

PERCEPTIONS OF TEACHER EDUCATORS IN MARKETING
EDUCATION OF CURRENT PROGRAM STATUS AND
FUTURE TRENDS OF MARKETING EDUCATION

By

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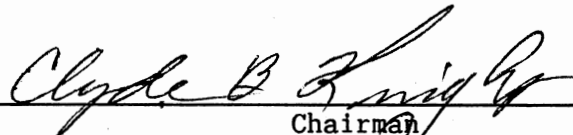
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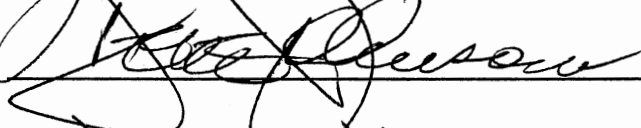
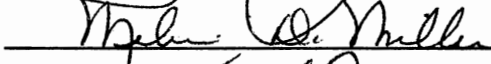
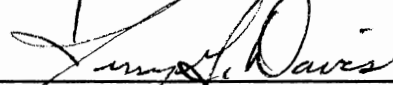
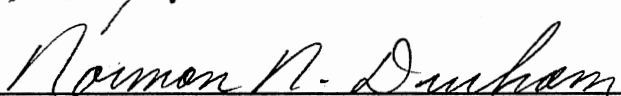
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CHAPTER I

INTRODUCTION

There are one million Distributive Education students enrolled in Marketing Education programs across the United States at the present time. These students are categorized into three basic levels: comprehensive high school, post high school/adult vocational training, and collegiate level--each composing one-third of the total population. There is a decline in all enrollments across the United States for Marketing Education students with the exception of the post high school/adult vocational training category. This decline in enrollment has led to many diverse speculations as to the reason for the decline and recommendations for overall program changes (Nelson, 1981).

"In Marketing and Distributive Education we have no problems--only challenges." This has been expressed by supervisors, teachers, and students (Klaurens, 1984). By 1980, leaders in Marketing/Distributive Education (M/DE) had become so concerned with the identity problem of Marketing/Distributive Education that they gathered in Vail, Colorado, for a conference "Directions for the 1980's" (Samson, 1980). An indepth study of four areas perceived as problems were presented in a document by Samson (1980) entitled "National Conference on Marketing and Distributive Education: Directions for the 1980's. The four areas of greatest concern were: (1) Identity and Images, (2) Program Development, (3) Leadership Development, and (4) Power and Influence.

The document stressed the need for uniformity of direction, marketing of the program (M/DE), and a need for strong leadership development.

Out of the Vail Conference came the statement that business and industry did not identify Marketing and Distributive Education as a strong marketing discipline, and the program itself was not being perceived as Marketing and Distributive Education personnel had expected.

Mary Klaurens, Vice-President of the Marketing Education Division from the University of Minnesota, wrote that if we cannot, as educators, respond to the question "What can marketing education do to increase productivity, slow the inflation and improve the economic efficiency" and then demonstrate our ability to perform, our programs will not survive. The image and future of marketing education depends on our ability to demonstrate that our programs make a difference in the success and satisfaction of individuals and a contribution to the economy. As we increase our efforts to maintain enrollments, and even expand, we must be concerned with quality in all parts of the program (Klaurens, 1984).

In 1979, Nero, a student in Marketing Education at the University of Minnesota in a college paper, identified some of the following problems affecting the image of Marketing Education as: (1) Lack of visibility and recognition; (2) Lack of fully accepted common goals; (3) Lack of unified promotional campaign; and (4) Ineffective communications.

Harris (1983) wrote that marketing is the content base of all instruction. The mission of some Marketing Education programs is: (1) to develop competent workers in and for the major occupational areas within marketing and distribution; (2) to assist in the improvement of

marketing techniques; (3) to develop an understanding of the wide range of social and economic responsibilities that accompany the right to engage in marketing in a free enterprise system.

Peterson (1981) while at the University of Minnesota wrote that the direction of the Marketing Education programs had changed significantly. He said that marketing had been accepted as the discipline taught and was now a people-based curriculum allowing it to now serve everyone.

Marketing Education has always been a hot topic (Lynch, 1983). Marketing Education at the baccalaureate and graduate levels has evolved over the last several decades. Programs that started primarily as descriptive and functional college level courses have developed into a theoretical, managerial curriculum incorporating a vast array of behavioral concepts and use of quantitative tools. Despite vigorous growth in enrollment and extensive research efforts, collegiate level marketing education is still in an evolutionary state. Although some commonality among curriculum exists, a dominate direction for collegiate level marketing education has yet to emerge (Murphy and Laczniak, 1980).

Statement of the Problem

There is a decrease in enrollments in active marketing education programs on the collegiate level.

Purpose of the Study

The purpose of this study was to gather data concerning teacher educators' perceptions of current program status, name, content, organization, and future trends of Marketing Education programs at the collegiate level as it may affect enrollment in the current programs. It was also the purpose of this study to gather data concerning

characteristics of existing programs at the collegiate level that are successful in increasing enrollments and compare data to programs that are decreasing in enrollment. By comparison of program data, content, program characteristics and other relevant information, it is hoped that an effective Marketing Education program can be created to be implemented at the collegiate level.

Research Questions

1. Based on the perceptions of current Marketing Teacher Educators, has the name of the program had any affect on the enrollment in the Marketing Education programs in the last five years?
2. Based on the perceptions of current Marketing Teacher Educators, would a name change from Marketing/Distributive Education to a more descriptive program name cause students, educators, and industry to perceive the program in a more positive manner?
3. Based on the perceptions of current Marketing Teacher Educators, what are the demographic characteristics perceived to be as the largest enrollment in Marketing Education programs at the collegiate level?

Need for the Study

Efforts to revitalize the Marketing Education program became a national concern during the late 1970's. These efforts eventually led to a national conference to identify the issues and seek solutions for improvement of the program. More than 300 Distributive Education professionals analyzed the status and future directions for distributive education, giving specific attention to the entire program mission,

curriculum content, instructional delivery, and to the forces of reshaping the environment in which the program operates.

These conference participants reaffirmed program philosophy and made recommendations that promised to reshape and revitalize distributive education programs across the country. Among them was the decision to broaden the program name--from Distributive Education to Marketing/Distributive Education. This recommendation reflected the desire to clarify the direct relationship of this program to the discipline of marketing while retaining the program title that had been in use for more than 40 years.

However in 1984, a miniconference in marketing teacher education was held in tandem with the National Marketing/Distributive Education Curriculum Conference and at that time it was decided that the official name should become Marketing Education.

Recommendations were also made that definite steps should be taken involving everyone from local to national level in formulating uniform goals and objectives and developing acceptable programs through continual evaluation in order to design a national promotional campaign which would structure and promote Marketing Education as a branch of marketing. Ways should be found to offer the student course content that are not found in any other program. These students could aid in the promotion of a positive program image which would promote student recruitment and retention at the collegiate level in Marketing Education.

A study of a new assessment to identify perceptions during the past three years could add information concerning the present status and direction of Marketing Education with an emphasis placed on a nationally accepted name change. Warner (1984) feels that this could provide the

motivation for renewed leadership development and establish clearer goals and objectives for all Marketing Education personnel.

Limitations

Limitations of this study will be the degree to which the respondents answer the questions in an honest and unbiased manner. A further limitation is that only colleges with active Marketing Education programs will be surveyed and not all colleges with marketing programs.

Assumptions

1. It is assumed that teacher educator responses would be honest and straightforward.
2. It is assumed that Marketing Education, Distributive Education, and Marketing/Distributive Education are synonymous in meaning.

Definition of Terms

Teacher-Educator - Professor and/or supervisor of Marketing Education teacher preparation in an institution of higher learning.

Marketing/Distributive Education, Marketing Education, and Distributive Education - A program that instructs and trains students in the art of retail sales and entrepreneurship.

IDECC - Interstate Distributive Education Curriculum Consortium

DECA - Student Organization known as Distributive Education Clubs of America.

CHAPTER II

REVIEW OF LITERATURE

This chapter was designed to review the major studies related to the perceptions or attitudes of teacher educators towards the name changes in the field and the curriculum content--the factors contributing to the success of some programs and the increasing enrollments versus programs that are literally going by the wayside.

