

FACTORS AND PERCEPTIONS OF THE OKLAHOMA
DE/MARKETING PROGRAMS THAT INFLUENCE
SECONDARY STUDENTS TO ENROLL

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TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION	1
Statement of the Problem	4
Purpose of the Study	4
Need for the Study	5
Scope and Limitations of the Study	5
Definition of Terms	6
II. REVIEW OF RELATED LITERATURE	7
Importance of Vocational Education/DE/Marketing . .	7
The Historical Development of Vocational Education and DE/Marketing in Oklahoma, 1907-1982	9
Career Development and Planning	16
DECA	16
Career Development and Planning	16
Charasteristics of Oklahoma DE/Marketing Programs .	20
Student Employment Opportunities in the 1980s . . .	26
The Image of Vocational Education	30
Previous Finding	34
Summary	37
III. METHODOLOGY	39
Population and Sample	39
Survey Instrument	40
Data Collection	41
Analysis of Data	42
IV. RESULTS OF THE STUDY	43
Introduction	43
Student Responses to 15 Item Survey	43
Returnee Student Responses to 15 Item Survey . . .	45
Non-returnee Student Responses to Survey	52
Undecided Student Responses to Survey	52
The Importance of Items in the Enrollment Decision of Students	54

CHAPTER	Page
Additional Reasons Listed by Each Group for Their Enrollment Decisions.	55
Responses to the Five Demographic Data Items	63
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	71
Summary	71
Conclusions	74
Recommendations	75
SELECTED BIBLIOGRAPHY	76
APPENDIX A - OKLAHOMA DE/MARKETING DIVISION LEADERS.	81
APPENDIX B - OKLAHOMA AREA VOCATIONAL-TECHNICAL AND HIGH SCHOOLS PARTICIPATING IN THIS SURVEY	83
APPENDIX C - OKLAHOMA DE/MARKETING SURVEY INSTRUMENT	85
APPENDIX D - LETTER OF VALIDATION TO DE/MARKETING TEACHERS	88
APPENDIX E - STUDENT COVER LETTER ON SURVEY INSTRUMENT	90
APPENDIX F - FOLLOW-UP LETTER TO DE/MARKETING TEACHERS	92
APPENDIX G - LETTER OF APPRECIATION	94

LIST OF TABLES

TABLE	Page
I. School Response Rate	44
II. Student's Enrollment Decision	45
III. Negative Responses to 15 Survey Items	47
IV. Positive Responses to 15 Survey Items	49
V. First Important Item in Enrollment Decision	55
VI. Second Most Important Item in Enrollment Decision	57
VII. Additional Reasons Given by Each Group to Enroll.	60
VIII. Additional Reasons Given by those Not Returning	62
IX. Demographic-Personal Data Responses	64
X. Positive and Negative Responses to 15 Survey Items by Sex.	67
XI. Positive and Negative Responses to 15 Survey Items by Grade.	69

CHAPTER I

INTRODUCTION

Distributive Education/Marketing (DE/Marketing) has become a part of 60 high schools and area vocational-technical schools in Oklahoma. Such programs have made an important contribution toward the training of the present work force. DE/Marketing was first implemented in Oklahoma's public school systems during the 1937-38 school year. Since that time, the scope and purpose of the DE/Marketing programs have undergone considerable change (Tyson, 1980).

What will happen in the years ahead? No one knows for certain; however, some people are now thinking very seriously about the future, and they can give an inkling of what may be witnessed tomorrow. Davis (1982) states that students in Oklahoma's DE/Marketing programs create their future by what they do--or fail to do--in their lives. Carlock (1982) says:

We are entering into a roaring current of change--a current so powerful that it overturns institutions, shifts values, and shrivels persons' roots . . . Change is the process by which the future invades our lives (p. 4).

Teachers know that tomorrow is part of today; but how do they educate for this rapidly changing society? How do they as educators meet the challenges of this "age of information"--where microcomputers, video-disks, satellites, and new technologies grow daily? What skills will students need to cope with the world of tomorrow? Carlock (1982) indicates that what students have learned will be obsolete within the decade.

Half of what students need to know ten years from now is not available today.

Since the concept of career education was first formally introduced in 1971, much activity has been generated in educational circles in order to implement viable career-oriented programs and strategies. Many school systems have been successful in including portions of career education concepts into their curricula.

Career education was verbalized first in 1971 by the then Commissioner of the United States Office of Education (U.S.O.E.) (Hoyt, 1974). Since that time many educational leaders have attempted to define, delineate, and focus upon the goals of career education. One of the most prolific and effective writers on the topic, Hoyt (1974), has broken career education into five components that act as phases of vocational maturation:

1. AWARENESS of the roles in society,
2. EXPLORATION OF WORK roles that might be appropriate for the individual,
3. VOCATIONAL decision-making (occupational choice),
4. ESTABLISHMENT, including preparation and assumption of a work role,
5. MAINTENANCE gaining satisfaction and meaningfulness with role assumed (p. 20).

It is interesting to note that Ginzberg and Herma (1951), felt that vocational counselors viewed the occupational choice as a part of a developmental process that took six to ten years, and the process was largely irreversible. This produced the wait-and-see attitude among counseling and guidance personnel, promoting the philosophy of having the client put off a difficult decision until all the facts were known.

When looking at the two phases of vocational maturation called vocational and establishment, it is perhaps understandable why students enroll in DE/Marketing classes (Warner, 1982). DE/Marketing is an

instructional program designed to provide students with competencies in the field of marketing, and is based upon the student's occupational goal. Students who seek admission to the DE/Marketing Program at the high school level are interested in pursuing a career in the field of marketing. It is the teacher's responsibility to provide the student with those competencies that are needed for a person to be successful in his chosen career (Worley, 1982).

The content in the DE/Marketing program at the high school level focuses on the major purposes of preparation for and advancement in the field of marketing. According to Davis (1982), this content has been categorized into five competencies that are needed by a person to be successful: MARKETING, which focuses upon selling, sales promotion, buying, operations, market research, and management; TECHNOLOGY, which refers to the knowledge and skill required concerning a product or service; SOCIAL, which is concerned with a set of personal characteristics necessary for success in the field of marketing. Also included in the competencies area are MATH SKILL, which refers to the application of mathematics, communication, in employment situations; and ECONOMICS SKILL, which reinforces the other competency areas and includes understanding governmental regulations, the role of profits and consumer demands, and channels of distribution.

Follow-up reports developed through the Oklahoma Department of Vocational Technical Education, Supportive Division (Burnett, 1982) indicate that a problem exists in the numbers of DE/Marketing students completing their full vocational training programs. If DE/Marketing programs are to meet the goals of providing skill development related training to those students wishing to seek employment in their chosen occupational field, every effort must be made to enroll those students in the programs.

Burrow (1980) feels it is necessary to promote the type of programs which provide the learning environments that encourage students to remain with the training program to its completion. It is also desirable to identify those situations and factors which students perceive as reasons for not completing their two-year programs.

Statement of the Problem

The problem with which this study is concerned is the lack of information from students presently enrolled in the DE/Marketing programs pertaining to the factors and perceptions of students influencing their enrollment in these programs. This is a lack of data referring to why students return to the DE/Marketing programs or do not return to them for the second year of the training.

Purpose of the Study

The purpose of this study was to identify the factors and perceptions of the DE/Marketing programs which the Oklahoma secondary students consider important in their decision to remain with a program to completion. This study attempted to answer the following questions:

1. What image do DE/Marketing students perceive of their school, their instructor, and their program?
2. What personal factors do DE/Marketing students consider important in deciding to enroll for the second year of training?
3. What are the qualities of a DE/Marketing program that help students decide to enroll for the second year of training?

Need for the Study

This study was seen as a method of providing information for teacher-training institutions and state DE/Marketing supervisors to use in

working with administrators, instructors, and students at the local high schools for program improvement. Each school attempts to obtain information from students who drop out of the program, but there has been very little effort to determine what factors and qualities of a program would entice students to return for the second year of training. It is felt that educators responsible for developing, instructing, and administering DE/Marketing programs need some criteria for identifying the positive aspects of their programs. By surveying the juniors who are enrolled as first-year students and those seniors presently enrolled in the second-year program, information related to their reasons for their enrolling in the DE/Marketing program could be obtained.

Scope and Limitations of the Study

The scope of this study was limited to a survey of 30 high school and vocational-technical schools out of a possible 59 recognized two-year DE/Marketing programs of instruction in Oklahoma. The students in the study were juniors and seniors who were enrolled in the DE/Marketing programs during the school year of 1982-1983. These students represented rural, suburban, and metropolitan area high schools. This study was limited to DE/Marketing programs in Oklahoma that are approved by the State Department of Vocational and Technical Education.

Definition of Terms

It was necessary to define some terms used in the study to aid in the correct interpretation of the study. Terms and definitions as used in this research are as follows:

Cooperative Vocational Education Program: Instructional program where students receive school credit for on-the-job training which is integrated into the training and instruction these students receive in the vocational classroom.

Distributive Education (DE/Marketing): The vocational educational program which has been developed for high school students whereby they can attend high school and be gainfully employed at the same time. It is based on the premise that the high school can work in conjunction with local businesses and industries to help high school students develop a skill while receiving a high school diploma.

Distributive Occupations: Proprietors, managers, and employees engage primarily in marketing and merchandising goods or services.

DE/Marketing Teacher-Coordinators: The high school representatives who were in charge of the DE/Marketing students and the overall DE/Marketing programs.

Training Station: The place a DE/Marketing students works in an occupation area related to their occupation goal.

Training Station Sponsors: The immediate supervisors of the DE/Marketing students at their training stations.

Secondary Students: Students who are enrolled in the Oklahoma comprehensive high schools or vocational-technical schools in the junior and senior classes.

Population: Rural, Suburban, and Metropolitan: Rural towns have a population of up to 10,000 people. Suburban towns ranged in population of 10,001 to 50,000 in size, while the metropolitan towns had 50,001 and up in size of their population for this study.

CHAPTER II

REVIEW OF RELATED LITERATURE

This study was directed toward determining the perceptions or attitudes of secondary students toward their DE/Marketing programs, their parents, and their school which aided them in making decisions concerning enrollment in these programs.

Importance of Vocational Education and DE/Marketing

Flanders (1973) states that vocational education is training for the world of work in areas that require less than a bachelor's degree. Vocational education has emerged during the past few years as a subject of increasing public concern. Smoker (1974, p. 38) states that Marland called vocational training the number one priority in education when he spoke before the National Association of Secondary School Principals in Houston, Texas. He said, "Eight out of ten high school students should be getting occupational training of some sort." The Department of Labor reports that 80 percent of all jobs in the early 1980's will require less than a bachelor's degree, but very few will be available to the unskilled. Without some kind of vocational training, many young people will be unable to find work (Hoffman, 1978).

Tyson (1980) believes one can read with profound respect the perceptions, vision, and practicality of the federal legislation for

cooperative education. This unique educational concept, Tyson further indicates, has been warmly endorsed and supported by the United States congress as a work/learning strategy capable of serving national needs. The federal government support has, in fact, accelerated the growth of DE/Marketing.

Evans (1980) states that cooperative education is a method of instruction that produces well-educated and highly employable graduates capable of meeting the national needs for competent workers. The students live in a rapidly changing world of technology that is placing increased demands on today's high school graduates in the DE/Marketing programs. Evans (1980) further states that in his address at the Ohio State University. President Ford pointed to this problem early in his term of office. The President (cited in Evans, 1980, p. 64) promised "to do everything in (his) power to bring education and employers together in a new climate of credibility" He also stated that he was seeking agency and individual advice on ways "to bring the world of work and schools together" (p. 65). Evans (1980) believes that to help with this problem of bridging the gap between work and the school, cooperative education's interest in this concept has grown over the past 70 years.

Sawyer (1976) explains that national manpower surveys estimate that the number of young people who will enter the labor force in the 1980's will be a much greater number than the country has ever had to educate, train, and absorb into employment in any previous similar time period. Taylor (1981) states that an analysis of jobs such as the "data-base manager" and computer program designer, reveals that there will be a reduced number available for the nonskilled, inexperienced applicant.

In 1968, legislation in the form of Public Law 90-576 (Amendments

to the Vocational Education Act of 1968) implied the need for more vocational training of our youth. Title I, Part D, of this Act states:

The congress finds that it is necessary to reduce the continuing high level of youth unemployment by developing means for giving the same kind of attention as is now given to the college preparation needs of those persons who end their education at or before completion of the secondary level, too many of whom face long and bitter months of job hunting or marginal work after leaving school. The purposes of this part, therefore, are to stimulate, through financial support, new ways to create a bridge between school and earnings a living for young people who are still in school, who are in post secondary programs of vocational preparation, and to promote cooperation between public education and manpower agencies (Tyson, 1980, p. 52).

