE DEGREE OF
MASTER OF SCIENCE

THESIS: AN ATTITUDINAL INVESTIGATION INTO MARKETING AND
DISTRIBUTIVE EDUCATION TEACHERS ATTITUDES TOWARDS
CERTIFICATION IN THE SOUTHERN REGION OF THE UNITED
STATES

MAJOR: OCCUPATIONAL ADULT EDUCATION

BIOGRAPHICAL:

PERSONAL DATA: BORN IN OKLAHOMA CITY, OKLAHOMA,
JANUARY 31, 1955, THE DAUGHTER OF MR. AND
MRS. LESTER W. WALTON

EDUCATION: ATTENDED PUBLIC SCHOOL IN OKLAHOMA CITY
OKLAHOMA; GRADUATED FROM JOHN MARSHALL HIGH
SCHOOL, OKLAHOMA CITY, OKLAHOMA, MAY, 1973;
RECEIVED BACHELOR OF SCIENCE IN BUSINESS AD-
MINISTRATION DEGREE FROM OKLAHOMA STATE UNI-
VERSITY IN 1977; COMPLETED REQUIREMENTS FOR
THE MASTER OF SCIENCE DEGREE AT OKLAHOMA STATE
UNIVERSITY IN JULY, 1984.

PROFESSIONAL EXPERIENCE: MARKETING AND DISTRIBUTIVE
EDUCATION TEACHER COORDINATOR, MOORE, OKLAHOMA
1977-1981; MARKETING AND DISTRIBUTIVE EDUCA-
TION AND FASHION MERCHANDISING TEACHER COORDI-
NATOR, PONCA CITY, OKLAHOMA 1981-1984.

PROFESSIONAL ORGANIZATIONS: NATIONAL ASSOCIATION OF
MARKETING AND DISTRIBUTIVE EDUCATION TEACHERS;
OKLAHOMA VOCATIONAL ASSOCIATION, AMERICAN VOCA-
TIONAL ASSOCIATION, ASSOCIATION OF CLASSROOM
TEACHERS, OKLAHOMA EDUCATION ASSOCIATION, AND
THE NATIONAL EDUCATION ASSOCIATION.