The Changing Scene

Ely (1984) described the health of marketing education in 1984 as having a malady. She characterized the profession as having been healthy for nearly 35 years, until, in the mid-1970's, an illness was diagnosed. This led ultimately to the recuperative effort at the 1980 National Conference for Distributive Education "Directions for the 80's" held in Vail, Colorado, to diagnose the problems. Many Vail participants returned home feeling better with a prescription in hand, but unfortunately, the cure has not been permanent. Ely (1984) stated,

analysts of our national condition have told us that, in general, Marketing Education is experiencing declining enrollments, lost stature in the marketing community, decreased financial support, and loss of program identity and leadership (p. 12).

Marketing teacher education has taken its lumps in recent years (Lynch, 1983a). At all recent marketing education conferences, marketing teacher education has always been a hot topic. The underlying perceptions of many participants seemed to be that few graduates were

being produced, the quality of those few graduates was poor, teacher educators were into all types of activities marginally or unrelated to marketing education, and that leadership--traditionally associated with teacher education--was not forthcoming.

In 1984, a miniconference in marketing teacher education was held in tandem with the National Marketing and Distributive Education Curriculum Conference in which papers were prepared in three broad areas related to the problem facing the field. These areas included: role and direction, leadership, and standards and evaluation.

As stated by Lynch (1983a), "we already have literally hundreds of suggestions from the Vail and Atlanta conferences and related studies on marketing teacher education, but I feel from my involvement in Marketing/Distributive Education that these four items should be debated by marketing education professionals."

1. Leadership for any reform in marketing teacher education must be directly linked to research efforts. A close relationship between knowledge, production, and the education of teachers is essential for substantive and political reasons if effective programs are to be conceived or reformulated and offered. To that end, allowing only a few universities to be designated and funded to offer research-oriented postmaster's level training in marketing education.
2. Each state should offer a bona fide marketing teacher education program at a major university and include only those elements identified by Satterwhite (1983) as high quality components for marketing teacher education. Those states without marketing teacher education--or with such a small full-time equivalent (FTE) devoted to it that the program is virtually meaningless--are not serving well the tremendous need for educated and trained workers in marketing. The marketing education profession will never advance to its potential without viable, quality teacher education, including research, service, and publication components.

3. Close out small, relatively nonproductive programs. Almost all of the recent national reports on the reform of education recommended reducing the number (and role) of teacher education programs in the preparation and certification of teachers. Clark (1984) pointed out that 70 percent of the four-year colleges and universities in the U.S. operate state-approved teacher training programs. "A few of these programs are dreadful on all counts . . . This proliferation of teacher training programs dilutes the human and financial resources available to the field, impedes reform efforts . . . and divorces the bulk of the training programs from the centers that produce knowledge about education" (p.117). The same can probably be said for marketing teacher education. There are probably now too many marketing teacher education programs in some states doing too little with too few personnel. Consolidation of these "little" programs (of less than one FTE) should result in the delivery of comprehensive marketing education traditionally identified with colleges and universities: teaching, research, service, and publications.

4. Make available an active professional association or interest group, perhaps supported by a current association (e.g., American Vocational Association, American Marketing Association, Marketing Education Association) for marketing teacher educators. A key feature of all professions is the sponsorship and nourishment of a professional association which encourages and supports renewal efforts, research, service, education of its members, and publication.

Lynch (1983a) also stated that all the most recent reports on education stressed for significant reform of teacher education. Some of the reports, of course, were more specific and directive in their recommendations, but all concluded that the essential content and structure of teacher education needed to be changed and fast. Clark (1984) cautions us not to reject any attempt to portray the present pattern of teacher education as well as marketing teacher education as

adequate. "Such claims are not credible and lead the profession to attempt to defend the indefensible" (p.118).

Lynch (1983a) hopes that with all the recent reports on marketing education that the professionals in the field will be stimulated to begin a serious and scholarly analysis of marketing teacher education. Marketing teacher education reform should be research based, placed in a national context for the professional preparation of teachers and this should be done now.

Image and Identity

The practice of any discipline is defined, directed, and controlled by its foundational philosophy. But even careful definition, thorough understanding, and widespread acceptance within the discipline of the basic tenets of the foundational philosophy do not lead automatically to effective practice. Because of extreme professional pressure confronting marketing education and marketing teacher education, both philosophy and practice have been carefully scrutinized at two national conferences during the past five years (Burrow, 1985).

At the 1980 Vail, Colorado, conference, decisions were made to re shape and revitalize distributive education programs across the country. Among them was the decision to broaden the "Distributive Education" program name to "Marketing and Distributive Education." This recommendation reflected the desire to clarify the direct relationship of this program to the discipline of marketing while retaining the program title that had been in use for more than 40 years. The change in program title was made official at the AVA Convention in Atlanta in December, 1980, when the official name for the AVA Division was changed to Marketing and Distributive Education.

The swift adoption of the "Marketing and Distributive Education" title reflected an urgent desire within the profession for an upgraded identity and image that would highlight its marketing base (Fitzhugh, 1981). Hruska and Adams (1975) did not seem to be concerned with a name change since their interpretation of a study done in New Hampshire indicated that Marketing/Distributive Education was not perceived strongly with a marketing image by those surveyed. They, therefore, advocated moving away from a marketing skills identity to a heavy career education format. Lynch (1983b) in explaining the rationale for changing the name of his program, mentioned a possible barrier to the name change was a lack of comfort with the name or any other new name.

Nelson (1977) and Fitzhugh (1981) both discussed a name change to exude a more positive external image of Marketing Education--a nationally accepted restructuring and direction with uniform objectives and goals. An effort for expansion through reaching new groups was discussed by Sparks (1982) to provide for the handicapped, minorities, and disadvantaged; Holder and Carlisle (1982) felt more specialized programs should be made available; and Price (1982) recommended expansion for the adult programs.

According to Fitzhugh (1981), the identity and image of M/DE will be established through its actions, services, and activities not through its name. He also stated that any effort to establish M/DE as a branch of marketing and strengthening its image would have to be national in its thrust.

Therefore, consensus on program name reached at Vail and Atlanta did not prevail at the grass roots level (Vail Report). Some leaders in related state and local agencies or teacher education institutions felt

strongly that the new program name should be "Marketing Education." Some local- and state-level administrators retained the "Distributive Education" program name while, even though the new name has added an additional four syllables to the original eight, have changed to "Marketing and Distributive Education" which is already frequenting the use of the abbreviations--MDE, M/DE, or M&DE (Vail Report).

According to Fitzhugh (1981) a few practitioners have opted for the shorter title, "Marketing Education." However, the resulting gain in clarity, brevity, and elimination of redundancy is offset by two impediments to external communications. For one thing, the deviation violates the principle of consistent universal use. Outsiders will encounter two alternate names, and, possibly, a second abbreviation, "M.E." Moreover, this shorter title will lack distinctiveness.

"Marketing Education" is already used in connection with the teaching of marketing at the collegiate level (Fitzhugh, 1981). The term "marketing education" is viewed as the generic term to describe the broad range of education programs designed to prepare and improve workers for marketing occupations at all levels and in all settings (Directions in Curriculum, 1983). The term "Marketing and Distributive Education" (M/DE) has come into use since 1980 to describe publicly funded marketing education programs organized and implemented at the prebaccalaureate level. The term "prebaccalaureate" is suggested by the authors of the Directions in Curriculum (1983) to identify public and private marketing education programs leading to diplomas or other credentials below the bachelor's degree.

According to the Directions in Curriculum (1983) the authors feel strongly that the term "Marketing and Distributive Education" is not an appropriate descriptor for the program as it is envisioned for the

1980's and 1990's. However, according to Fitzhugh (1981) one of the concerns that motivated the name change was the alleged difficulty of explaining or describing a field bearing the name "Distributive Education." The new name has not obviously shed completely that alleged burden.

In spite of all the controversy surrounding the name change in marketing education, the 1984 Atlanta mini conference held in conjunction with the National Marketing/Distributive Education Conference announced that the official title for the field would be "Marketing Education."

Leadership in Marketing Teacher Education

Leadership--the intangible that provides for and promotes growth, health, and success or creates confusion, despair, and apathy of an organization--is not simply defined. It means different things to different people. The mere mention of leadership quality is likely to evoke a myriad of responses within any group. Marketing Education is a typical organization in this respect (Davis, 1985).

A question marketing educators frequently ask one another is, "Where's the leadership?" To many in the profession, it appears as if the leadership is still splintered and struggling. Rowe (1980) concluded that "Marketing and Distributive Education probably reached its pinnacle as far as effective leadership between 1957 and 1964" (p.44). Samson (1980), in a summary of a survey he conducted, reported that respondents identified over 120 different individuals, organizations, and groups as those providing the greatest amount of leadership for the profession. Although the abundance of sources of leadership may

be encouraging, other responses indicated a lack of leadership and even the motives of those seeking national leadership positions.