Dewey (1940) is recognized as the most influential leader of the progressive education philosophy. In his book Education Today (1940), he remarked, "The movement for vocational education conceals within itself . . . forces . . . which would utilize the public schools primarily to turn out more efficient laborers in the present economic regime, . . . (p. 31). In his approach toward vocational education, Dewey believed that experience in training was of great educational value. By reflecting on the experience, learning is achieved and individuals can relate to and improve their environment. He also stressed the need for a functional relationship between classroom learning activities and real life experiences.

The Historical Development of Vocational Education and DE/Marketing in Oklahoma, 1907-1982

The gradual development of training in the areas of trades and industry, home economics, and agriculture to meet the demand for skilled persons in the United States provided for the establishment of a

comprehensive, nationwide vocational education program. The Vocational Education Act of 1917, frequently referred to as the Smith-Hughes Act, provided for federal matching funds for state vocational education. Tyson (1980) believes that this was the beginning of vocational education in America and in Oklahoma. Under the Act's provisions the states would be aided in their training of teachers to assure that there was a sufficient supply of qualified instructors. To receive the federal monies, the states had to meet several restrictions: matching state funds had to be appropriated to meet the federal monies; individual state plans had to be submitted for approval by the national government; all funds had to be used for less than college level students; and the primary goal of the program would always be to train individuals for useful, gainful employment.

Tyson (1980) reports that data concerning vocational education programs in the first year of operation were incomplete. During the first few months that the vocational schools were open, the students in the state of Oklahoma were accepted gladly. In all 1,112 people received training under one of the provisions of the Smith-Hughes Act within the state. By 1918, more than 400 girls had enrolled in home economics courses across the state. Trades and Industry was second in number of students, drawing slightly more than 300 students and vocational agriculture enlisted 276 students.

For the fiscal year 1917, Tyson (1980) states that the legislature of Oklahoma appropriated more than \$70,000 for the financing of vocational education. The period of 1917-1927 was a formative era under the guidance of the federal government.

Tyson (1980) believes that the first major addition to vocational

education in Oklahoma came in 1927 with the creation of the Civilian Vocational Rehabilitation Program. The Congress of the United States had passed in June, 1920, the first measure allowing for the use of matching funds for rehabilitation. In 1927, the state board created the Division of Vocational Rehabilitation and funds were allocated by the Oklahoma State Legislature.

September 18, 1929, the date that the Division of Vocational Education was created, was the establishment date of the State Board of Education. Immediately after passage of the Smith-Hughes Act, several schools in Oklahoma were approved as teacher-training institutions for trades and industry; however, by 1930, Oklahoma Agriculture and Mechanical College (A & M) dominated this area.

The brief time between 1927 and 1931 was important to vocational education in Oklahoma. Tyson (1980) feels that in those four years major strides had been taken in providing service to the people of the state, and the program had become better equipped to meet the ever-increasing demands of the public. The decade of the 1930s lead to the appointment of J. B. Perky as State Supervisor of Vocational Agriculture, and he was the dominate vocational education figure in Oklahoma for the next three decades.

By 1936 it was apparent that a major addition was needed, and the Congress of the United States heeded this need in that year with the passage of another vocational education act, the George-Dean Act. Tyson (1980) says that the purpose of this measure was two-fold: (1) to continue the supplemental funds first appropriated by the Vocational Education Act of 1929 (George-Reed Act) and renewed by the Act of 1934 (George-Ellezy Act) and (2) to add distributive education to the list of areas which would be financed with federal matching funds.

Distributive Education is the instruction for students who wish to learn some phase of distributing merchandise to the public. Worley (1980) states that this includes all activities necessary to transfer goods and services from producers to consumers. Among the functions involved are assembling, transporting, buying, selling, grading, standardizing, processing, packaging, storing, financing, risk bearing, and collecting and using market information. The Congress reacted to the demands of the people and appropriated \$1,200,000 for distributive education. (Tyson, 1982).

Tyson (1982) also states that Oklahomans had already installed distributive education before the act was passed by the national legislature. In 1929, a course in "retail selling" had started in Tulsa, Oklahoma, and by 1936, such classes were held in six cities in the state. In 1937, the first federally funded distributive education classes were held in the state. Initially, two types of classes were offered, regular full-time classes for students already juniors and seniors in high schools and part-time evening classes for persons already engaged in some aspect of merchandise distribution. Additionally, Oklahoma A & M was designated as the teacher-training institution for distributive education (Warner, 1982).

Because it was impractical--and unnecessary--to create a separate branch for distributive education immediately, the new program was placed under the administrative wing of the supervisor of trades and industry. Vocational education did not remain static during World War II. One of the most radical changes in the configuration of the program came in 1945 with the division of trade and industrial education and distributive education. Warner (1982) indicates that DeBenning became the assistant supervisor in charge of distributive education in 1941. Thus, DeBenning

was appointed the first state supervisor of distributive education. In 1945, about 5,000 students were enrolled in the various types of distributive education classes (See Appendix A: Oklahoma DE/Marketing Division leaders).

In 1947, the first major increase in federal funds was received from the George-Barden Act. Distributive education received \$28,517.28 for operation purposes. The newest of the areas offered in Oklahoma showed an increase in enrollment from 4,881 in 1946 to 5,828 in 1947 (Tyson, 1980). Although distributive education was relatively new, its operations were already reaching into most areas of the state of Oklahoma. Tyson (1980) further felt that a major problem during the middle forties was an insufficient supply of qualified teachers, and it was this problem that limited the number of programs which could be offered. The requirements for teachers of distributive education were similar to trades and industry. Oklahoma A & M College offered a series of courses which were accepted by the State Board of Vocational Education and State Supervisor of Distributive Education, DeBenning, to qualify individuals as teachers (Davis, 1982).

Warner (1982) felt the entire vocational education organization in Oklahoma had matured by 1950. Each branch was firmly implanted, offering useful and needed programs. Also, viable teacher-training operations ensured a continued supply of qualified instructors. It was time to build on the foundation which had been laid during the previous 33 years and to reach out to other individuals who wanted occupational training. Worley (1980) indicates the fourth and youngest branch of vocational education in Oklahoma, distributive education, experienced rapid growth during the middle of the decade increasing from 2,000 in 1952 to more than 4,000 in 1953. Because distributive education was the most recent addition to

vocational education, this constant reassessment of established classes and the addition of new ones was natural and necessary. After 1956, the enrollment for this area leveled off at about three thousand per year.

Burgess (1980) stated that to help regain its place in the world's scientific community after Russia launched the first "Sputnik", the United States Congress passed the National Defense Education Act in September, 1958. A major part of this bill was concerned with amending the Vocational Education Act of 1917 (Smith-Hughes Act) and with appropriating funds for vocations.

Tyson (1980) felt that as the 1960s began, there was evidence that vocational education in Oklahoma could continue to expand. From the small program in 1917, it had blossomed into a huge, multi-faceted organization. Although enrollments in distributive education did not increase during the sixties, new methods to better serve the people of Oklahoma were developed. Worley (1980) states this was done by re-evaluating classes and programs and by offering new courses in needed subjects. Indicative of the attitude of the individuals involved with distributive education was the assertion by State Supervisor DeBenning in 1966:

An earnest effort was made to see that each DE student learner was placed in a distributive training station which would provide the type of environment most conducive to his happiness and success. Failure is difficult with such dedication (Warner, 1982, p. 1).

Tyson (1980) states that in 1967, after 44 years in vocational education, Perky retired and the present Director of Vocational and Technical Education, Dr. Francis Tuttle, assumed the vocational leadership for the state of Oklahoma. A vocational-technical school recently has been named after him.

Distributive Education Clubs
of America (DECA)

Worley (1980) believes the key to any successful education experience is to give the students a sense of belonging, of mission, and of contribution. He further states that in no other area of education has this been developed than in vocational education because the student associations have accompanied each of the divisions. Youth organizations have been a motivation--the heart of vocational education.

Davis (1982) believes the purpose of Distributive Education Clubs of America (DECA) is to develop respect for education which will contribute to occupational competence in the field of marketing and distribution. It also promotes understanding of and appreciation for the responsibility of citizenship in America's free competitive enterprise system.

Tyson (1980) says that the National DECA had its beginning in 1947 with Oklahoma as one of the 17 charter states. Oklahoma now has 60 chapters of young men and women who wear the blue blazer of the organization. Membership in DECA is open to any full-time student enrolled in a distributive education instructional program. Davis (1982) feels that as members of DECA, students have found this organization to be helpful for learning business skills in the marketing area. DECA is a non-profit, school-centered, self-supporting organization which is designed to develop future leaders for marketing.

Warner (1982) believes that students have the opportunity to associate with others who share common job and career interests in the field of marketing and distribution. They are also eligible to serve on DECA committees, attend state and national leadership conferences, and compete for recognition and awards in DE/Marketing contests.

Career Development and Planning

Messer (1980) wants to know what a student will do with the rest of his/her life. Many students find themselves asking this question over and over again. The process of deciding on a career begins when the students realize that they have to make the decision. Messer further believes that as thinking persons, students can make the decision that will put them in control of their own future. Many decisions being made in the DE/Marketing classes will influence most of the other choices they have to make in setting their total life style.

According to Messer (1980), besides being one of the most important decisions he may ever make, a student's career choice is also one of the most difficult to make. It involves not just one quick and easy decision, but a whole series of decisions that should be made carefully over a period of time. Messer further indicates that the trial-and-error method is a costly way to reach a decision. It wastes time, money, and effort for both the student and the employer. It is much more efficient to make as many career decisions as possible before starting to work at a training station in a cooperative program under the direction of a DE/Marketing coordinator. The teachers in this program may help their students trying to make a career decision by giving them information about the career alternatives.

Many students in the high schools in Oklahoma who could benefit from DE/Marketing courses do not take them. It was pointed out by Ione (1980) that,

About fifty percent of our high school students are in the so-called general track, which prepares them neither to go to college nor to enter a job. Nearly 2,500,000 students leave . . . each year without adequate preparation for a career (p. 21).

During this time of high unemployment, there are jobs available to the marketing, distribution, and service areas for those with the necessary training and skills to do them. Kushner (1982) states that the U.S. Department of Labor estimates 45 million job openings during the 1970s and early 1980s--about 15 million new jobs and another 30 million new workers to replace the workers who retire, die, or leave the labor force for other reasons. Smoker (1974) states that most of these jobs will not require a college degree, but nearly all of them will require some specialized training. Many secondary students who could qualify for these jobs through enrollment in vocational education courses do not take advantage of the opportunities for training. Smoker (1974) stated that:

At the very heart of our problem is a national attitude that says vocational education is designed for somebody else's children. This attitude is shared by businessmen, labor leaders, administrators, teachers, parents, and students (p. 38).

Secondary students' decisions to enroll in vocational education courses such as DE/Marketing would appear to be influenced by their perceptions and the perceptions of those who most influence their decisions. The problem, then is to identify those factors that mostly influence the students' decisions and the perceptions held by the students and those influencing them to remain in a DE/Marketing program for the second year.

Fulbright (1980) states that a student in Oklahoma is one of over a million Americans about to graduate from school. As a result, that person is probably submerged into the process of entering the job market for the first time. He also states if students are like many of their peers, they may be headed for some simple mistakes. Some of the common mistakes are:

- Basing career decisions on poorly defined employment objectives

- Having insufficient job market information.

- Working with ineffective job search techniques (p. 19).

Kazanas (1972) feels that for vocational education, the secondary school dropout is of particular concern. Most students who drop out do so at about 16 years of age, and very little vocational education is offered to younger students. Thus, almost all secondary school dropouts have no vocational education. Messer (1980) feels that with a birthrate decline and a static dropout rate mean in the 1980s, most secondary schools are likely to have about three-fourths the number of students than they have now.

Pride (1983) says some of the finest research in defining basic and universal human needs has been conducted by the psychologist Maslow. Maslow constructed a hierarchy of universal human needs. Beginning with physiological needs which are considered the most basic, the hierarchy moves to safety, the need for belongingness and love, self-esteem and finally to self-actualization. Maslow's premises state that the needs exist as a hierarchy, that is, the most basic needs must be fulfilled before the individual can move on to the successive need levels. No need is satisfied once and for all; the human being returns to lower levels of needs as those cravings reappear. Pride also states that these needs of individuals are important for the development of DE/Marketing programs and suggest possible reasons for students to remain in the second-year program.

When thinking about career planning information for high school students, Flanders (1981) writes that the distance traveled by providers of occupational information over the past century has been extensive. He believes the need to continue providing that information and to continue improving it is even greater.

Business plays an important part in the guidance of students by supplying career information at different states in their education.

Flandre (1973) believes,

Secondary school pupils ought to be able to obtain all the information they need about employment prospects, the means and avenues of access and the qualifications required, the pay scales and the opportunities for social and professional advancement offered by particular jobs (p. 346).

He also advised that in order to bridge the gap between school and working life, it is important that there should be real contact between education and the employer, and that there should be an exchange of views to prevent misunderstanding about cooperative programs such as the DE/-Marketing classes in High School.

Pride (1983) indicated the importance of students' opinions and knowledge about occupations as the influencing factor to taking programs such as DE/Marketing. The dominant characteristic of the motivating factors is a positive concept or attitude toward socially useful work in a standard general high school education. Some of the DE/Marketing students enroll in the program because of the social status. Connant (1961) has the following statement:

It is a very unfortunate fact that false prestige implying a higher social status for those who have attended college constitutes a threat to improvements long overdue in educating youth. That education beyond high school is a better education. Full-time education beyond high school is desirable only to the extent that it develops further the potentialities of the student . . . here has been much talk of the necessity to go to college in order to get ahead. Qualities of leadership, perseverance, honesty, and common sense are not found solely on college campuses (p. 109).

While helping high school students in their career planning, Costello (1973) feels it is significant that the government spends almost four dollars for retraining unemployed workers for every dollar it spends on preventive programs that prepare young people for employment

at the beginning of their careers. Emphasis on increased enrollment in vocational education at the high school level should provide a better return for every taxpayer's investment.

Lyman (1981) states that for those students thinking about a career in the cooperative programs such as DE/Marketing,

Vocational education is for everyone. By that I mean that we ought to stop relegating it to the bottom half of the class. A great many young people in the top half are going to end up, with or without college, in construction, machine shops, retail trade, food service and health services (p. 54).

Students need to be made aware of the millions of jobs and entire occupations that did not exist when man landed on the moon are now beginning for the takers (Kushner, 1982). As Taylor (1981) formulated, there are many problems created by the explosion of new technology, which experts predict will account for most of the 15 million new jobs expected to be created in the U.S. by 1990. Industry's challenge will be to transform this technology into new products and services. To do this, students in the DE/Marketing classrooms will be needed to perform tasks that were scarcely imagined only a few years ago.

Characteristics of Oklahoma

De/Marketing Programs

Gordon (1975) states that over one-third of the work force of the United States is employed in marketing and distribution occupations. Probably one out of every five students in any class will be employed in a marketing and distribution occupation upon graduation from school. Exploration of a field which represents such major career opportunities and growing employment opportunities is therefore essential.

The field of marketing and distribution is both diverse and complex. Every business markets its products and/or services; therefore,

marketing and distribution occupations are found in all industries and all employers. Gordon (1975) believes that students receive a comprehensive understanding of marketing and distribution in the high school programs.

Davis (1982) states that the DE/Marketing classes in Oklahoma are designed to meet the needs of persons who have entered, or are preparing to enter, the field of marketing and distribution. The program also is designed to serve student-trainees preparing for related occupations involving skills in business operations and management.

Distributive Education/Marketing may be operated as a cooperative program for juniors and seniors in high school. Nelson (1976) points out that credits are earned for in-school classwork, and an additional unit of credit is earned for on-the-job training. Specialized classes in DE/Marketing include programs such as marketing/merchandising, fashion merchandising, and finance and credit.

Worley (1980) states that the business management/ownership is a course for seniors who have completed at least one year in a DE/Marketing program. This cooperative program includes at least one hour of classroom instruction at school plus an average of 10 hours of on-the-job training per week in an approved training station.

Brophy (1982) felt that teachers, principals, and teacher educators have long recognized classroom management skills as essential to teaching success and have stressed these skills in rating teachers. He also stated that, in general, the emphasis is on encouragement of students and help rather than prodding them through threat of punishment. Failure syndrome students are not merely told that they can succeed, but are shown convincingly that they can, and helped to do so. Worley (1980)

feels that by not allowing any more than 43 students per teacher-coordinator, the high schools are helping students to pride themselves on personal accomplishments in the classroom and at the training station areas.

Worley also wrote that the teacher-coordinator is vital to the successful operation of a cooperative education program. In addition to being directly and primarily responsible to the local school administrator, the DE/Marketing teacher-coordinator will be working with advisory committees, parents, guardians, employers (training sponsors), student-trainees, counselors, other teachers, and the general public. Employability skills will be developed in student-trainees and positive community (public) relations will be the result of the effective coordination of the local program.

The teacher-coordinator is the manager of the local program. This requires the teacher-coordinator to plan, organize, initiate, operate, coordinate, maintain, evaluate, and modify local DE/Marketing program activities so that skills for employment are developed in student-trainees having various occupational career objectives.

Mager (1968) looks into the extracurricular activities of the student for certain influences that may be important in the student's decision-making process. Davidson and Johnson (1976) feel that vocational education students are not involved in extracurricular school activities as are other students. If involvement is reasonably measured by the number of activities, for example, for vocational education students in grade eleven is less than two. The number of activities alone can be misleading; other factors must be considered, such as the nature and demand of each activity, the availability of activities, and time spent at the training station programs or work after school. Worley (1980) states

that a primary vocational goal or objective is to provide appropriate training for the world of work through extracurricular activities.

Davis (1982) states that youth organizations are successful vehicles for learning business skills. The youth organization associated with the field of marketing and distribution is DECA. How does this organization tie into the DE/Marketing program? The competitive events program of DECA, an outgrowth of the instructional program, provides learning experience as well as awards and recognition. In many of these events students work with business persons in preparation for competition. Examples of the competitive events for the high school division include public speaking, area of distribution manual, advertising, and sales demonstration.

One of the activities of DECA is the Merits Awards Program (MAP). The program, a competency-based approach to career exploration and preparation in marketing and distribution, is based on individual student achievement accompanied with an awards program for student recognition.

Worley (1980) states that in addition to the competitive events in a DE/Marketing program, the students conduct a variety of sales project activities. These activities include: operation of the school bookstore, candy and bake sales, car washes, and selling of merchandise with the school seal. Well-planned and implemented sales project activities provide students with experience in selling, buying, handling cash, and other business-related responsibilities. The profits from these activities are used to defray the costs of travel expenses to state and national conferences, social activities, and other classroom activities.

Warner (1982) believes the DE/Marketing programs depend upon the team effort of the school, the counselors, the school administrators, teachers,

teacher coordinator and the training sponsor. The training sponsor and/or the training station (business) shall agree to provide supervised on-the-job training coordinated with the classroom instructional program according to a mutually developed training plan.

The training sponsor must agree to complete the necessary legal forms and records. The training station shall meet legal, safety, health, and occupational training needs of the student-trainees. The training sponsor shall agree to counsel, direct, evaluate, and inform the student-trainee regarding ways to improve or develop performance. Worley (1980) states that the selection of an appropriate training station is one of the most important tasks accomplished by the teacher-coordinator.

While looking at the DE/Marketing program, it is best to look also at the enrollment for the past four years in the state of Oklahoma. In a study by Burnett (1982) the following figures are indicative of the years from 1978 to 1982:

Enrollment:	1978-79,	1979-80,	1980-81,	1981-82
	(3,762)	(3,694)	(3,369)	(3,254) (p. 4)

These figures show that the enrollment in the Oklahoma DE/Marketing programs throughout the state have fallen by approximately 500 students during the four years. While looking at the number of completers and leavers for the 1980-81 school year, this study shows a total of 259 students were considered "leavers." A leaver is any student who was enrolled in and attended a program of vocational education and has left the program and institution without completing the program and is not a known transfer. Also included are students who leave the program voluntarily before they have acquired sufficient entry-level job skills

to work in the field, and they have taken jobs related to their field of training. Burnett (1982) further states that of the 259 students leaving DE/Marketing programs in Oklahoma during the 1980-81 school year, 109 were male and 150 were female.

At a 1980 conference meeting in Vail, Colorado for DE/Marketing teachers, Bradley (1980) made the following comments that could apply to Oklahoma as well:

We do have some problems at the secondary level and these problems need some new answers. But we are not dead or dying. There is a great success story in the high schools to sell as well as excellent growth areas in post-secondary, adult, and special needs (p. 14).

Bradley further stated that attempts to turn back the clock, whatever the motive and whatever the source, cannot be more than remotely successful. There may be occasional temporary slowing of progress, but in the long run marketing and distributive education has a bright future in which both quantity and quality will move upward. Burgess (1980) believes,

We can be proud of the leadership our field has shown in competency based education. As we perfect our skills in individualized instruction based on competencies needed by our student trainees, let us not abandon the group method of instruction for efficient teaching of the score of common competencies needed by marketing workers (p. 26).

While a person looks at the characteristics of the Oklahoma DE/Marketing programs, you may keep productivity in mind. Schreier (1981) makes known the fact that America is a productive nation. Yet in recent years, the output per hour has not been growing as fast in this country as in some of the other industrialized nations of the world.

Since vocational education's job is to prepare workers, Phillips (1980) states that it then follows that the programs should be designed

to show students how to use their skills to achieve more on the job. Studies show increased education and training have a direct bearing on productivity. "Education, rightly considered", says Scarborough (1980) "is a man's most formidable tool for survival" (p. 85). Thus, it is felt that people who are engaged in the educational endeavor within the community must recognize that education within the schools of the community is of utmost importance.

Student Employment Opportunities in the 1980s

Kushner (1982) states that success in finding employment that matches the student's skills and interests with those of an employer depends largely on that student. While he can obtain a great deal of assistance from the school and friends in terms of identifying job vacancies, and whether he is hired or not, will depend on his job-getting skills. The following statement was made by Kishner (1982) also . . .

that the successful salesperson must know the product thoroughly before attempting to sell it to the consumer. Likewise you, the job seeker, must know your strengths and weaknesses thoroughly to be successful in 'making the sale' to the employer (p. 2).

Pride (1983) states employment personnel are well trained to discover the potential of the applicant; thus, the student must be equally well trained to know their potential. Their academic training and personal preparation have now brought them to the point of selling their total employability to the employer.

Warner (1982) thinks that young men and women take courses such as the DE/Marketing program that prepares them for desirable positions; they make good grades as students in those courses and put forth effort to

find work; and yet, they have difficulty securing employment because they use incorrect methods in applying for positions. Kushner (1982) further wrote that if students are to succeed in selling themselves, they must have a thorough knowledge of their own qualifications and, like the salesperson who believes in a product, they must believe in themselves.

Schreier (1981) states that job hunting is a process which requires the students to follow many steps regardless of their sex or ethnic background. However, the federal government has established laws and regulations which forbid an employer to discriminate against them based upon sex or ethnic background. If a student feels that he has been discriminated against because of these reasons, he should contact the nearest Human Rights Commission Office.

Plenty of jobs are being created in fields once scarcely imagined. Taylor (1981) felt that most of these jobs require brains, not brawn, and years of training. Amidst the latest recession, there is no shortage of job opportunities. Flanders (1973) believes that experts worry about matching people to the work to be done today and in the future. According to the Labor Department's latest job outlook report, Taylor (1981) thinks an economic growth between 1976 and 1985 will create nearly 17 million jobs. Another 29 million will be created by retirements and deaths, for a total of 46 million new jobs by the middle of 1980. Many of these jobs, Warner (1982) believes will go to the graduating students.

By 1985 approximately 104.3 million persons will be in the civilian labor force, a 19 percent increase over 1976 (Taylor, 1981). According to Slater (1978), the participation rate in the labor force for women will continue to rise while the rate for men will go down. Jobs in

service industries is expected to increase 26 percent by 1985. Employment in government work, the second fastest growing service industry, is expected to grow 22 percent by 1985. State and local governments are having budget problems which is hurting the rapid expansion of those types of jobs which began in the 1960s.

Quilling (1982) stated that because the need for specific skills will continue to change throughout the course of a person's lifespan that those who work with the young students such as the DE/Marketing trainees should ponder ways to help them. If as many authorities predict, America is transforming from an industrial to a post-industrial society. Those who teach the young must recognize when obsolete skills will no longer suffice and be prepared to help their students meet the new challenges.