Based on this evidence there is a leadership problem in marketing education. Failure to recognize leadership in marketing education would be unfair because marketing education has many fine leaders. Marketing teacher educators need to analyze their current predicaments and develop and implement effective local, state, and national plans of leadership development (Davis, 1985).

The leaders in marketing education need to answer these four questions relating to the image crisis in the field:

1. What is the current state of marketing teacher education leadership?
2. What is the role of marketing teacher education in leadership development?
3. What are the issues affecting marketing teacher education leadership?
4. What can marketing teacher education do to improve its professional leadership?

The current state of teacher education parallels the general condition of the marketing education profession. Problems with declining enrollments, poor image, budgetary restraints, low-ability students, and professional apathy have teacher educators looking for leadership, too (Davis, 1985).

Teacher education is expected to provide leadership and prepare leaders to assist the profession in overcoming its problems. Unfortunately, the profession does not perceive teacher education as doing an adequate job. Lynch (1983a), in interviews with teachers, supervisors, business persons, and teacher educators, found that "no topic elicited more response--mostly negative--than did that associated with teacher education" (p. 26). Lynch's study also revealed that most comments were

about the decreasing quality of students entering the marketing/teaching field.

Marketing teacher educators face a challenge in tackling some serious problems which confront the profession and the entire teacher education field. The problems are diverse, some requiring intensive, indepth efforts to solve and others requiring less effort and time to rectify. Lack of effective leadership has been cited as a key contributing factor toward the depth and breadth of problems facing the profession. Beneath the general umbrella of ineffective leadership lie many issues and marketing educators must improve the health of the profession by developing effective leadership (Davis, 1985).

Structure and Instructional Content

The basic structure of marketing teacher education continues to be a vocational teacher program with primary emphasis on secondary education (Burrow, 1985). In some institutions, the program is considered an educational program drawing limited technical support from the institution's business unit.

According to Burrow (1985), the changing academic and environmental conditions make it necessary for studies to be devoted to finding an appropriate structure for marketing teacher education. Significant adaptations may have to be made to allow the program to remain a viable element of the higher education curriculum while preparing personnel for the broadening roles of marketing education. "The programs in the greatest jeopardy will be those with no distinguishing characteristics in terms of excellence, mission, or clientele served" (National Board Report, 1975, p. 60). Marketing educators need to do their best to ensure that marketing education programs do not remain in jeopardy.

Burrow (1985) lists the following goals with specific implementation strategies for the structure problem in marketing education:

1. Extend marketing teacher education to include preparation of teacher/trainers for all marketing instruction at the prebaccalaureate level including industry based training and adult education.
 - 1.1 Develop and promote a comprehensive definition of marketing education and marketing teacher education.
 - 1.2 Develop a segmented teacher education curriculum built upon a required professional and technical core enabling the preparation of personnel for specific roles in marketing education.
2. Establish an academic model of significant research, effective teaching, and service as the basic structure of each teacher education program.
 - 2.1 Prepare prospective teacher educators for the traditional academic model which emphasizes a significant research effort as well as teaching and service.
 - 2.2 Develop a system of support services and shared programming to assist teacher educators in maintaining effective teaching and service commitments.
 - 2.3 Provide comprehensive support and appropriate recognition for significant research.
3. Implement standards for admission, retention, and graduation that are comparable to other professional preparation programs with provisions for remediation and readmission.

- 3.1 Structure marketing teacher education programs to meet basic accreditation standards of both business and education appropriate to the institution.
- 3.2 Study the academic performance and quality of marketing teacher education students at both the graduate and undergraduate levels.
- 3.3 Analyze alternative career options and assist in restructuring of current teaching roles to make marketing education an attractive profession (p.30).

In addition to these goals for the structure problem in marketing teacher education, Burrows (1984) feels that the field is positioned between two unique academic structures--business units and teacher education units. Varying accreditation requirements, unique missions, enrollment patterns, and many other factors make it extremely difficult for a program to effectively integrate elements from each environment.

Marketing education must address the necessary relationships and the unique contributions from business and educational environments. Strategies must be identified to allow the effective operation of a business/education program that provides critical technical skills needed by marketing educators while providing the pedagogical training necessary to ensure effective and efficient marketing education (Burrow, 1985). The following goals in the area of academic relationships with the specific implementation strategies are recommended by Burrow (1985):

1. Position marketing teacher education programs with the academic environment to provide pedagogical skills to persons with strong academic and business preparation.
 - 1.1 Establish curriculum patterns to allow students in marketing programs to prepare for careers in marketing education in an efficient manner.

- 1.2 Identify and encourage the participation of academically talented persons from business and business curricula in marketing teacher education.
- 1.3 Structure the technical component of the marketing teacher curriculum to be equivalent to the technical preparation in an undergraduate marketing degree.
2. Develop relationships to encourage the active involvement of marketing teacher education within appropriate professional marketing associations and vice versa.
 - 2.1 Provide contributions to the professional marketing literature.
 - 2.2 Participate in conferences and meetings of professional marketing associations by developing marketing education sessions.
3. Delegates appropriate teaching and service functions and activities to specialists in the education and business environments.
 - 3.1 Encourage professional teacher association responsibility as elements of continuing professional development.
 - 3.2 Utilize other university resources for technical and pedagogical skill development of marketing education students and teachers.
 - 3.3 Incorporate significant business and teaching field experience and internships into the marketing teacher education curriculum (p. 24).

Burrow (1985 p. 19) stated, "The role and direction of marketing education is complex because of the unique position of the discipline with roots in academic education, vocational education, business, and marketing." An analysis must examine the status and direction of each of those disciplines as well as unique aspects of marketing education. A consistent definition of the philosophy of marketing education is the essential base for the successful future practice of the discipline.

Decisions on the role and direction of marketing teacher education will shape the philosophy and therefore the discipline. Thoughtful consideration of these elements and implementation of strategies that effectively reflect the philosophical goals is a timely challenge facing marketing educators. The goal of these efforts is to yield a product that is worthwhile and attractive to students, prepares them adequately for their professional roles, and ultimately produces competent and enthusiastic educators who provide the link in perpetuating a successful program (Burrow, 1985).

Upgrading the Marketing Curriculum

With the increasing emphasis on "excellence" and the traditional academic disciplines, school administrations are critically examining the value and relevance of educational programs. If the marketing education curriculum is not upgraded to meet the present and future demands of the marketing field and the needs of individual students, the program may not pass this examination (Schoettinger, 1985).

Vocational education curricula have traditionally been revised through occupational analyses. Occupations are broken into specific job tasks which are further divided into sequential steps that can be easily taught and evaluated. Competency based curricula have developed from occupational analyses (Sanders & Chism, 1985). However, the competency-based approach to marketing education may be too mechanistic and may focus too heavily on job-specific skills. There is evidence and support for the need to integrate higher-order skills into the existing marketing education curriculum. Higher-order skills include the abilities to reason and think critically, to solve problems and make effective decisions, and to utilize one's creativity and imagination in work settings

Changes in instructional methods will be essential in implementing such a curriculum. Additionally, the introduction of higher-order skills has implications for the preparation of marketing education teacher coordinators.

Many view the development of higher-order skills as necessary for all students. According to Naisbitt (1982), a megatrend that is transforming the way people live is the "megashift" from an industrial to an information-based society. Boyer (1984) has recommended that all students have the ability to bring together this multitude of information, organize their thoughts, reach conclusions, and use knowledge wisely. He has contended that a top priority of education must be to develop in young people the capacity to think critically.

Research suggests that most vocational education programs should place emphasis on the teaching of higher-order skills. As the United States economy becomes more technologically sophisticated and information-oriented, the acquisition of generalizable skills will become critical. Greenan (1983) defined generalizable skills as those skills and abilities which individuals bring with them from job to job, and which apply in each job. He has maintained that vocational education probably has not emphasized the development of generalizable skills to a large extent, even though more and more occupations will require high proficiencies in these skills.

In a study conducted by Greenan, it was concluded that reasoning skills are very important and highly generalizable within and across the occupational areas of business, marketing, management, agriculture, and health. If students are taught skills that are extremely narrow in their applications, they will lack the flexibility required to adapt to technological changes in these fields.