As employment of women has grown, record numbers of women have entered the labor force. The trend is evident for women in almost all the age groups. Since 1970, the largest rise in participation has taken place among women ages of 25-34. Slater (1978) indicates that the factors underlying this increase in labor force participation include the drop in fertility rates, women's rising ambitions for career advancement greatly increased interest in working despite the presence of young children in the family, the higher divorce and separation rates.

Schreier (1981) concluded that despite the fact that thousands of well-educated and intelligent individuals face the dilemma of selecting a company with which to work each year, very little is known about how the process works. Determining which factors play the biggest role in initial job choice has important implications for students such as the DE/Marketing graduates.

The DECA Reporter (November/December, 1981) states that the Economic Recovery Tax Act of 1981 signed by President Reagan, provides a one-year extension of the Targeted Jobs Tax Credit. As of January 1, 1982, only employees of economically disadvantaged students participating in a qualified cooperative education program are allowed a tax credit. Under the new legislation, it will be the responsibility of each state to modify those procedures to provide for the schools to issue the Certification Form 6199 based on the amended four-part criteria. For all cooperative education students such as DE/Marketing students, who first begin work from September 27 through December 31, 1981, all Forms 6199 must be completed, or the employer must provide the teacher/coordinator with a written request for the tax credit before the student begins work. The DECA Reporter (1981) further states that the employer can only receive a tax credit after December 31, 1981, if that student has been determined to be economically disadvantaged.

While looking at student employment opportunities in the 1980s, one study brought out in Career Education In The Environment (1980) that discrimination is prohibited under Title VI of the Civil Rights Act of 1964. Worley (1980) states that the United States Office of Education indicates that,

No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance (p. ii).

Therefore, the Vocational and Technical Education program like all other programs or activities receiving financial assistance from the Department of Health, Education, and Welfare, must be operated in compliance with the law.

The Image of Vocational Education

Sobol (1971) states that Adams, early American patriot, said that revolutions begin in the hearts and minds of the people when change transpires in their sentiments about their duties and obligations. Brubacher (1966) states that schools in all societies are concerned with the transmission of cultural heritages and with the socialization of youth. But in the United States, there is an additional emphasis on the students and their needs and desires for effective living in a complete technical society. In addition to the traditional academic components of the secondary school, Brubacher (1966) further comments that a majority of the schools now offer students the opportunity to avail themselves of additional experiences.

Mager (1968) indicates that one of the problems of education today is how to reach students who could use and benefit from vocational education. The decision for a student to enroll in vocational education is related to perception and attitude formation. It is dependent upon a number of factors including peer relations, environment, counselors (guidance), parental values, status, and educational influences.

Hoyt (1972) believes some students feel that vocational education is faced with a lack of prestige that stems from societal conceptions present from its beginnings. Over the years, vocational education has been regarded as somehow less worthy than other aspects of learning. Brubacher (1966) maintained that this is a remnant from Athenian culture. The Greeks excluded vocational training from the school curriculum. The fact remains that education and work were seen as being unrelated realms; a concept that seems to have persisted over the years.

No formal education whatever was necessary for those who labored with their hands.

Generations of American youths have been told that going to college is the gateway to fuller participation in society. Hyde (1968) who concerned himself with counselor's perceptions toward post secondary vocational and technical education, felt that this stigma developed from the structure of American schools which were patterned after the academic schools of England. Hyde (1968) stated,

American schools were designed to provide a continuous educational program from elementary school to the university. Success in this school system was measured by progress up the academic ladder (p. 8).

Educational prestige is an important factor of our society, and traditionally vocational education has been looked down upon by many academic educators and the public. Smoker (1974) in an article in The PTA stated that:

At the very heart of our problem is a national attitude that says vocational education is designed for somebody else's children. This attitude is shared by businessmen, labor leaders, administrators, teachers, parents, and students (p. 38).

There are factors other than the instructor that influence student behavior. There are peers, parents, relatives, and the mass media. There are many acts, conditions, and processes that might influence the high school student's behavior. Some of these conditions and events have a minor effect, and some have major effects. Mager (1968) considered five areas of observations as being important: the instructor, instructional materials and devices, the physical environment, administrative rules or policies, and social environment.

The school system itself may influence the attitudes of the students to enroll in vocational education classes. As previously noted,

it is commonly accepted that schools placed more emphasis upon the college preparatory curriculum than upon the preparation for a trade or skill. Researchers have reported that a lack of knowledge of vocational education and its opportunities are widespread.

Literature reviewed for this section indicated that parents are probably the most important single influence on occupational decision-making by students. A study by Medvene (1978) stated that a parent's influence in the very early ages of a child began the development of concepts toward status and prestige of different occupations. This was especially true of the father's attitudes. The feeling that parents often have of wanting a "better life" for their children often stereotypes vocational education as less desirable education compared to college.

As one looks at other studies, notice the attitude or perception of vocational education is not universally favorable; however, many parents are proud to have their children attend vocational courses such as DE/Marketing in high school. A study completed by Darby (1976) indicated a difference in opinion about vocational training between upper-status and lower-status parents. The upper-status parents are those professional people with at least a baccalaureate degree and the lower-status parents are those with less than a college degree. The results showed that often those without a degree encouraged their children to enroll in vocational courses in high school. Darby recommends that perhaps a wider and more comprehensive public relations program is needed to educate parents who are not and have never been associated with vocational education.

Occupational dissatisfaction of the parents may be another factor in the formation of parental influences upon the student. Kazanas and Wolff (1972) concluded that the dissatisfied worker could be a probable source of bias perceptions upon the career choice of his children in school.

Although some studies show that students hold attitudes favorable toward vocational education, they do not attempt to determine if the favorable attitudes are of sufficient strength to warrant a commitment on the part of the student to contemplate enrollment in vocational offerings such as DE/Marketing. Sobol (1971, p. 25) found that, "There is a widespread feeling among our young people and a growing number of adults that a broad gap exists between school and life". The feeling seemed to be that because of outdated curricula and outmoded instructional practices, the school had almost lost touch with the reality of the world around it.

Recent educational concern emphasizes the importance of placing more value on the student who is training for occupational fields and the change from an inferior status for students in vocational education programs. Hoyt (1970) felt that negative beliefs by high school counselors and administrators influence students to choose academic careers rather than vocational careers. He further indicated that these individuals with such perceptions responded by simply failing to talk with many of the students about opportunities in vocational education. Hoffman (1978) stated that "most counselors know very little about the world of work. Students, young and adult, simply are not receiving career counseling services at any point in their school careers" (p. 159). Along this same line of thinking Neill (1976) wrote that in

many cases, students not only took a negative perception of vocational education, but they also "believe that present education system is not fulfilling its responsibility successfully" (p. 394).

Klaurens (1981) suggests that if the high school programs cannot respond to increasing productivity and demonstrate their ability to perform, their programs will not survive. The image and future of marketing and distributive education depends on their ability to demonstrate that the student's programs make a difference in the success and satisfaction of individuals and a contribution to the economy. As the schools increase their efforts to maintain enrollments, and even expand, they must be concerned with quality in parts of the program.

Previous Findings

Researchers long have been aware of parental influence upon vocational decisions (Williamson and Darley, 1937; Korner, 1946; Ginsbert, Axelrod and Herma, 1951; Super, 1957). Roe (1957) postulates three basic attitudinal patterns by which parents satisfy or frustrate the early needs of the child and consequently, cause the child to develop a direction either toward persons or toward nonpersons. These three patterns are: acceptance, concentration, and avoidance.

Darby (1976) reports that the general favorability of parents toward education included vocational education. Parents wanted to see effective programs available for youth who were interested in and could benefit from such programs.

School teachers, while favorable in general, were not satisfied with the scholastic records of students in vocational programs. It

was found that individuals whose support for an improved vocational program would be necessary, because of their income level, educational level, and occupational status, had little knowledge of the program. Lack of such information will affect individual's attitude of favorability.

Parks (1976) stated that the Ohio Statement of Education in 1971 administered an instrument to 29,864 students and 15,463 parents to determine parent and student response to vocational education. Findings showed that both adults and youth had positive feelings concerning vocational education. There was strong indication that respondents felt teachers in vocational education programs should have related work experience prior to teaching. Slightly more than half the parents indicated that they were satisfied with the vocational programs in their schools. Students expressed less satisfaction with available programs.

Sawyers (1976) states that the Purdue Opinion Panel since 1941 has surveyed the attitudes, beliefs, and behavior of American youth. Poll No. 95 reports on the educational attitudes of more than 12,800 students in grades 10,11, and 12 in public and private schools throughout the United States. Two general conclusions concerning educational attitude was reported. Sawyers also feels that most high school students have positive attitudes about the value of education. All people should have at least a high school education as is expressed by students included in this survey. Positive attitudes toward school were found more prevalent among white than non-white students.

As Burrow and Berns (1980) indicate in their study, there are few clear cut trends in the research completed in DE/Marketing during the

past ten years. Instruction, curriculum, evaluation, and teacher evaluation, and teacher education received considerable research attention; and other topic areas are largely ignored. The topic areas that have not received attention in research, but must be specifically recognized because of their importance in the future growth and direction of DE/-Marketing are four in nature. These topics are Philosophy and Objectives, Human Resource Needs and Employment Opportunities, Learner Characteristics, and Administration and Supervision.

Wise (1977, p. 31) studied sex and background in relation to career choices and found that "the effects of childhood poverty on career values are approximately the same for the two sexes". For both sexes the main reason for choosing a particular career was if the work was interesting, important, within their abilities, and, in general, satisfying. About one fifth of the students stayed in a field once they had started work because they liked the work or had little opportunity to change. Very few workers chose a field of work and vocational classes in high school because it was their father's or mother's work. Wise also found that in choosing a vocational class and career, six percent of the persons followed parents' advice, six percent chose them because of an acquaintance and only two percent were influenced by teachers and counselors.

A study completed in Colorado by Brown and Clark (1976) sought to determine if parents' and students' attitudes toward vocational education were related to the perceptions held by school counselors. There was sufficient evidence to show that there was a difference in the way parents felt about vocational education and the perceptions of parents' attitudes held by counselors.

Shultz (1971) in an Oklahoma study concerning the image of vocational education found that in general most people in the study area had a favorable attitude toward vocational education. He further found that the respondents to the study were in agreement that the quality of vocational education in Oklahoma was good. The main area of concern, however, was that a large percentage of the public was not knowledgeable enough concerning the adequacy of vocational education offerings available to students.

Evans (1980) stated in his community surveys regarding the educational perceptions of students, parents, and businessmen toward the public schools' educational programs and students' occupational aspirations. The results of his studies generally showed that attitudes or perceptions toward vocational education were similar among the students and parents. They were also in agreement that parents and friends seemed to have a great deal of influence on a student's decision to enroll in vocational or in academic courses.

Summary

Through the literature reviewed in search of factors having an impact on students' decision-making process concerning the enrollment in a DE/Marketing program, it is reasonable to assume that the forces are many. One group did not predominate over the others in influencing students' decisions to enroll in the DE/Marketing programs.

There was an indication that perhaps parents and peer groups were most influential but not to the point that other external and school environments were insignificant. Secondary programs in marketing and distribution are moving from general to more specialized programs.

Apparently this trend is based on need and will lead to a balance between the two. Some states will remain general in spite of their directors's preference, while others will attempt to implement new specialized programs as the business atmosphere dictates.

It is evident that teachers of DE/Marketing programs wish to prepare highly-trained students for the world of work in the most efficient way possible. Holder (1980) states that it is hoped that an educational climate will prevail in present and future programs to the extent that students will find satisfaction in their work experiences.

Bottoms (1980) states that everyone in the field of vocational education, including the individual DE/Marketing teacher, must take the responsibility for communicating the effectiveness of their programs. They should report and inform potential students as well as the general public. The most effective occupational data are facts about what happens to graduates of an occupational educational program.

From the literature surveyed, it would seem apparent that attitudes by students may originate and develop from a variety of sources, including peers, educational attainment, information secured about the problem, the political and social climates, as well as many others. It seems appropriate to close this summary with a statement that Sobol (1971) indicates was applicable to vocational education:

The primary reason this nation has not yet established a society in which there is equal opportunity to learn and work is that it has not yet tried . . . What America needs most is a commitment to fulfill its most basic ideal. This nation was founded on a belief in the inherent worth of every individual. The fulfillment of individual potential is the country's historic mandate (p. 25).

CHAPTER III

METHODOLOGY

The purpose of this study was to identify the factors and perceptions of the DE/Marketing programs which the Oklahoma secondary students consider important in their decision to remain with a program to completion. The methodology of this chapter will cover the following topics: Population, Instrument, Data Collection, and Analysis procedures. The methodology was designed to answer the following questions:

1. What image do DE/Marketing students perceive of their school, their instructor, and their program?
2. What personal factors do DE/Marketing students consider important in deciding to enroll for the second year of training?
3. What are the qualities of a DE/Marketing program that help students decide to enroll for the second year of training?

Population and Sample

The DE/Marketing programs in the Oklahoma secondary schools are developed around the concept that the two-year programs be offered to junior and senior students. It was necessary to obtain the information or data for this study from the first-year junior students and seniors who are presently enrolled in the second-year programs. The 30 secondary schools with DE/Marketing that had recognized programs by the state

department of education programs, were randomly selected out of 60 possible DE/Marketing programs in the state. These were divided into rural, suburban, and metropolitan high schools in Oklahoma. A metropolitan school represented a town or city that has over 50,000 people in population, while the suburban schools fell in the 10,000-50,000 population range. Rural schools were in communities of less than 10,000 people.

The Survey Instrument

The student survey instrument was developed for this study of DE/-Marketing students and programs in Oklahoma. A similar study was conducted by Simmons (1979) that investigated the reasons Trades and Industrial students remained in their program for the second year. The terminology and questions of the newly adapted survey instrument was field tested by 30 teachers attending the fall DE/Marketing conference in August at Oklahoma State University. This group of experts consisted of the Oklahoma State Supervisor of DE/Marketing, Assistant State Supervisor of DE/Marketing, a former Assistant State Supervisor of DE/Marketing, Curriculum Specialists in DE/Marketing at the State Department of Vocational-Technical Education in Oklahoma, and a Teacher-Training Specialist at Oklahoma State University. (See Appendix A for names of experts or leaders in DE/Marketing in Oklahoma). They received a copy of the survey instrument to analyze and offer their opinions for improvement of the instrument and terminology.

The survey instrument included 15 YES or NO items for students to respond to concerning their perceptions or feelings. Students were to select three statements that were most important to their decision to enroll. The responses to these three items were then placed in a blank

by (a) most important item listed, (b) second most important item, and (c) third most important item.

As a closing section to the survey instrument, a personal data section was added. Students supplied their grade level, sex, number in family, age, and ethnic background. (See Appendix B for schools used).

Data Collection

Data from a student survey form (see Appendix C for a copy of the form) was obtained to help determine factors and influences deemed important by students in the decision-making process to enroll in the DE/-Marketing programs.

A survey instrument packet with 40 student response forms was mailed on October 15, 1982, to each of the 30 DE/Marketing schools picked by random selection (See Appendix B for school names). These packets contained a return postage-paid mailer for the receiving teacher to return the completed student responses. After each of the DE/Marketing teachers had passed out the survey instrument to each student, the response sheets were collected by the teacher and placed into the mailer. These were returned to the researcher.

A follow-up letter was sent to each non-responding school on November 5, 1982. Seven schools required a follow-up telephone reminder to stimulate their response to the survey. Twenty-two schools responded out of the 30 schools that were contacted. A teacher from one school stated over the telephone that the returned packet must have been lost in the mail, another school from Tulsa refused to cooperate in the study, and one school did not have a complete DE/Marketing program as previous thought. Therefore, three schools out of the original 30 contacted

.. schools did not have students' responses in the survey study.

The returned information and data were coded, keypunched, and verified for possible use. Printouts of the results of the survey were used to compile the tables found in the study and to provide information for interpreting the survey purposes.

Analysis of the Data

The data in this study were analyzed and treated with frequency analysis to help answer the questions found in the study. The Statistical Analysis System (SAS) which was supplied by the Oklahoma State University Statistical Department was used to help compile this data for possible use. A total of 32 read cards and 1,702 print records were fed into the computer from data obtained from the completed 555 student response forms.

The information for this study was compiled by a number and percentage of each item as responded to by the total group and each enrollment decision group. The item or items with the highest percent of response, either negative or positive, were considered important to this study. The frequency analysis was accomplished for the most important, the second most important, and the third most important items listed by each group.

To analyze and treat the demographic data on the students, a frequency analysis by number and percentage was made of the grade level, the sex, family size, and ethnic background. Chi-square was used in the analysis when the data were appropriate. Significance was established at the .01 level (Van-Dalen, 1979).

CHAPTER IV

RESULTS OF STUDY

Introduction

The results of this study of the influences and factors thought important by students enrolling in the DE/Marketing programs at secondary schools in Oklahoma are analyzed and described in this chapter.

The findings of this study are reported in the following parts under these headings:

1. Response Rate,
2. Intention to Enroll,
3. Response to Statements
4. Importance of Statements,
5. Additional Factors,
6. Demographic Data.

Response Rate

Of the 30 schools with a two-year DE/Marketing program selected by random sampling, eight rural schools provided 220 student responses for 40 percent of the respondents. Eight suburban schools responded with 202 student responses constituting 36 percent of the contacted subjects which responded. Six metropolitan schools responded with 133 student responses for 24 percent of the 22 schools that returned their survey

instruments for the study . A total of 555 student responses came from 22 responding schools out of the 30 schools contacted for the study. Eight schools did not respond to the study or were not received by the researcher (See Table I for response percentages by the schools).

TABLE I

SCHOOL RESPONSE RATES TO DE/MARKETING
SURVEY BY SIZE OF SCHOOL

Type of School		Responses	Percentage
(8)	Rural	220	40%
(8)	Suburban	202	36%
<u>(6)</u>	<u>Metropolitan</u>	<u>133</u>	<u>24%</u>
22	Total	555	100%

The survey was completed by 55 high school juniors and seniors who were enrolled in a DE/Marketing program in 22 high school and area vocational-technical schools in Oklahoma in the Fall of 1982. Three sophomores were enrolled also.

Of those surveyed, 311 students responded with an intention to enroll to the statement, "I am presently enrolled or am planning to enroll in the second year DE/Marketing Business Management and Ownership program," In Table II this response was 56.04 percent of the total number responding. A "No" response was given 111 times or 20.00 percent and 103 or 18.56 percent marked "Undecided".

TABLE II
NUMBER OF STUDENTS RESPONDING TO QUESTION
CONCERNING ENROLLMENT DECISION

Student Response	Number	Percentages
Yes	311	56.04
No	111	20.00
Undecided	103	18.56
No Response	<u>30</u>	<u>5.40</u>
Total	555	100.00

The students were provided with the survey instrument which contained 15 items concerning their program, instructor, parents' support for their vocational training, their home high school, and their decision to enroll in the DE/Marketing program. They were instructed to respond to each statement by marking "Yes" or "No".

Responses to Survey Items by Students Intending
to Return for the Second Year

In Table III the number of returnees responding to the 15 items of the survey ranged from a high of 232 which is related to item 12 to a low of 11 on item 14. The highest response applied to the statement, "Prevents active extra-curricular activities". Item 14, "Better prepared for employment after second year", rated the lowest on these negative responses.

Nonreturnee responses ranged from a high of 74 negative responses to the survey items to a low of only 2 student responses. The highest response also applied to item 12 that states, "Prevents active extra-curricular activities", while the low response pertained to item 3, "First choice training program".

The number (N) of responses for each of these 15 items is different for each item because the students did not respond to all items. On Table III the (N) for item 1 indicates 534 student responses answering both the negative and positive reply. If you add the numbers 32, 29, and 19, you will get the total percent of negative responses of 14.98 percent which represents a total of 80 responses out of the total 534 responses. Eighty, the total number of negative student responses, is 14.98 percent of the total student responses that answered the item 1.

Since on each of these 15 items on the survey that were answered with a "Yes" or a "No", some students did not answer these items for a full student responses each time. The number will vary from item to item on the Table III.

From the group of students returning, item 12, "Prevents active extra-curricular activities", ranked last in the 15 items with a 15.80 percent. This was compared to 7.43 percent for the nonreturnees and 6.69 percent in the positive responses for undecided students.

In Table IV the number of returnees responding to the 15 items of the survey ranged from a high of 309 which related to item 3, "Well qualified instructor", to a low of 85 on item 12.

Items 13, "What I expected", and 3, "Well qualified instructor", received percentages of 57.93 and 57.65 respectively. These items are compared to 20.52 percent or 110 student responses for the non-returnees

TABLE III

NEGATIVE RESPONSES TO SURVEY ITEMS BY RESPONDENTS

Item	(N)	Returnees		Nonreturnees		Undecided		Total
		Number	Percent	Number	Percent	Number	Percent	Percent
1. This program in DE/Marketing will prepare me for employment in my chosen occupational field.	534	32	5.99	29	5.43	19	3.56	14.98
2. This course was my first choice for a vocational training program.	540	40	7.41	32	5.93	28	5.19	18.52
3. The instructor of my program is well qualified to teach this vocational course.	536	8	1.49	2	.37	2	.37	2.24
4. My family wants me to continue DE/Marketing program during my senior year.	520	23	4.42	31	5.96	25	5.00	15.38
5. I can graduate from high school without taking this program.	538	81	15.06	32	5.95	19	3.53	24.54
6. My high school counselor and principal are familiar with the courses in DE/Marketing.	537	44	8.19	18	3.35	21	3.91	15.46
7. The second year of this vocational course is more advanced than the first year.	522	20	3.83	14	2.68	7	3.91	7.85

TABLE III (Continued)

Item	(N)	Returnees		Nonreturnees		Undecided		Total Percent
		Number	Percent	Number	Percent	Number	Percent	
8. My career objective is to work in the related occupation which I am being trained.	538	118	21.93	62	11.52	46	8.55	42.01
9. My time is profitably being used in this DE/Marketing Vocational program.	537	18	3.35	16	2.98	14	2.61	8.94
10. I am active in our local DECA Chapter.	534	70	13.11	38	7.12	32	5.99	26.22
11. I feel it is an honor to attend this high school.	531	76	14.31	36	6.78	32	6.03	27.12
12. Attending the DE/Marketing on-the-job training prevents me from being active in extra-curricular activities at my high school.	538	232	43.12	74	13.75	71	13.20	70.07
13. This course is what I expected when I enrolled.	539	60	11.13	31	5.75	36	6.68	23.56
14. I will be better prepared for employment after the second year of training.	523	11	2.10	25	4.78	9	1.53	8.41
15. I am happy with my training station sponsor.	532	24	4.51	16	3.01	12	2.26	9.77

TABLE IV
POSITIVE RESPONSES TO SURVEY ITEMS BY RESPONDENTS

Item	(N)	Returnees		Nonreturnees		Undecided		Total
		Number	Percent	Number	Percent	Number	Percent	Percent
1. This Program in DE/Marketing will prepare me for employment in my chosen occupational field.	534	285	53.37	82	15.36	87	16.29	85.02
2. This course was my first choice for a vocational training program.	540	279	51.67	82	15.19	79	14.63	81.48
3. The instructor of my program is well qualified to teach this vocational course.	536	309	57.65	110	20.52	105	19.59	97.76
4. My family wants me to continue DE/Marketing program during my senior year.	520	291	55.96	75	14.42	74	14.33	84.62
5. I can graduate from high school without taking this program.	538	238	44.24	82	15.24	86	15.99	75.46
6. My high school counselor and principal are familiar with the courses in DE/Marketing.	537	275	51.21	93	17.32	86	16.01	84.54
7. The second year of this vocational course is more advanced than the first year.	522	295	56.51	95	18.20	91	17.43	92.15

TABLE IV (Continued)

Item	(N)	Returnees		Nonreturnees		Undecided		Total Percent
		Number	Percent	Number	Percent	Number	Percent	
8. My career objective is to work in the related occupation which I'll be trained.	538	200	37.17	51	9.48	61	11.34	57.99
9. My time is profitably being used in this DE/Marketing Vocational program.	537	299	55.68	97	18.06	93	17.32	91.06
10. I am active in our local DECA Chapter.	534	247	46.25	75	14.04	72	13.48	73.78
11. I feel it is an honor to attend this high school.	531	239	45.01	77	14.50	71	13.37	72.88
12. Attending the DE/Marketing on-the-job training prevents me from being active in extra-curricular activities at my high school.	538	85	15.80	40	7.43	36	6.69	29.93
13. This course is what I expected when I enrolled.	539	259	48.05	83	15.40	70	12.99	76.44
14. I will be better prepared for employment after the second year of training.	523	303	57.93	84	16.06	92	17.59	91.59
15. I am happy with my training station sponsor.	532	293	55.08	96	18.05	91	17.11	90.23

and 19.59 percent or 105 responses for the undecided students. Item 1, "Prepare for employment", received 285 positive responses for 53.37 percent. This compares with 15.36 percent of the indicated non-returning students. Number 2, "First choice training program", had 279 positive responses for 51.67 percent of the group. There were 15.19 percent of the indicated non-returning students who listed positive way to this item. A total of 309 students indicated in a positive way to item 3, "Well qualified instructor". They were returning for the second year. This was 57.65 percent compared to 20.52 percent of the non-returnees for the same item. Number 4, "Family wants me to continue", received 291 positive responses for 55.96 percent of the indicated returning students. Less than 15 percent of the non-returning students responded in a positive way to this item.