Persons being prepared for marketing occupations will particularly need to acquire higher-order skills. Marketing is the content base for the curriculum in marketing education, yet many programs continue to teach skills only applicable to entry-level job positions and to retail store settings (Schoettinger, 1985). Marketing education students must obtain the skill development necessary for the occupational areas within the field of marketing. The fastest growing fields now require more complex skills than most entry-level retail positions. They require a high degree of personal contact with the public, demand workers to think and make decisions independently, and require creativity in establishing clientele and building sales and profits. Even with the vast growth in these areas, competition will still be keen. Employers tend to hire the best educated, qualified applicants, therefore, college graduates will be hired for more and more marketing positions. Recently, studies have shown that college graduates, on the average, do fare better than nongraduates in the job market because of their additional education. Since 1970, the proportion of college graduates employed in occupations not traditionally requiring a college education has nearly doubled (Sargent, 1984).

Instructional Content of Marketing Education

"Marketing and Distributive Education (M/DE) is an established vocational education program in almost every state" (Eggland, 1980). The purpose of Marketing/Distributive Education is the preparation, retraining, and updating of persons interested in or employed in marketing occupations. Marketing/Distributive Education is one of the major vocational services and is supported by federal vocational legislation (Directions in Curriculum, 1983).

According to the authors of the Directions in Curriculum (1983), the instructional content for Marketing/Distributive Education programs should be derived from the employment field of marketing. Also numerous research efforts have been made to identify a base of knowledge required of workers in a variety of marketing occupations. These studies have employed job analysis, task analysis, or competency identification to determine the skills, knowledge, and attitudes needed by workers in marketing occupations at various levels and various industries (Samson, 1981).

The instructional content for Marketing and Distributive Education has been conceptualized by Nelson (1960) into five categories of learning which include marketing, product or service technology, social skills, basic skills, and the economics of marketing and distribution. Nelson also states that the marketing competencies are usually thought to fall within the categories of buying, selling, sales promotion, finance, storage, risk-bearing, operations, market research, and management. The product or service technologies include those technical products or service knowledges required to work in specific wholesale, retail, or service businesses. Nelson further states that the social skills competencies are those competencies associated with human relations in business, business social skills, business ethics, supervisory skills, and leadership. The basic skills competencies are predictably the reading, writing, and arithmetic of distribution. They are the application of communications (both oral and written) and mathematics to marketing and distribution. Further, the group of competencies labeled "Economics of Marketing and Distribution" consists of the study of channels of distribution, occupations in marketing,

economics of distribution, and marketing and distribution in the free enterprise system.

In both postsecondary and adult marketing education, the conceptual framework set by Nelson can be applied; however, the primary instructional content in these programs tends to be marketing, or industry and product technology (Samson, 1983).

Based on a study of marketing departments in 225 collegiate schools of business, Murphy and Laczniak (1981) conclude that the scope of marketing education at the collegiate level will be expanding in the future. They believe that behavioral, managerial, legal, societal, and quantitative orientations will receive increased emphasis in the near future. In essence, they believe that, at the collegiate level, expansion in marketing education will occur in its philosophical base. They also expect that there will be an expansion of instructional techniques utilizing audiovisuals, cases, internships, speakers, and computer games.

Marketing a Successful Program

According to Best (1984), there are several different trends which have occurred in Marketing/Distributive Education during the last few years. These include:

1. A striving for cohesiveness within the Marketing Education profession;
2. Recommendations for continual evaluation and updating of Marketing Education programs;
3. A reorganizing and restructuring in some states;
4. Working closer with business through advisory committees and an effort be made by Marketing Education to better meet the needs of industry;

5. Organization of more specialized Marketing Education programs;
6. Further expansion of Marketing Education into adult education;
7. Closing of programs--some of which had been very successful at one time;

Nero (1979) viewed the crisis as the fact that Marketing Education educators had failed to communicate a formulated and unified purpose to its various audiences. There were no specific goals and objectives.

Powell (1983) says, "The marketplace is in continual change; the Marketing Education program must have strong organizational structure and constant evaluation procedures to continue to produce quality students which employers will want." He stated further that organizational structure as well as course offerings must be evaluated, and that Marketing Education teachers should work to incorporate more marketing-oriented courses in secondary schools and at the university level.

Reorganizing and restructuring was not something Marketing Education personnel could always control. Best (1984) and Nelson (1977) mentioned one of the areas contributing to identity loss as: reorganization of vocational departments in many states due to reduced staff, thereby, absorbing Marketing Education personnel in other vocational areas and causing Marketing Education to lose its identity. Gleason (1983) stated, "Many states no longer have an identifiable Marketing Education program." He also made the statement that he felt the program would be identified by its curriculum content and that this content should be marketing. He stated further that Marketing Education programs consisting of career education, consumer education, human relations, income tax preparation, etc., should be restructured to

reflect the true Marketing Education identity. Gleason also stated his fears of an intense involvement with microcomputers as a further distraction to Marketing Education curriculum because he felt microcomputer programming had no place in a marketing curriculum. He stated that he also felt that the future of Marketing Education was contingent upon each individual instructor's willingness to address the needs of Marketing Education curriculum at the local level.

Samson (1983) addressed the challenge of declining enrollments in Marketing Education at the community colleges. He felt that the narrow, specialized structure of most of the college course offerings in Marketing Education is one factor which prohibits the effectiveness and expansion of these Marketing Education programs. Another challenging factor to the community college was the shortage of occupationally experienced faculty. He stressed the fact that prospects in specialized programs are unlimited, since the future needs for students with skills in mid-management Marketing Education training would be numerous.

Wray (1985), however, feels community colleges are unique institutions insomuch as they provide the same courses as lower divisions of four-year colleges and universities. In addition, students are provided an opportunity to develop and refine occupational competencies.

Holder and Cox (1981) also discussed specialization of Marketing Education programs as being motivation for student enrollment. They described one Texas community college which increased its enrollment from 4,072 to 7,233 in a one-year period due to the change in emphasis from general Marketing Education to specialty programs. Powell (1982) viewed the low employment rate of Marketing Education students as being the results of educators having been too narrow in what they teach. He

says that Marketing Education had been promoted only as training for retail, wholesale, and service occupations. He advocated it must change now to survive and to do so it must incorporate more marketing-oriented courses at both the high school and university level. Failing to change course curriculum in this manner would not allow Marketing Education to meet future business needs.

Potter (1981) wrote of a survey which had been done in 1981 of state supervisor structure. This survey showed fewer state supervisors identified with Marketing Education than one which had been done in 1972. This particular survey indicated that 27 Marketing Education supervisors had business and office backgrounds, that 32 had responsibilities in other areas, 17 were in cooperative education, 4 were multioccupational, and 3 were CETA supervisors. She indicated that this survey showed that many Marketing Education Supervisors were not from Marketing Education backgrounds, thus, Marketing Education was not as important to them and was absorbed by business and office, cooperative education, and CETA.

The Vail Conference indicated a need for closer liaison with industry according to Samson (1981). He felt it essential that Marketing Education involve industry by working more closely with it in advisory committees and adjunct teaching involvement. Harris (1983) discussed the need for working more closely with industry as it becomes more automated with electronic catalogs, scanners, and teller machines. Hagimeir (1982) discussed the necessity for stronger involvement of advisory committees. She advocated that using them to help evaluate programs and curriculum, as speakers on field trips, and in assisting with DECA projects would be beneficial to the entire program. Price (1982b) suggested teacher involvement with industry by helping industry

as consultants, shoppers, and in market research. He felt that helping industry in this manner would promote a more favorable image of the teacher and the program in the business community. Heath (1982) suggested using advisory people by involving them in the publicity and promotion planning of the Marketing Education program, by having them assume responsibility for some of the Marketing Education program promotion.

The trend toward specialized programs and expansion into adult education is discussed by Warner (1983) in that the trend toward closing of some programs or absorption by other vocational programs is serious because these absorptions cause a loss of the Marketing Education identity. He also feels that most programs close either because of lack of administrative support or poor teachers. Both Warner and Best (1984) felt that politics in administration and lack of enrollments in area schools force closing of Marketing Education programs. Both Warner and Best (1984) expressed a feeling that projecting and maintaining the Marketing Education image was the total responsibility of the teacher/coordinator.

Applying the Marketing Concept to the Curriculum

A number of curriculum models have been developed to show the conceptual relationship of marketing education content to clientele, to marketing employment, and/or to other curricula (Directions in Curriculum, 1983). These models advocate varying preferences for sequencing the curriculum content in terms of individual learner development (Nelson, 1960). He also states while sequencing may vary to meet learner needs, it is most important that curriculum planners and developers agree on the purpose and goals of each program. Further,

they should have a clear understanding of the relationship of each marketing program to other educational programs, and that outcomes and relationships are clearly communicated to learners and to employers of program graduates.

According to Nelson (1960) the following marketing education categories of learning are commonly addressed in comprehensive curriculum models:

1. Awareness of marketing as an economic activity;
2. Awareness of marketing as a potential field of work;
3. Exploration of careers in marketing;
4. General marketing education;
5. Preparation for entry-level marketing employment;
6. Preparation for supervisor, owner, and manager employment;
7. Preparation for executive employment in marketing;

Nelson further states that curriculum models for marketing education should be developed to provide opportunities for individuals to pursue knowledge and competence in each of these categories throughout their occupational career, and beyond, if they should desire to do so.

As stated by Gleason (1983) the degree that the curriculum is clearly defined and clearly meets the needs of its market will show the effectiveness of the program. As the focus of curriculum is diffused and learning outcomes are diluted, the program will lose its effectiveness.

Curriculum defined loosely as "what we teach," is the very essence of a program (Harvey, 1983). She goes on to say that curriculum defines who we are and what we do. It defines what our students will experience

and how successful they may be in the employment market. Curriculum, therefore, literally defines the success or failure of the program.

Samson (1983) further states that inherent in the implementation of the marketing concept is the concept of "target market" (those potential customers with common characteristics). Therefore, if Marketing Education is to grow and to improve, we must begin to focus on the needs of our target market.

Samson (1983) feels that we can take steps to strengthen the Marketing Education curriculum--to move it towards excellence by following the five steps listed below:

1. Identifying the target market;
2. Conducting market research;
3. Designing curriculum;
4. Implementing and maintaining quality control; and
5. Promoting the program.

By applying these five steps and being consistent in what we promote both locally and nationally, the role of the Marketing Education program will become a viable delivery mechanism for skilled employees (Samson, 1983).

Klaurens (1981) states that the image and future of Marketing Education depends on our ability to demonstrate that our programs make a difference in the success and satisfaction of individuals and a contribution to the economy. As we increase our efforts to maintain and increase our enrollments, we must be concerned with quality in all parts of the program. She further states that reaching for excellence is actually the solution to many of our problems and in our final analysis, there is a great satisfaction in achieving excellence in our program. A

focus on excellence is a critical goal for Marketing Education as we enter a decade in which only quality programs will survive.

Ely (1984) states that, in general, Marketing Education is experiencing declining enrollments, lost stature in the marketing community, decreased financial support, and loss of program identity and leadership when as Lynch (1982) reports that the need for marketing education throughout the economy is extensive and the marketing industry does not view Marketing Education as a viable source of employees. He further states that while in Marketing Education we are experiencing declining programs, training and development activities conducted and financed by the marketing industries themselves are thriving.

With all the recent information about the current crisis in marketing education, Furtado (1984) feels that the following recommendations must be implemented in our curriculum at the collegiate level:

1. A critical review of technological advancements in marketing to determine its responsiveness;
2. Necessary leadership by Marketing Education faculty to study the development of one marketing curriculum;
3. The development of articulation agreements between both secondary and post-secondary levels by Marketing Education personnel;
4. Agreements for advance placement of secondary Marketing Education students;
5. Experiential learning activities including co-op programs, internships, and student furloughs and sabbaticals should be encouraged;
6. Post-secondary Marketing Education curriculum should be competency based;
7. Special "outreach" recruitment efforts need to be more vigorously implemented to attract non-traditional students.

Furtado further states that Marketing Education professionals must be active in the "excellence" debate in their local communities and in their states, even though efforts at the national level are most important. Furtado states that Marketing Education professionals must develop both long-term and short-term practice action plans--planning has been education's biggest omission. Finally, Marketing Education professionals must initiate dialogue and cooperative spirit among all vocational educators--remember "united we stand, divided we fall."

Summary

Today in vocational education there is much emphasis on the development of minimum, basic competencies required for entry and advancement in occupations. Marketing education, as other vocational programs, provides a sound training ground for basic entry-level skills. But, if marketing educators are to maintain significant roles in delivering competent workers, the curriculum must incorporate a broad range of skills. To enable students to increase their career alternatives within marketing and excel in a competitive job market, marketing education must change as the nature of marketing occupations change.

The literature in this chapter stresses the problems within the field of marketing education--its image, lack of leadership among the organization, structural and instructional content. It appears that marketing education must better itself and develop some on-going strategies for these areas or else fall by the wayside. Marketing Education programs must become vital assets to their schools, students, students, and communities and discard the present reputation of "soft"

programs. A "facelift" is not going to immediately overturn the slump that Marketing/Distributive Education/Marketing Education/Distributive Education is presently experiencing, but that along with a marketable curriculum and expressed leadership should help to successfully promote the program so that the marketing industry will see it as a program that produces viable employees.

CHAPTER III

METHODOLOGY

This study was concerned with the perceptions of teacher educators about the recent name change from Marketing/Distributive Education to Marketing Education as well as their perceptions of the current program status and future trends of the 56 active programs in four-year colleges across the United States.

This chapter discusses (1) the selection of the population, (2) the development of the instrument, and (3) the method used for data collection and data analysis.

Selection of the Subjects

The subjects selected for this study were from Marketing/Teacher Educator programs with active Marketing Education programs across the United States at the collegiate level now offering a baccalaureate degree. The number of marketing/teacher educators selected was equal to the number of active programs across the United States in Marketing Education.

The population of 56 marketing/teacher educator programs surveyed was the total population of collegiate level Marketing Education programs in the United States.

Development of the Instrument

The questionnaire used for this study was researcher developed. This questionnaire was evaluated by Dr. Ed Harris, who at the time was Managing Editor of the Marketing/Distributive Education Digest, Mr. Gene Warner, State Supervisor for Marketing Education, and Dr. Jerry G. Davis, teacher educator for Oklahoma State University who made recommendations and suggestions to be used in the final questionnaire. Suggestions and/or corrections were made to be used in the final questionnaire which was then mailed to the 56 marketing/teacher educators at the collegiate level with active marketing education programs. The questionnaire was again reviewed by three experts in the field of Marketing Education as my panel of experts (See Appendix A).

The instrument was designed to collect information concerning the attitudes of marketing/teacher educators on the present image and identity, declining enrollments, and structure of curriculum in Marketing Education.

Collection of Data

The questionnaire was mailed to Marketing Education teacher educators at the collegiate level with active marketing education programs for their responses and perceived opinions and/or input. A follow-up letter including an additional questionnaire was mailed two weeks following the first mailing to the non-respondent programs requesting response. A further follow-up procedure two weeks later included a personal telephone call. This telephone call procedure was conducted approximately four weeks after the initial mailing to the non-respondents in a final effort to maximize the return rate.

conducted approximately four weeks after the initial mailing to the non-respondents in a final effort to maximize the return rate.

Analysis of Data

The data gathered for the study were analyzed by uses of Chi Square because when dealing with frequency data Chi Square has the advantage of simplicity and has sufficient flexibility to adapt to a wide range of designs. Also, when dealing with the test of association, Chi Square is tallied in a cross-classification of two or more independent variables--better known as a contingency table analysis.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

This study was concerned with the perceptions of teacher educators about the recent name change of Marketing/Distributive Education to Marketing Education in the 56 active programs in four-year colleges across the United States as well as the current program status and future trends of the program. This chapter presents (1) response rate, (2) respondent data, and (3) analysis of the data.

Respondents

A total of 56 questionnaires were mailed to department heads of each active Marketing program in a four-year institution offering a baccalaureate degree in Marketing Education. There were 50 questionnaires returned which represented an 89 percent return rate for the 56 questionnaires mailed. All 50 were used in producing the results of this study.

Analysis of Overall Response

The responses were divided into three categories: Six questions were asked under General Information, 13 questions dealt with Future Trends of Marketing Education, and 3 questions about Foundations were asked of the teacher educators in the active collegiate programs.

The enrollment level by frequency and percentage of the undergraduate program is shown in Table I. The highest percentage of

enrollment in the current program is in the 0 - 20 range which represents 46.0 percent of the respondents.

The frequency and percentage for the number of students who were enrolled five years ago are also shown in Table I, indicating there has been a decline in the enrollment during the past five years in programs in the 21 - 40 range. Sixteen programs reported enrollment five years ago to be 20 members or less; whereas, currently there are 23 programs in this same enrollment category. Nineteen programs reported 21 - 40 members five years ago, and currently there are only nine programs in this category. The larger programs, those with enrollment of 41 - 100 remained basically the same in enrollment.