Item 6, "Counselors and principals familiar with courses", had 275 positive responses for 51.21 percent of the students who said they would return for the second year or were presently enrolled as seniors. This is compared with less than 18 percent of the students who said they would not return. Item 7, "Second year more advanced than the first", and 9, "Time profitably used", indicated positive responses of 56.51 and 55.68 percent respectively for returning students while less than 19 percent of the non-returning students listed a positive response for each of these items.

The item receiving the most positive responses from the students indicating that they would return for the second year was item 14, "Being better prepared for employment after second year". This compares to 16.06 percent of the non-returnees for the same item.

Response to Items by Students not Returning
For Enrollment Next Year

The number of nonreturnees responding to the 15 items of the survey ranged from a high of 110 which was related to item 3, "Well qualified instructor", in a positive way to a low of 2 on item 3 in a negative response. The high response was found in Table IV while the low response was in Table III.

Item 12, "Prevents active extra-curricular activities", received 74 negative responses for 13.75 percent of this group. This compares with 43.12 percent of the students that indicated they would return for the second year. Item 8, "Career Objective to work in related occupation", received 62 responses for 11.52 percent for the second highest negative response.

On the survey one item received over 20 percent positive responses from the indicated nonreturnees. Item 3 received 110 responses or 20.52 percent to the statement, "Well qualified instructor". This compares with item 7, "Second year more advanced than first", for 18.20 percent, item 9, "Time profitably used", for 18.06, and item 15, "Happy with training station sponsor", for 18.05 percent of positive responses for the nonreturnees. The remaining 11 items received less than 17 percent positive responses from the students who indicated they would not return for the second year of training.

Responses to Items by Students Undecided
About Enrollment Next Year

The number of undecided students responding to the 15 items of the survey ranged from a high of 105 which related to item 3, "Well

qualified instructor", in a positive way to a low of 2 on the same item in a negative way. There was one item which received more than 13 percent negative responses from the group who indicated they were undecided about their enrollment plans for next year. Number 12, "Prevents active extra-curricular activities", received 71 negative responses for 13.20 percent. This compares to 13.75 percent for the nonreturnees and 43.12 percent for the returnees negative responses. The next highest negative response for the undecided student pertained to item 13, "What I expected", which had 36 negative responses for 6.68 percent. Items 2, 4, and 10, had less than 6 percent negative responses. Of the undecided group, 5.19 percent gave negative responses to item 2. This compared to 5.93 percent of the indicated nonreturning students and 7.41 percent of those who are returning. The remaining items received negative responses from less than 5 percent of the group.

Discounting item 3, "Well qualified instructor", more than 66 percent of the group of students who were undecided about their enrollment plans for the next year gave positive responses. These items were 7, 9, 14, and 15. Number 7, "Second year more advanced than first", received 91 positive responses for 17.43 percent of the group. This percentage was closely related to the nonreturnees but was compared to 56.51 percent of the returnee group. Item 9, "Time profitably used", received 93 positive responses representing 17.32 percent of the group. This was also closely related to the nonreturning students but is 38 percent less than those indicating they would enroll for the second year.

Item 14, "Better prepared for employment after second year", received 92 positive responses for 17.59 percent of the undecided group. This is more than the nonreturnees group but less than the returning group.

The Importance of the Survey Items in the
Enrollment Decisions of Students

Responses to the importance of the survey items in the first important item in enrollment decisions of students will be found in Table V. There was one item which was listed by all three groups as the most important item on the survey in helping them to make a decision to enroll or not enroll for the second year of the DE/Marketing program. The three groups listed item 1, "Prepare for employment", more times than any other item. The returnee students listed item 1 at a total of 101 times for 21.63 percent of the group. The nonreturnee students listed item 1 for 24 times for 5.14 percent while those undecided students listed the same item 36 times for 7.71 percent of the group. Item 14, "Better prepared for employment after second year", was rated as the second highest reason to take the second year program. It was listed 44 times or 9.43 percent for the returnee group.

Items 3, 8, and 14 were listed more times than the other 12 items by all students completing this survey for the second most important reason for enrolling in the DE/Marketing program and are found in Table VI. Item 3, "Well qualified instructor", was listed 44 times by the students indicating they would return for the second year. Those students stating they would not enroll again listed item 3, "Well qualified instructor", for 10 times and the undecided group listed item 14, "Better prepared for employment after second year", for 16 times for 3.43 percent as the second most important reason for enrolling.

The instrument provided space for students to write in additional reasons that were not found in the 15 question survey for their

TABLE V
RESPONSES TO QUESTION RELATED TO THE FIRST IMPORTANT
ITEM IN ENROLLMENT DECISION BY RESPONDENTS

Item	Returnees		Nonreturnees		Undecided		Total. (N)	Percent
	Number	Percent	Number	Percent	Number	Percent		
1. This program in DE/Marketing will prepare me for employment in my chosen occupational field.	101	62.73	24	14.91	36	22.36	161	100
2. This course was my first choice for a vocational training program.	11	68.75	3	18.75	2	12.50	16	100
3. The instructor of my program is well qualified to teach this vocational course.	30	56.60	10	18.87	13	24.53	53	100
4. My family wants me to continue the DE/Marketing program during my senior year.	17	77.27	2	9.09	3	13.65	22	100
5. I can graduate from high school without taking this program.	5	33.33	7	46.67	3	20.00	15	100
6. My high school counselors and principal are familar with the courses in DE/Marketing.	1	100.00	0	0.00	0	0.00	1	100
7. The second year of this vocational course is more advanced than the first year.	11	78.57	1	7.14	2	14.29	14	100

TABLE V (Continued)

Item	Returnees		Nonreturnees		Undecided		(N)	Total Percent
	Number	Percent	Number	Percent	Number	Percent		
8. My career objective is to work in the related occupation which I am being trained.	25	55.56	11	24.44	9	20.00	45	100
9. My time is profitably being used in this DE/Marketing Vocational program.	16	53.33	4	13.33	10	33.33	30	100
10. I am active in our Local DECA Chapter.	6	50.00	2	16.67	4	33.33	12	100
11. I feel it is an honor to attend this high school.	6	100.00	0	0.00	0	0.00	6	100
12. Attending the DE/Marketing on-the-job training prevents me from being active in extra-curricular activities at school.	3	27.27	5	45.45	3	27.27	11	100
13. This course is what I expected when I enrolled.	5	71.43	1	14.29	1	14.29	7	100
14. I will be better prepared for employment after the second year of training in this program.	44	78.57	7	12.50	5	8.93	56	100
15. I am happy with my training station sponsor.	10	55.56	4	22.22	4	22.22	18	100

TABLE VI
RESPONSES TO QUESTION RELATED TO THE SECOND IMPORTANT
ITEM IN ENROLLMENT DECISION BY RESPONDENTS

Item	Returnees		Nonreturnees		Undecided		(N)	Total Percent
	Number	Percent	Number	Percent	Number	Percent		
1. This program in DE/Marketing will prepare me for employment in my chosen occupational field.	34	77.27	4	9.09	6	13.64	44	100
2. This course was my first choice for a vocational training program.	11	64.71	3	17.65	3	17.65	17	100
3. The instructor of my program is well qualified to teach this vocational course.	44	62.86	10	14.29	16	22.86	70	100
4. My family wants me to continue the DE/Marketing program during my senior year.	16	66.67	3	12.50	5	20.83	24	100
5. I can graduate from high school without taking this program.	3	23.08	8	61.54	2	15.38	13	100
6. My high school counselors and principals are familiar with the courses in DE/Marketing.	1	25.00	2	50.00	1	25.00	4	100
7. The second year of this vocational course is more advanced than the first year.	24	80.00	2	6.67	4	13.33	30	100

TABLE VI (Continued)

Item	Returnees		Nonreturnees		Undecided		(N)	Total Percent
	Number	Percent	Number	Percent	Number	Percent		
8. My career objective is to work in the related occupation which I am being trained.	45	59.21	18	23.68	13	17.11	30	100
9. My time is profitably being used in this DE/Marketing Vocational program.	23	62.16	5	13.51	9	24.32	37	100
10. I am active in our local DECA Chapter.	16	72.73	3	13.64	3	13.64	22	100
11. I feel it is an honor to attend this high school.	4	40.00	4	40.00	2	20.00	10	100
12. Attending the DE/Marketing on-the-job training prevents me from being active in extra-curricular activities at school.	6	50.00	2	16.67	4	33.33	12	100
13. This course is what I expected when I enrolled.	3	33.33	3	33.33	3	33.33	9	100
14. I will be better prepared for employment after the second year of training in this program.	45	62.50	11	15.28	16	22.22	72	100
15. I am happy with my training station sponsor.	15	57.69	4	15.38	7	26.92	26	100

enrolling or not enrolling in the DE/Marketing program. These were open ended questions.

The percentages given in Table VII are based on the 530 student responses of returnees and 140 responses of the undecided students. The students that responded as returning for the second year failed to give additional reasons for 238 responses or 44.91 percent of the total. The undecided students declined to respond on 94 or 67.14 percent of the additional reason responses. These students did not fill out any additional reasons for enrolling in the DE/Marketing programs.

The four reasons listed most often by the returning students were items 6, 2, 1, and 4. These reasons were given 10.94, 5.85, 5.09, and 3.96 percent of the time respectively. The items are: 6, "Likes teacher and or class", 2, "To prepare for the future job world", 1, "Enjoyed working with DECA activities"; and 4, "Because it is a fun class". Also, item 5 stating that students receive two credits toward graduation was listed 20 times for 6.27 percent of the time.

The two reasons listed most often by the undecided students in Table VII were items 6 and 2 respectively. These reasons, "Liking the teacher", and "The class prepares them for the future job world", were listed 8.41 and 7.48 percent of the time respectively. Sixty-seven percent of the undecided students did not complete any additional reasons for enrolling.

Additional reasons given by the students for not returning to the DE/Marketing programs are found in Table VIII. Besides the reason of graduation, items 7, "To enroll in another class", 1, "Need more time for college prep classes", and 9, "Need more time for required courses", listed 5.26, 3.51, and 3.51 percents respectively as those percentages listed by the nonreturnees. Fifty-three percent of the time the students

TABLE VII

ADDITIONAL REASONS GIVEN BY STUDENTS FOR ENROLLING
IN THE DE/MARKETING PROGRAM

Item	Returnees		Undecided		Total Number
	Number	Percent	Number	Percent	
1. Enjoyed working with DECA activities.	27	5.09	1	.714	28
2. To prepare for the future job world.	31	5.85	8	5.710	39
3. Gives students self-confidence, responsibility, and fundamentals of business.	11	2.08	1	.714	12
4. Because it is a fun class.	21	3.96	5	3.570	26
5. Gives students two credits toward graduation.	20	3.77	3	2.140	23
6. Likes teacher and or class.	58	10.94	9	6.430	67
7. Provides on-the-job training experience.	17	3.21	1	.714	18
8. Provides help to decide on a possible vocational career.	5	.94	4	2.860	9
9. Likes the DE/Marketing program.	8	1.51	0	0.000	8
10. Helped me earn money while learning.	13	2.45	1	.714	14

TABLE VII (Continued)

Item	Returnees		Undecided		Total Number
	Number	Percent	Number	Percent	
11. Aids students in finding and keeping a job while reaching their goals.	11	2.08	1	.714	12
12. To help learn more about the management and marketing process.	15	2.83	1	.714	16
13. To get out of school to work and make money.	18	3.40	2	1.430	20
14. Is an easy grade.	2	.38	0	0.000	2
15. Helps to meet and relate to people.	11	2.08	2	1.430	13
16. Helps students to learn more about the operation of a business.	13	2.45	5	3.570	18
17. Because of limited class schedule.	3	.57	0	0.000	3
18. To get away from the home high school.	6	1.13	0	0.000	6
19. Returned because of wanting to keep previous year's training job.	1	.19	0	0.000	1
20. Students liked the high school.	0	.00	1	.714	1
21. Helped students to learn time management.	1	.19	1	.714	2
22. No additional response.	238	44.91	94	67.140	332
TOTALS	530	100.00	140	100.000	670

TABLE VIII

ADDITIONAL REASONS GIVEN BY NONRETURNEES FOR NOT
ENROLLING IN THE DE/MARKETING PROGRAM

Item	Nonreturnees	
	Number	Percent
1. Need more time for college prep classes.	4	3.508
2. Need to work more hours.	1	.877
3. Does not fit into career plan.	3	2.631
4. Rather be involved in school activities.	2	1.754
5. Moving to new school.	2	1.754
6. Graduation from high school.	27	23.684
7. To enroll in another class or vocational program.	6	5.263
8. Because it is a boring class.	1	.877
9. Need more time for required courses.	4	3.508
10. Because of too much studying in DE/Curriculum Texts.	1	.877
11. Feel no need to enroll since employed already.	2	1.754
12. No additional response.	61	53.508
TOTAL	114	100.000

that were not returning did not fill in the open-ended questions for additional reasons for not enrolling in the DE/Marketing program.

Responses to the Five Demographic

Data Items

The 22 high schools and vocational-technical schools that were surveyed by random sampling indicated that the majority of the DE/Marketing students were seniors. Of the 555 surveyed students, 343 were seniors. This amounted to 62 percent of the respondents while 36 percent were juniors and less than 1 percent were sophomores. Six students failed to respond to this question of grade.

The information concerning the responses to the five demographic data items is listed in Table IX. The research found 354 female students and 197 males enrolled in the surveyed DE/Marketing programs. The female students represented 64 percent of the surveyed population while 35 percent were male students. Four students failed to identify their sex.

While only one percent of the students had 8 persons in their family, 31 percent indicated the average family size to be 4 members. Twenty-five percent of students had only three living in the family at home while 20 percent had five.

Out of 525 students that responded to the ethnic background question, 429 were white or Caucasian. This accounted for 82 percent of the surveyed population. The non-white students were broken down into the following categories: Indian, 6 percent; Black, 9.8 percent; Hispanic, 1.3 percent; other, 1 percent which accounts for approximately 18 percent of those students enrolled in the 22 DE/Marketing programs surveyed.

TABLE IX
DEMOGRAPHIC CHARACTERISTICS

Characteristic		Frequency	Percent
<u>GRADE LEVEL</u>	10	3	.54
	11	203	36.58
	12	343	61.80
	No Response	6	1.08
TOTAL		555	100.00
<u>SEX</u>	Female	354	63.78
	Male	197	35.22
	No response	4	1.00
TOTAL		555	100.00
<u>FAMILY SIZE</u>	1	11	2.03
	2	47	8.67
	3	138	25.46
	4	168	30.99
	5	106	19.56
	6	35	6.46
	7	19	3.51
	8	8	1.48
	9	3	.55
	10	3	.55
	11	2	.37
	12	1	.19
TOTAL			100.00

TABLE IX (Continued)

Characteristic		Frequency	Percent
AGE	15	5	1.00
	16	147	.91
	17	297	26.81
	18	96	54.20
	19	3	17.52
	No response	7	.55
	Total	555	100.00
ETHNIC	Black	53	9.55
	Caucasian	441	79.46
	Hispanic	7	1.26
	Indian (Native American)	33	5.95
	Other	5	.90
	No Response	16	2.88
Total		555	100.00

The responses by the students which showed the positive and negative answers to the 15 survey items by sex are found in Table X. On item 1, "Preparation for work in my chosen field", the following percents represent the female responses by 57.25 representing "Yes" and 7.19 percent representing "No" responses. The male responses were 28.26 percent "Yes" and 7.34 percent "No". By virtue of numbers, the females had larger percents of positive or "Yes" responses.

A Chi Square test was used to determine if there was a significant difference between the female and male "Yes" and "No" responses and the respondents' sex to the 15 survey items. Items 2, 8, and 1 were tested for significance at the .01 level. Item 2, "This course was my first choice for a vocational program", had a Chi Square of 10.93. Item 8, "Career objective is to work in related occupation", showed a Chi Square of 8.612. The third significant response was item 1, "Prepares me for employment", with a Chi Square of 8.36. These three Chi Squares were compared to the Chi Square table which showed χ^2 .01 df = 1, is 6.64.

Also, a Chi Square test was used on Table XI entitled "Positive and Negative Responses to the Survey Items" by grade. Items 4, 5, and 9 show a significant difference in the female and male responses at the 0.01 level. Item 4, "Family wants me to continue program", had a Chi Square of 9.75; item 5, "Can graduate without this program", 8.75; and item 9, "Time is profitably used", 7.639. All three items were compared with the Chi Square at the 0.01 level being 6.64.

TABLE X

POSITIVE AND NEGATIVE RESPONSES AND CHI
SQUARE VALUES TO SURVEY ITEMS BY SEX

Item	Response	Female		Male		Chi Square
		Number	Percent	Number	Percent	
1. This program in DE/Marketing will prepare me for employment in my chosen occupational field.	yes	312	57.25	154	28.26*	8.36*
	no	39	7.19	40	7.34	
2. This course was my first choice for a vocational training program.	yes	304	55.17	146	26.50	10.93*
	no	50	9.06	51	9.26	
3. The instructor of my program is well qualified to teach this vocational course.	yes	345	62.96	190	34.67	.005
	no	8	1.46	5	.91	
4. My family wants me to continue the DE/- Marketing program during my senior year.	yes	397	56.46	149	28.33	3.505
	no	44	8.37	36	6.84	
5. I can graduate from high school without taking this program.	yes	272	49.54	146	26.59	.326
	no	81	14.75	50	9.11	
6. My high school counselor and principal are familiar with the courses in DE/- Marketing.	yes	293	53.56	170	31.08	1.211
	no	59	10.79	25	4.57	
7. The second year of this vocational course is more advanced than the first year.	yes	310	58.82	175	33.21	.248
	no	29	5.50	13	2.47	
8. My career objective is to work in the related occupation which I am being trained.	yes	202	36.93	117	21.39	8.612 *
	no	150	27.42	78	14.26	

TABLE X (Continued)

Item	Response	Female		Male		Chi Square
		Number	Percent	Number	Percent	
9. My time is profitably being used in this DE/Marketing vocational program.	yes	323	58.94	175	31.93	1.188
	no	28	5.11	22	4.01	
10. I am active in our local DECA Chapter.	yes	268	49.26	135	24.32	3.907
	no	80	14.71	61	11.21	
11. I feel it is an honor to attend this high school.	yes	255	47.13	138	25.51	.039
	no	94	17.38	54	9.98	
12. Attending the DE/Marketing on-the-job training prevents me from being active in extra-curricular activities at my high school.	yes	98	17.85	68	12.39	2.550
	no	255	46.45	128	23.32	
13. This course is what I expected when I enrolled.	yes	274	49.82	148	26.91	.157
	no	80	14.55	48	8.73	
14. I will be better prepared for employment after the second year of training in this vocational program.	yes	320	60.49	165	31.19	5.096
	no	21	3.97	23	4.35	
15. I am happy with my training station sponsor.	yes	309	56.91	182	33.52	3.421
	no	40	7.37	12	2.21	

*Significant at the .01 level

*X² 0.01 ,df=1, is 6.64

TABLE XI
POSITIVE AND NEGATIVE RESPONSES TO SURVEY ITEMS
BY GRADE AND CHI SQUARE VALUES

Item	Response	Juniors		Seniors		Total Percent	Chi Square
		Number	Percent	Number	Percent		
1. This program in DE/Marketing will prepare me for employment in my chosen occupational field.	yes	171	31.49	290	53.41	85.45	.006
	no	30	5.52	49	9.02	14.55	
2. This course was my first choice for a vocational training program.	yes	163	29.69	283	51.55	81.60	.288
	no	40	7.29	60	10.93	18.40	
3. The instructor of my program is well qualified to teach this vocational course.	yes	195	35.71	335	61.36	97.62	2.346
	no	8	1.37	5	.92	2.38	
4. My family wants me to continue the DE/- Marketing program during my senior year.	yes	153	29.20	290	55.34	84.92	9.750 *
	no	42	8.02	36	6.87	15.08	
5. I can graduate from high school without taking this program.	yes	168	30.71	247	45.16	75.87	8.750 *
	no	33	6.03	96	17.55	24.13	
6. My high school counselor and principal are familiar with the courses in DE/Marketing.	yes	171	31.38	287	52.66	84.59	.00009
	no	32	5.87	52	9.54	15.51	
7. The second year of this vocational course is more advanced than the first year.	yes	186	35.38	295	56.19	92.00	5.560
	no	8	1.52	34	6.48	8.00	

TABLE XI (Continued)

Item	Response	Juniors		Seniors		Total	Chi Square
		Number	Percent	Number	Percent	Percent	
8. My career objective is to work in the related occupation which I am being trained.	yes	111	20.37	205	37.61	58.17	1.522
	no	92	16.88	134	23.59	41.83	
9. My time is profitably being used in this DE/Marketing vocational program.	yes	173	31.68	320	58.61	90.84	7.639*
	no	28	5.13	22	4.03	9.16	
10. I am active in our local DECA Chapter.	yes	143	26.38	256	47.23	73.99	.602
	no	56	10.33	84	15.50	26.01	
11. I feel it is an honor to attend this high school.	yes	149	27.64	240	44.53	72.73	1.232
	no	48	8.91	99	18.37	27.27	
12. Attending the DE/Marketing on-the-job training prevents me from being active in extra-curricular activities at my high school.	yes	66	12.07	97	17.73	30.16	.818
	no	137	25.05	244	44.61	69.84	
13. This course is what I expected when I enrolled.	yes	144	26.28	274	50.00	76.46	4.786
	no	58	10.58	69	12.59	23.54	
14. I will be better prepared for employment after the second year of training in this vocational program.	yes	181	34.35	299	56.74	91.65	.373
	no	14	2.66	30	5.69	8.35	
15. I am happy with my training station sponsor.	yes	175	32.35	312	57.67	90.39	1.997
	no	24	4.44	27	4.99	9.61	

*The total percent may not equal 100 percent since three sophomores were not listed in the totals.

*Significant at the .01 level (χ^2 0.01, df = 1, is 6.64)

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Included in this chapter will be the summary of the researcher's results or summary findings, the conclusions of the research, and the recommendations for possible future research.

Summary of Findings

The purpose of this research was to identify the influences and qualities of the secondary DE/Marketing programs which the Oklahoma students consider important in their decision to remain or enroll in the program.

A student survey was developed and administered to 555 secondary students at 22 high schools and vocational-technical schools in Oklahoma that had recognized two-year DE/Marketing programs. This study shows that 56.04 percent of the students completing the survey indicated they would return for the second year of training or were presently enrolled for the second year of DE/Marketing.

A frequency of positive and negative responses to the items concerning students' perceptions and feelings about their school, instructor, parents' support, and the program were used to investigate the important factors. Additional reasons listed by students for their decision to enroll or not enroll were recorded from a frequency of 22 reasons listed by the students.

The nature of the study and the methods used for treating the data provided information differences in similarities in responses given by students who indicated they would return, those who said they would not return, and those who were undecided about enrolling for the DE/Marketing program.

These are among some of the findings that were found by using the student survey instrument in this research:

1. Approximately 56 percent of the students are enrolled presently in the second year of DE/Marketing or indicated that they intend to enroll for the second year of training.

2. Oklahoma DE/Marketing programs in the study have the following grade breakdown percentages: seniors, 62.48 percent; juniors, 36.98 percent, and sophomores, .55 percent.

3. In the random sampling involving 22 Oklahoma secondary schools and vocational-technical schools, 22 percent of the 555 student's responses represented metropolitan areas, 39 percent rural areas; and 38 percent, urban areas.

4. Sixty-two percent of the Oklahoma DE/Marketing students in the study were seniors while 37 percent represented junior students. Less than one percent were sophomores.

5. Eighty-two percent of the DE/Marketing students in the study were white or Caucasian while 18 percent were non-white. Non-white number and percentages of the 22 schools included: Black, 53, or 10 percent; Indian, 33 or 6 percent; Hispanic, 7 or 1 percent; and other, 5 or less than one percent.

6. Sixty-five percent of the surveyed Oklahoma DE/Marketing programs are made up of females while 35 percent were males.

7. Nine out of each 10 surveyed student felt the time being spent in DE/Marketing programs was profitably being used. This amounted to 91 percent of the responses.