TABLE I
 STUDENT ENROLLMENT IN MARKETING EDUCATION BY
 PROGRAM SIZE COMPARED TO PROGRAM SIZE
 FIVE YEARS BEFORE STUDY

Program Size by Student Enrollment	Number of Programs (Currently Operating)	Number of Programs Five Years Ago	Percentage of Current Enrollment	Percentage Five Years Ago
0-20	23	16	46.0	32.0
21-40	9	19	18.0	38.0
41-60	5	4	10.0	8.0
61-80	4	3	8.0	6.0
81-100	4	3	8.0	6.0
100+	2	2	4.0	4.0
No Response	<u>3</u>	<u>3</u>	<u>6.0</u>	<u>6.0</u>
Total	50	50	100.0	100.0
Chg. in Enrollment by Number of Students		Chg. in Enrollment by Percentage		
+7		+69.5		
-10		-47.4		
+1		+1.3		
+1		+1.3		
+1		-0-		
-0-		-0-		

The findings shown in Table II indicate 52.0 percent of the students currently enrolled in a Marketing Education program chose the field because of their interest in a teaching career. Only 4.0 percent was indicated as having Marketing Education in high school.

Future Trends

In this category of the questionnaire, respondents answered with a yes/no response as to their own personal opinion concerning the future of marketing education. These responses were solicited in reference to their opinion concerning their program status and/or perceived identity crisis.

As shown in Table III, the respondents revealed that their programs accommodated students interested in a career in teaching and also met the needs of those students not interested in a career in teaching. Teacher Educators perceptions of this data indicates that the majority of marketing education programs are designed for those students interested in a career in teaching.

In Table IV, the respondents indicated a split attitude towards the name Marketing/Distributive Education as adequately describing the focus of their program. Twenty-four respondents (48%) stated that the name Marketing/Distributive Education is inadequate whereas 25 respondents (50%) indicated that the name Marketing/Distributive Education adequately describes the current focus of their program.

The majority of the institutions responding to the research questionnaire indicated there would not be resistance to a name change in Marketing/Distributive Education to Marketing Education. Based on the perceptions of the teacher educators surveyed, the name of the

TABLE II
 MARKETING TEACHER EDUCATORS' PERCEPTIONS
 WHY STUDENTS SELECT MARKETING
 EDUCATION AS A MAJOR

Reason	Frequency as Indicated by Questionnaire Respondent	Percentage
Interest in Teaching	26	52.0
Had program in High School	2	4.0
Interest in Retail Marketing	5	10.0
Interest in Vocational Education	2	4.0
Other	7	14.0
No Response	<u>8</u>	<u>16.0</u>
TOTAL	50	100.0

TABLE III
 MARKETING TEACHER EDUCATORS' PERCEPTIONS OF
 PROGRAM CONTENT EMPHASIS

Emphasis of Program	Responses							
	<u>YES</u>		<u>NO</u>		<u>NO RESPONSE</u>		<u>TOTAL</u>	
	#	%	#	%	#	%	#	%
Toward Teacher Education	42	84.0	6	12.0	2	4	50	100.0
Accommodate Non- Teacher Educa- tion Major	39	78.0	11	22.0	0	0	50	100.0

TABLE IV
MARKETING TEACHER EDUCATORS' PERCEPTIONS REGARDING
ADEQUACY OF MARKETING/DISTRIBUTIVE EDUCATION IN
DESCRIBING THE CURRENT FOCUS OF PROGRAM

Response	Frequency	Percentage
Yes	25	50.0
No	24	48.0
No Response	<u>1</u>	<u>2.0</u>
TOTAL	50	100.0

program has not had a bearing on their perceptions of the problems facing the division as a whole (Table V).

In response to whether or not a name change would facilitate an improvement in the recruiting efforts for the current programs, the teacher educators perceived the name change to enhance the recruiting efforts of the program.

Current opinion on the emphasis toward training and development for business and industry is shown in Table VI. The perceptions of the teacher educators surveyed felt that the program was moving toward an increased emphasis towards training and development for business and industry.

With the indicated increased emphasis on training and development for business and industry, the teacher educators indicated that student involvement at the collegiate level towards "what is to be offered" in the program content could be relevant to the success of the program.

The attitude towards Marketing Education's focus and service toward the Adult student who is re-entering education is shown on Table VII. Teacher educators surveyed indicated that Marketing Education should focus on the adult learner.

Respondents stated that an increased use of cooperative education/internships at the collegiate level would increase the development of student competencies (Table VIII).

Attitudes and opinions towards moving the Marketing Education program to a different academic department than currently housed to upgrade the effectiveness of the program is shown in Table IX. Respondents indicated that the majority of the programs were now being housed in the college of education.

TABLE V
 MARKETING TEACHER EDUCATORS' PERCEPTIONS
 TOWARDS THE BENEFIT OF A NAME CHANGE
 TO MARKETING EDUCATION

Name Change	Responses					
	<u>YES</u>		<u>NO</u>		<u>TOTAL</u>	
	#	%	#	%	#	%
Resistant to Name Marketing Education	20	44.4	25	55.6	45*	100.0
A name change would improve recruiting	23	53.5	20	46.5	43*	100.0

*Marketing/Distributive Education Teacher Educators responses to above questions, some Teacher Educators chose not to respond (50 usable questionnaires returned)

TABLE VI
 MARKETING TEACHER EDUCATORS' PERCEPTIONS ON A
 CHANGED EMPHASIS IN PROGRAM CONTENT AND
 INVOLVEMENT OF STRUDENTS IN
 CURRICULUM DESIGN

Issue	Responses							
	<u>YES</u>		<u>NO</u>		<u>NO RESPONSE</u>		<u>TOTAL</u>	
	#	%	#	%	#	%	#	%
Increased Emphasis on Business and Industry	28	56.0	15	30.0	7	14	50	100.0
Could Students Become Actively Involved in Instructional Design	38	76.0	4	8.0	8	16	50	100.0

TABLE VII
 MARKETING TEACHER EDUCATORS' PERCEPTIONS
 ON INCREASED NEED FOR SERVING THE
 ADULT LEARNER

Response	Frequency	Percentage
Yes	39	78.0
No	3	6.0
No Response	<u>8</u>	<u>16.0</u>
TOTAL	50	100.0

TABLE VIII
 MARKETING TEACHER EDUCATORS' PERCEPTIONS ON
 COOPERATIVE EDUCATION/INTERNSHIPS
 INCREASING THE DEVELOPMENT OF
 STUDENT COMPETENCIES

Response	Frequency	Percentage
Yes	35	70.0
No	7	14.0
No Response	<u>8</u>	<u>16.0</u>
TOTAL	50	100.0

TABLE IX
 MARKETING TEACHER EDUCATORS' PERCEPTIONS AS TO THE
 LOCATION OF THE PROGRAM AND DEGREE LEVEL OFFERED
 TO IMPROVE MARKETABILITY

Improve Marketability	Responses							
	<u>YES</u>		<u>NO</u>		<u>NO RESPONSE</u>		<u>TOTAL</u>	
	#	%	#	%	#	%	#	%
Change Academic Department	6	12.0	40	80.0	4	8	50	100.0
Associate/Two- Year	9	18.0	30	60.0	11	22	50	100.0

Respondents' attitudes towards the possibility of offering an associate/two-year degree program reflected that this was not seen as a viable change to aid in the current program growth.

As shown in Table X, respondents surveyed indicated that their programs would continue to be active and viable without any major alterations or revisions.

Data indicates diversity in opinion toward the increased growth of Marketing Education in the near future. Marketing Teacher Educators are responding as a whole that they "are not sure" what will happen to marketing education. The challenges they have come face to face with are causing most of the marketing teacher educators to express their concern for the program's future success.

Foundations

The Foundations category of the questionnaire was designed to obtain demographic data relating to the respondents and their educational background. Eighteen of the respondents have obtained a Ph.D., 19 respondents have an Ed.D., 6 respondents hold some other level of degree, and 11 respondents chose not to answer. In response to the questionnaire on the major emphasis of degrees, the respondents indicated an area of emphasis at their highest academic degree level to be vocational education. One respondent or 2.0 percent stated that Business Administration was their area of concentration. Eight respondents emphasized that Marketing Education was their concentrated field of interest while four other respondents had various fields of higher concentration (Table XI). Only eight of the 39 responding to the questionnaire stated Marketing Education as their major area of emphasis (Table XI).