8. Seventy-four percent of the students were active in the local DECA Chapter.

9. Seven out of each 10 students were proud to attend their high school.

10. Attending the DE/Marketing on-the-job training programs caused 30 percent of the students feel they were less active in extra-curricular activities at their schools.

11. The indicated returning students tended to have higher percentages of positive and negative responses than the non-returnees and the undecided students.

12. Over 98 percent of the students from all three groups indicated that their instructor of the DE/Marketing program was well qualified to teach their vocational course.

13. One out of seven surveyed students felt that the DE/Marketing courses would not prepare them for employment in their chosen occupational field.

14. Three out of each four students felt that they could graduate without taking the DE/Marketing program.

15. Eighty-five percent of the surveyed students felt that their high school counselors and principals were familiar with their DE/Marketing programs.

16. Nine out of each 10 students thought the second course of the DE/Marketing program was more advanced than the first year.

17. Fifty-seven percent of all students surveyed have career

objectives of working in the related occupations for which they are being trained.

18. Over three out of four students being surveyed believed the DE/Marketing programs to be as expected after enrollment.

Conclusions

This study has indicated the importance of students' opinions and knowledge about occupational education as an influencing factor to taking the DE/Marketing programs. The study also indicated the importance of students' opinions and knowledge about occupational education as an influencing factor in taking the DE/Marketing program.

Over half of the students will enroll in the DE/Marketing programs for the second year of training. The classes were composed of more seniors than juniors and more females than males.

In Oklahoma the largest percentage of the students were Caucasian or white, while a small percentage were of a minority ethnic background.

Youth organizations are thought to be successful vehicles for learning business skills. The competitive events, which are an outgrowth of the instructional program, provide learning experiences as well as awards and recognition.

This study showed that the students were influenced to enroll in DE/Marketing programs because of the instructors of these programs. Also, there are peers, parents, relatives, and the mass media that tend to influence the high school student's occupational decision-making process.

Slightly over half of the students have career objectives of working in the related occupation which they were being trained; however, almost all students feel the time spent in DE/Marketing will help them to

be better prepared for employment after having had experience in the DE/Marketing programs.

Recommendations

The following recommendations are made from this study:

1. A follow-up study should be completed to determine what is being done in Oklahoma in the DE/Marketing programs to help or encourage the handicapped and minority students to enroll.
2. A study should be conducted in Oklahoma to determine those areas of the DE/Marketing curriculum that graduating seniors were best able to apply and were useful on their first job.
3. A follow-up study should be made during the month of March or April, after the enrollment process for the next school year is completed to enlist information from junior student as to their reason for their enrolling. This would be leaving out the senior input in the study.
4. A follow-up study may be beneficial to determine why students do not actively participate in DECA activities.

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APPENDIX A

OKLAHOMA DE/MARKETING DIVISION

LEADERS

(The DE/Marketing Division under supervision of T&I Division)

Nina Clover - 1936 through 1941

C. D. Reiff - 1941 through 1942

(The DE/Marketing Division as a separate division)

State Supervisors

M. J. DeBenning - June, 1942 - June, 1973

Ted Best - July, 1973 - October 1978

John Friedem - (acting) - September, 1978 - March, 1980

Gene Warner - April, 1980 to present

Assistant State Supervisors

Ted Best - June, 1956 - July, 1973

Bruce Gray - July, 1973 - September, 1974

Tom Friedem - July, 1974 - July, 1978

Karen Elias - November, 1978 - September, 1980

Gene Warner - August, 1979 - April, 1980

Bob Foley - October, 1980 to present

Pat Mashburn - January, 1982 - May, 1982

Source: Gene Warner, State DE/Marketing Supervisor, Oklahoma State
Department of Vocational and Technical Education, 1982.

APPENDIX B

OKLAHOMA AREA VOCATIONAL-TECHNICAL AND HIGH
SCHOOLS PARTICIPATING IN THIS SURVEY

1. Ada High School,
Ada
2. Altus High School,
Altus
3. Anadarko High School,
Anadarko
4. Ardmore High School,
Ardmore
5. Bixby High School,
Bixby
6. Choctaw High School,
Choctaw
7. Clinton High School,
Clinton
8. Drumright-Central Okla. AVTS,
Drumright
9. Duncan High School,
Duncan
10. Durant High School,
Durant
11. Edmond High School,
Edmond
12. Lawton-Great Plains AVTS,
Lawton
13. Lawton High School,
Lawton
14. Midwest City-Carl
Albert High School
15. Muskogee High School,
Muskogee
16. Noble High School,
Noble
17. OKC-Capitol High School
18. OKC-John Marshall High
School
19. Putnam City High School,
Putnam City
20. Shawnee-Gordon Cooper
AVTS
21. Tahlequah High School,
Tahlequah
22. Weatherford High School,
Weatherford

APPENDIX C

SURVEY INSTRUMENT

I am gathering vital information from the Oklahoma DE/Marketing students in order to improve vocational education. You have been selected as an important resource person to respond to this questionnaire about your vocational education program at this local school. Do not put your name on this form. Your responses are important and will remain anonymous.

Please respond to these statements by placing an X in either the YES or NO box for each statement. Respond to all statements.

YES NO

		1. This program in DE/Marketing will prepare me for employment in my <u>chosen</u> occupational field.
		2. This course was my first choice for a vocational training program.
		3. The instructor of my program is well qualified to teach this vocational course.
		4. My family wants me to continue the DE/Marketing program during my senior year.
		5. I can graduate from high school without taking this program.
		6. My high school counselors and principal are familiar with the courses in DE/Marketing.
		7. The second year of this vocational course is more advanced than the first year.
		8. My career objective is to work in the related occupation which I am being trained.
		9. My time is profitably being used in this DE/Marketing vocational program.
		10. I am active in our local DECA Chapter.
		11. I feel it is an honor to attend this high school.
		12. Attending the DE/Marketing on-the-job training prevents me from being active in extra-curricular activities at my high school.
		13. This course is what I expected when I enrolled.
		14. I will be better prepared for employment after the second year of training in this vocational program.
		15. I am happy with my training station sponsor.

16. I am presently enrolled or am planning to enroll in the second year DE/Marketing Business Management and Ownership program next year.

YES NO UNDECIDED

--	--	--

Select three (3) of the fifteen items listed in this questionnaire that were or will be most important in your decision to enroll or not enroll in this course for the second year. Place the number of the item in the appropriate blank.

17. Most important item listed _____

18. Second most important item _____

19. Third most important item. _____

Please list other reasons that were not found on the questionnaire why you returned (seniors) or why you will or will not return (juniors) to this vocational program for the second year of training.

20. _____

21. _____

PERSONAL DATA

Please Circle:

23. Grade level: sophomore junior senior

24. Sex: female male

25. Number of family living in your home _____

26. Age: 15 16 17 18

27. Ethnic background: Caucasian (white) Black Indian Hispanic

Other: _____

Thank you for your sincere help with this survey.

Charles A. Rury

APPENDIX D

LETTER OF VALIDATION

August 3, 1982

Dear DE/Marketing Teacher:

You are being asked to help with the validating of a DE/Marketing Survey form in regard to your schools.

This survey questionnaire will be sent to your school with your permission during the second week of October to help answer some questions pertaining to your classes. Follow-up reports developed recently, indicate that a problem exists in the number of DE/Marketing students completing their vocational training programs. In the past four years approximately 500 students have failed to enroll in the DE/Marketing programs in Oklahoma.

The purpose of my research is to identify the factors and qualities of the DE/Marketing programs which the Oklahoma students consider important in their decision to remain with a program to completion. The study attempted to answer the following research questions:

- (1) What images to the DE/Marketing students perceive in their school, their instructor, and their program?
- (2) What personal factors do DE/Marketing students consider important in deciding to enroll for the second year of training?
- (3) What qualities of the DE/Marketing programs help students to enroll for the second year of training at their school?

You may help me in this survey by looking at the attached survey form for terminology that may be difficult for the students to understand or any suggestions that may help with the improvement of the questionnaire.

Your help and cooperation in this matter will be greatly appreciated.

Sincerely,

Charles A. Rury, Teacher
NWOSU, Alva, Oklahoma

APPENDIX E

STUDENT COVER LETTER ON

SURVEY INSTRUMENT

107 Aspen
Alva, Oklahoma 73717
October 15, 1982

Dear Student:

This letter and survey form are being sent to thirty schools or approximately 1,200 students in Oklahoma to obtain information about why students remain in the DE/Marketing program through the second year in high school.

These survey forms will be returned to the researcher by November 1, 1982 where the data will be run through a computer to determine the appropriate statistical analysis to be performed.

If you do not understand a question on the survey instrument, please feel free to ask the individual administering the test for help on interpretation of the question. There will be no time limit on the time for completing this survey.

You have been selected as an important resource person to respond to this questionnaire about your vocational program at your local school. Your responses are important and will remain anonymous. All data will be treated with the utmost confidence.

Your help and cooperation in completing this survey questionnaire is appreciated very much.

Sincerely yours,

Charles A. Rury, Teacher
Business Department
Northwestern Oklahoma State
University

APPENDIX F

FOLLOW-UP LETTER



NORTHWESTERN OKLAHOMA STATE UNIVERSITY

Alva, Oklahoma 73717

November 5, 1982

Dear DE/Marketing Teacher:

I am writing about the DE/Marketing survey packet that was sent to your school on October 19, 1982 requesting your students to please fill out two pages of a survey form.

This is a reminder that your help and cooperation in allowing your DE/Marketing students to complete this survey form as soon as possible is gratefully appreciated.

Dr. Jerry Davis, the OSU DE/Marketing Teacher Educator, is my adviser. He is presently chairing my doctoral thesis study in the DE/Marketing area and was happy to hear about the progress of the research thus far. I have written three chapters on my thesis and will finish the last two chapters after a sufficient number of schools have completed and returned the survey forms to me.

Presently, I am teaching Marketing, Salesmanship, and Small Business Management at Northwestern Oklahoma State University in the Business Department in Alva, Oklahoma. Your prompt help in allowing the students to finish the survey forms will be appreciated very much.

If you have already returned the completed postage paid materials to me, please disregard this reminder.

Sincerely yours,

Charles A. Rury, Teacher
NWOSU Business Department

APPENDIX G

LETTER OF APPRECIATION

107 Aspen
Alva, Oklahoma
January 15, 1983

Dear :

I would like to take this opportunity to express my gratitude to you and your school for allowing me to administer my student survey to the juniors and seniors enrolled in your DE/Marketing programs. The attitudes and views expressed by the students are valuable information and reflect their feelings and perceptions about their school and program.

Your help and cooperation of your DE/Marketing instructors is certainly appreciated. Without it we could not obtain information necessary to conduct research in vocational education. I will make the information resulting from this study available to you and your staff. It is my goal and desire that this study will produce information which can be used to improve the programs with low reenrollment rates and maintain the quality of those with which to encourage students to reenroll and complete the two years of training.

Sincerely yours,

Charles A. Rury
Business Department
Northwestern Oklahoma State
University

VITA

Charles A. Rury

Candidate for the Degree of

Doctor of Education

Thesis: FACTORS AND PERCEPTIONS OF THE OKLAHOMA DE/MARKETING
PROGRAMS THAT INFLUENCE SECONDARY STUDENTS TO ENROLL

Major Field: Occupational and Adult Education

Biographical:

Personal Data: Born in Sterling, Oklahoma, November 7, 1936, the son of Mr. and Mrs. Clarence Alvin Rury. Married Betty Ann Bebee, August 13, 1963; father of a daughter and a son.

Education: Graduated from Fletcher High School, Fletcher, Oklahoma in May, 1955; Bachelor of Science degree in Business Education from Central State University, Edmond, Oklahoma, May, 1958; Master of Teaching degree in Business Education and English, Central State University, Edmond, Oklahoma, May, 1961; completed requirements for Doctor of Education degree at Oklahoma State University, Stillwater, Oklahoma, in May, 1983.

Professional Experience: Military Service, Six years in the Oklahoma Forty-fifth Division, February, 1956 to February, 1962; Instructor in Yerington, Nevada, 1958-1959; Capital Hill High School, Oklahoma City, Oklahoma, 1959-1961; Japan, 1961-1962; Azores, Portugal, 1962-1963; Germany, 1963-1965; Lawton High School, Lawton, Oklahoma, 1965-1972; Germany (Augsburg), 1972-1980; Northwestern Oklahoma State University, Alva, Oklahoma, 1980-present.

Professional Organizations: Oklahoma Business Education Association, United Business Education Association, Oklahoma Education Association, National Education Association. Phi Delta Kappan.