TABLE X
 MARKETING TEACHER EDUCATORS' PERCEPTIONS TOWARDS
 THE CONTINUED GROWTH OF THE PROGRAM

Change/Growth	Responses							
	<u>YES</u>		<u>NO</u>		<u>NO RESPONSE</u>		<u>TOTAL</u>	
	#	%	#	%	#	%	#	%
Expected Growth	24	48.0	23	46.0	3	6.0	50	100.0
Major Change/Alter	34	68.0	11	22.0	5	10.0	50	100.0

TABLE XI
 AREA OF EMPHASIS FOR HIGHEST ACADEMIC
 DEGREE OF RESPONDENTS

Response	Frequency	Percentage
Vocational Education	26	52.0
Business Administration	1	2.0
Marketing/Distributive Education	8	16.0
Other	4	8.0
No Response	<u>11</u>	<u>22.0</u>
TOTAL	50	100.0

As indicated in Table XII, respondents expressed that both programs were incorporated into their present program.

A Contingency Table Analysis was performed on the active university Marketing Education programs. This Chi Square analysis was completed for four areas of interest: interest in teaching, expected growth, the name, and DECA. The Chi Square analysis compares observed vs. expected frequencies in a two x two table (Linton and Gallo, 1975).

A significant association was found between the active Marketing Education programs' current enrollment and the number enrolled not interested in a career in teaching ($X^2 = 8.712$, $df = 1$, $p = .003$). As shown in Table XIII, the number of students in the smaller programs indicated the greatest interest in teaching. However, as the program size increased, the number of students interested in a career in teaching began to decrease.

The data in Table XIV indicates no significant association exists between the relationship of the current undergraduate program at each participating university and the responses regarding the expected increase in enrollment in the near future ($X^2=1.455$, $df=1$, $p=.228$).

A significant association was found between the current enrollments in Marketing Education and the primary reason for choosing the field as a major ($X^2 = 3.913$, $df = 1$, $p = .048$). As shown in Table XV, as the program size increased, the students selecting the program did so for other reasons than teaching. For programs with less than 20 students, 14 respondents felt that the teaching field was the main reason for enrollment. However, as program size increased only 12 respondents felt the main reason for entering the program was teacher oriented.

TABLE XII
MARKETING TEACHER EDUCATORS PERCEPTIONS
ON THE USE OF IDECC AND DECA

Emphasis in DECA/ IDECC	Responses							
	<u>YES</u>		<u>NO</u>		<u>NO RESPONSE</u>		<u>TOTAL</u>	
	#	%	#	%	#	%	#	%
DECA	34	68.0	11	22.0	5	10.0	50	100.0
IDECC	33	66.0	15	30.0	2	4.0	50	100.0

TABLE XIII
OBSERVATIONS AND EXPECTED FREQUENCIES OF
MARKETING TEACHER EDUCATORS' PERCEPTIONS
OF CURRENT STUDENT ENROLLMENT NOT
INTERESTED IN A TEACHING CAREER

	Number Currently Enrolled in Program	Percentage of Students Not Interested in Teaching		Total*
		0 - 10%	11+%	
0-20:	Observed Count	16	6	22
	Expected Count	11	11	
21 +:	Observed Count	7	17	24
	Expected Count	12	12	
	TOTAL	23	23	46

CV = 3.841

$\chi^2 = 8.712$ p = .003

*Forty-six Marketing Education Teacher Educators responded to above questions.

TABLE XIV
OBSERVATIONS AND EXPECTED FREQUENCIES OF MARKETING
TEACHER EDUCATORS' RESPONSE TO EXPECTED
GROWTH IN THE FUTURE

Current Enrollment		No Growth	Expect Growth	Total*
0-20:	Observed Count	13	9	22
	Expected Count	11	11	
21+:	Observed Count	9	13	22
	Expected Count	11	11	
TOTAL		22	22	44

CV = 11.071

$\chi^2 = 1.455$, $p = 2.28$

*Forty-four Marketing Education Teacher Educators responded to above questions.

TABLE XV
OBSERVATIONS AND EXPECTED FREQUENCIES OF CURRENT
UNDERGRADUATE ENROLLMENT AND ITS
RELATIONSHIP TO TEACHING
VS. NON-TEACHING

Program Size		Teaching	Other	Total*
0-20:	Observed Count	14	3	17
	Expected Count	11	6	
21+:	Observed Count	12	11	23
	Expected Count	15	8	
TOTAL		26	14	40

CV = 3.841

$\chi^2 = 3.913$, $p = .048$

*Forty Marketing Education Teacher Educators responded to above questions.

A significant association was found between the cross-relationship of the current program enrollment size and the name "Marketing/Distributive Education" as to the adequacy of the name in relationship to the program and its current focus ($X^2 = 5.576$, $df = 1$, $p = .018$). As shown in Table XVI, the smaller programs showed that the name was adequate and the current focus of the program was acceptable. However, as program size increased, the majority of the respondents felt that the name Marketing/Distributive Education was not adequate; therefore, indicating a name change would be feasible and necessary for the future of the program.

Table XVII indicates a significant association was found between the importance of a collegiate DECA program in relationship to program size ($X^2 = 4.177$, $df = 1$, $p = .041$). The table illustrates that the collegiate DECA program was emphasized as a viable factor to ensure the success of the program in both the small and large programs.

TABLE XVI
OBSERVATIONS AND EXPECTED FREQUENCIES OF THE ADEQUACY
OF THE NAME MARKETING/DISTRIBUTIVE EDUCATION
AND THE CURRENT FOCUS OF THE PROGRAM

Program Size	Marketing/Distributive Education Inadequate	Marketing/Distributive Education Adequate	Total	
0-20:	Observed Count	7	15	22
	Expected Count	11	11	
21+:	Observed Count	16	8	24
	Expected Count	12	12	
	TOTAL	23	23	46

CV = 3.841

$\chi^2 = 5.576$, $p = .018$

*Forty-six Marketing Education Teacher Educators responded to above questions.

TABLE XVII
OBSERVATIONS AND FREQUENCIES REGARDING EMPHASIS IN
COLLEGIATE DECA IN MARKETING EDUCATION PROGRAMS

Program Size	DECA Not Emphasized	DECA Emphasized	Total	
0-20:	Observed Count	7	13	20
	Expected Count	4	16	
21+:	Observed Count	2	20	22
	Expected Count	5	17	
	TOTAL	9	33	42

CV = 3.841

$\chi^2 = 4.177$, $p = .041$

*Forty-two Marketing Education Teacher Educators responded to above questions.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents a summary, findings, and conclusions. There was a lack of information concerning the perceived cause for changing enrollments as based on program name, content, and future direction of Marketing Education programs at the collegiate level.

Summary

This study was designed to obtain Marketing Education Teacher Educators' responses concerning perceptions on future trends, program name change, and program revisions.

A questionnaire was developed to obtain data from Marketing Education Teacher Educators currently teaching Marketing Education programs at the collegiate level. The questionnaire was divided into three major categories to obtain the requested information. The categories were general information, future trends, and foundations. The teacher educators were requested to supply data and perceptions about their programs and their perceptions about the total Marketing Education program nationwide.

There were three research questions which were examined in this study:

1. Based on the perceptions of current Marketing Teacher Educators, has the name of the program had any affect on the enrollment in the Marketing Education programs in the last five years?

2. Based on the perceptions of current Marketing Teacher Educators, would a name change from Marketing/Distributive Education to a more descriptive program name cause students, educators, and industry to perceive the program in a more positive manner?

3. Based on the perceptions of current Marketing Teacher Educators, what are the demographic characteristics perceived to be as the largest enrollment in Marketing Education programs at the collegiate level?

Findings

1. It was found that Marketing Education Teacher Educators did not feel the name of the program had any affect on enrollment of the program.

2. The demographics of the study are that the majority of students are not interested in teaching Marketing Education. The larger programs are designed for multiplicity of purpose in serving their students by including in the enrollment students who are not interested in teaching, at the same time serving those students interested in the profession. The largest programs have teacher educators with background emphasis in Marketing Education.

3. The study indicated of Marketing Teacher Educators a name change from Marketing Distributive Education to Marketing Education would not necessarily be more descriptive of the program and was not perceived to aid in program enrollment or in the industries or students perception of the program.

4. Enrollment by program size would indicate a general increase in smaller programs, a decrease in the medium size programs, and the larger programs stayed basically the same.

5. The majority of teacher educators indicated they felt that students should have input in the instructional redesign of the Marketing Education program.

6. The majority of teacher educators indicated that they felt Marketing Education should focus on the adult learner.

7. The majority of teacher educators emphasized DECA as a viable factor to ensure the success of the program.

8. There seems to be three different groups of marketing teacher educators: those who see no future in the program growth, those who recognize the future of the program growth but do not know how to proceed, and those who are making the move to program growth.

Conclusions

The following conclusions are drawn as a result of the data collected for this study and the Review of Literature:

1. A name change from Marketing/Distributive Education to Marketing Education will not have any bearing on enrollment.

2. Programs serving students interested in a career other than teaching will have greater enrollment than those who are purely designed for teacher education.

3. There is no definitive opinion by Marketing Education Teacher Educators in regard to program growth in the future and thus no set pattern or direction in program growth is established at present.

4. There is a need for greater emphasis toward Training and Development for businesses related to Marketing/Distributive Education.

5. Marketing Education programs are focusing on the adult learner.

6. Distributive Education Clubs of America (DECA) is an essential part of a Marketing Education program.

7. There seems to be strong leadership within the Marketing/Distributive Education program; however, a substantial majority of Marketing Teacher Educators are not in tune with that leadership.

Recommendations

Researcher, based on this study, makes the following recommendations:

1. That the marketing education curriculum be redesigned to broaden the population being served.
2. That the marketing education teacher educators' rely heavily on business and industry for direction.
3. That students currently involved in the marketing education programs be involved in the redesign process of Marketing Education programs.
4. That the redesign of the marketing education programs still maintain an emphasis on DECA.
5. That the redesign of the marketing education programs emphasize adult education programs.

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APPENDIXES

APPENDIX A
PANEL OF EXPERTS

PANEL OF EXPERTS

Dr. Jerry G. Davis
Marketing Teacher Educator
Oklahoma State University
Stillwater, OK 74074

Mr. Gene Warner
State Supervisor
Marketing Education
Oklahoma State Department of Vocational/Technical
Education
Stillwater, OK 74074

Dr. Ed Harris
Marketing Teacher Educator
Northern Illinois University
DeKalb, Illinois

APPENDIX B

TEACHER EDUCATOR QUESTIONNAIRE

MARKETING/DISTRIBUTIVE EDUCATION QUESTIONNAIRE

Questionnaire for Marketing/Distributive Education programs at the collegiate level concerning perceptions on future trends, program name change, and program revisions.

University or College Name _____

Name of Professional Completing the Questionnaire _____

Position or Title _____

General Information

- A ___ D ___ 1. How many students are presently in your undergraduate
B ___ E ___ program? (A) 0 - 20 (B) 21 - 40 (C) 41 - 60 (D) 61 -
C ___ F ___ 80 (E) 81 - 100 (F) more than 100
- A ___ D ___ 2. How many students did your program have five years
B ___ E ___ ago? (A) 0 - 20 (B) 21 - 40 (C) 41 - 60 (D) 61 - 80
C ___ F ___ (E) 81 - 100 (F) more than 100
- A ___ D ___ 3. What is the percentage of students presently enrolled
B ___ E ___ in your M/DE program not interested in a career in
C ___ F ___ teaching? (A) 0 - 10 (B) 11 - 20 (C) 21 - 30
(D) 31 - 40 (E) 41 - 50 (F) more than 50
- A ___ D ___ 4. What is the primary reason students select M/DE as a
B ___ E ___ major in your college or university? (A) interest
C ___ in teaching (B) had the program in high school
(C) interest in retail marketing (D) interest in
Vocational Education (E) other
- A ___ D ___ 5. Is your program designed to be a (A) Two-year program
B ___ E ___ (B) Associate Degree Program (C) Master Program
C ___ (D) Strictly certification (E) a combination of
Certification and Degree program
- A ___ D ___ 6. What should be the emphasis of a M/DE program?
B ___ E ___ (A) Entrepreneurship (B) Small Business Management
C ___ (C) Sales and Marketing (D) Teacher Education
(E) Retail Management (please indicate all those that
apply)

Future Trends

- YES ___ NO ___ 7. Will the emphasis of your continuing program be toward
teacher education?
- YES ___ NO ___ 8. Does your present program accommodate those students
not interested in teacher education?

- YES ___ NO ___ 9. Do you feel that the name Marketing/Distributive Education adequately describes the current focus of your program?
- YES ___ NO ___ 10. Do you anticipate resistance at your institution if M/DE is changed to Marketing Education? If so, from what sectors? _____
- YES ___ NO ___ 11. Do you feel a name change would facilitate an improvement in your recruiting efforts?
- YES ___ NO ___ 12. Is it true that M/DE has increased its emphasis towards training and development for business and industry.
- YES ___ NO ___ 13. With the increased emphasis on training and development in business and industry, do you believe that M/DE students could become actively involved in instructional design?
- YES ___ NO ___ 14. Should M/DE focus on Adult Education to serve the adult student re-entering education?
- YES ___ NO ___ 15. Do you believe an increased use of cooperative education/internships at the collegiate level would increase the development of student competencies.
- YES ___ NO ___ 16. Would a change in the academic department in which your program is housed improve the marketability and effectiveness of the program?
- YES ___ NO ___ 17. Should institutions provide an associate/two-year degree program in M/DE?
- YES ___ NO ___ 18. Will your M/DE program continue without major alterations or revisions?
- YES ___ NO ___ 19. Do you expect an increased growth in M/DE in the near future?

Foundations

- A ___ C ___ 20. What is your highest academic degree level?
B ___ D ___ (A) Ph.D. (B) Ed.D (C) D.B.A. (D) Other _____
- A ___ D ___ 21. What was the area of emphasis in your highest academic
B ___ E ___ degree level? (A) Vocational Education (B) Business Administration (C) M/DE (D) Retail Management (E) Other _____
- YES ___ NO ___ 22. Currently, does your program emphasize the IDECC system and the services they provide?

YES___ NO___ 23. Is collegiate DECA an emphasis in your M/DE program?
If yes, what is its primary purpose? _____

APPENDIX C
COVER LETTER

July 10, 1985

Dr. Richard L. Lynch
Marketing Education Board of Liaison
Department of Continuing and Vocational Education
University of Wisconsin - Madison
225 North Mills Street
Madison, WI 53706

Dear Dr. Lynch

I am currently working on my doctoral dissertation in the School of Occupational/Adult Education at Oklahoma State University. I am soliciting research data from all university Marketing Teacher Educators for input concerning perceptions on future trends, program name change, and program revisions.

I am requesting your assistance in gathering this important research data for my study and possible dissemination into the Marketing Education field.

Your assistance in this matter is greatly appreciated. If you have any questions concerning the research questionnaire or the data I am gathering, please contact me at:

808 W. Atlanta Place
Broken Arrow, OK 74012
(918)455-9880

Sincerely

Gayle A. Kearns, Graduate Student Dr. Jerry G. Davis
Marketing/Distributive Education
OAED - 406 Classroom Building
Stillwater, OK 74078

APPENDIX D
FOLLOW-UP POSTCARD

Dear Colleague:

A few weeks ago I mailed a questionnaire to you asking for your help in a survey concerning perceptions on future trends, program name change and program revisions in Marketing/Distributive Education.

If you have not already returned this to me, would you please take a few minutes and fill in the blanks and put it in the mail today. I believe that this is a very important topic for the future of M/DE in general and will appreciate any help which you can give me.

Sincerely,

Gayle A. Kearns

VITA

Gayle Alexander Kearns

Candidate for the Degree of

Doctor of Education

Thesis: PERCEPTIONS OF TEACHER EDUCATORS IN MARKETING EDUCATION OF
CURRENT PROGRAM STATUS AND FUTURE TRENDS OF MARKETING
EDUCATION

Major Field: Occupational and Adult Education

Biographical:

Personal Data: Born in Oklahoma City, Oklahoma, February 8, 1952,
the daughter of Mr. and Mrs. Ira W. Alexander.

Education: Graduated from Lindsay High School, Lindsay, Oklahoma,
in May, 1970; received Bachelor of Science degree in Business
and Office Education from the University of Oklahoma in 1973;
received Master of Science in Vocational Business and Office
Education from the University of Oklahoma in 1975; enrolled in
the doctoral program at Oklahoma State University in 1983-88;
completed requirements for the Doctor of Education degree at
Oklahoma State University in December, 1988.

Professional Experience: Securities Secretary, Federal Reserve
Branch Bank, 1973-74; Paralegal Secretary, Johnson, Bromberg,
Leeds, & Riggs, 1974; Business and Office Teacher, Moore
Public Schools, 1974-79; Business and Office Teacher, Broken
Arrow Public Schools, 1979-85; Vocational Business Teacher,
W.P. "Bill" Willis Skills Center, 1985-87; Curriculum Develop-
ment Specialist, Oklahoma State Department of Vocational/
Technical Education, 1987 to Present.