

IDENTIFICATION AND ANALYSIS OF THE CURRENT  
ISSUES IN MARKETING AND DISTRIBUTIVE  
EDUCATION AND BUSINESS AND OFFICE  
EDUCATION STUDENT ORGANIZATIONS

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Submitted to the Faculty of the Graduate College  
of the Oklahoma State University  
in partial fulfillment of the requirements  
for the Degree of  
DOCTOR OF EDUCATION  
December, 1980

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## PREFACE

This study is concerned with identifying and analyzing the current issues in marketing and distributive education and business and office education vocational student organizations, namely DECA and FBLA/PBL/OEA. The population used in the study is the state supervisory personnel for all state associations.

It is with much gratitude that the writer expresses sincere appreciation to the following individuals:

To the hundreds of marketing and distributive education and business and office education state staff members across the nation who made this study possible.

To Dr. Dennis Mott, my adviser and capable department head, for his efforts in thesis advisement; to Dr. Jim Koeninger, my adviser from the conception of this study until his resignation from Oklahoma State University; to Drs. Joe Fowler, Walter Starks, and Kathryn Greenwood, my committee members, for their suggestions, encouragement, and assistance in reading the final manuscript.

To Mr. Gene Warner, state supervisor for marketing and distributive education in Oklahoma; Ms. Karen Elias, assistant state supervisor for marketing and distributive education in Oklahoma; and Mrs. Betty Fry, state supervisor for business and office education in Oklahoma, for serving as a jury to refine the questionnaires and procedures used in this study.

To Miss Bette Bishop, Mrs. Joyce Ball and Mrs. Irene Larson for their efforts in editing and typing the letters, questionnaires, address labels, drafts and final copy of this dissertation.

And, finally, to my parents, Mr. and Mrs. Virgil Nelson, for their encouragement, support and pride, which made the undertaking of this doctoral program possible from the very beginning.

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## CHAPTER I

### INTRODUCTION

In the first half of this twentieth century many states and communities initiated and developed vocational marketing and distributive education and business and office education programs to meet specific educational and economic needs. However, this period often created a social void for the students enrolled in programs utilizing the cooperative method. Many extracurricular activities were not available to vocational education students who participated in on-the-job training. Therefore, vocational students were missing a very important part of school life.

In addition, early vocational educators realized that many necessary competencies concerning social development and working with groups could best be taught in a setting requiring social interaction. The precedent for marketing and business education student organizations was set when the Future Farmers of America became an integral part of agriculture education in 1928 (1). The FFA provided for leadership and character development and allowed students to practice cooperation, self-expression, service, sportsmanship and competition which raised the level of proficiency in the occupational area. As marketing and distributive education and business and office education programs expanded, numerous local clubs with a variety of names began to appear. These clubs, like FFA, encouraged socially maturing activities to replace or supplement those

missed in high school. Although cooperation between local clubs and local businesses was good, the relationship between local clubs and national corporations was ineffective. The answer to the relationship problem seemed to be the formation of student organizations for marketing and distributive education and business education at both state and national levels.

Several organizations are available to students enrolled in business and office education, of which the largest is Future Business Leaders of America (FBLA) with its collegiate counterpart, Phi Beta Lambda. FBLA's aims are to help students prepare for business careers and to develop leadership abilities.

Another more recent business and office education organization is the Office Education Association (OEA), founded in 1967. FBLA and/or OEA now enjoy growth and expansion in every state of the union.

Students enrolled in marketing and distributive education are eligible for membership in the Distributive Education Clubs of America (DECA). Plans for this national group began within a year following the George-Deen Act of 1936, which authorized an annual appropriation for distributive education (2). DECA is considered an important co-curricular part of nearly all marketing education programs.

Few changes in the basic structure of the marketing and distributive education and business and office education student organizations have occurred. However, interest and growth measured by increased membership, expansion to additional divisions and increased quality and quantity of membership services has occurred on a regular basis. Philosophical differences in administration of marketing and distributive education and business and office education programs created conflicts in philosophy,

goals and objectives and operational differences. Because of this, potential issues emerged.

#### Statement of the Problem

The major purpose of this study is to analyze the opinions of marketing and distributive education and business and office education leaders responsible for the administration of business-related student organizations concerning issues in operating procedure. A secondary purpose is to determine the importance of these issues as they affect the operating procedures in marketing and distributive education and business and office education student organizations.

#### Background and Need for the Study

Federal legislation under which distributive education and business education function states that vocational student organizations are considered to be a viable co-curricular part of the total vocational education training programs.

The Vocational Education Act of 1963 as completely revised by the Education Amendments of 1976 states:

Section 104.513 Activities of Vocational Education Student Organizations.

- (a) A State may use funds under its basic grant to support activities of vocational education student organizations which are described in its approved five-year State plan and annual program plan and which are:
- (1) An integral part of the vocational instruction offered;
  - (2) Supervised by vocational education personnel who are qualified in the occupational area which the student organization represents.
  - (3) Available to all students in the instructional program without regard to membership in any student organization (3, p.12).

In addition, the Assembly of Delegates for the American Vocational Association, the national professional organization for all divisions of vocational education, adopted a resolution during its 1975 national convention which also states that vocational student organizations are an integral part of vocational education. The resolution (No. 18) states:

18. Student organization

Whereas the vocational student organizations are an integral part of the instructional program and promote the development of students in vocational education; and

Whereas, the Assistant Secretary of Education and the U.S. Commissioner of Education in September 1974 issued a policy statement establishing vocational student organizations as an essential part of vocational education; and

Whereas, Congressman Carl Perkins, chairman of the House Education and Labor Committee, in documenting the intent of the Committee in the Congressional Record of May 11, 1976, strongly praised the contribution of vocational student organizations as they enhance the instructional programs of vocational education;

Therefore, Be It Resolved, that the AVA take the necessary steps to ensure the inclusion of vocational student organizations as an integral part of vocational education (3, p. 13).

Again in 1978 the Assistant Secretary for Education, Mary Berry, and the U.S. Commissioner of Education issued another policy statement for the United States Office of Education on vocational student organizations.

Policy of the USOE for Vocational Education Student Organizations: The United States Office of Education maintains a close relationship with the eight vocational student organizations and welcomes their cooperation and support in strengthening our programs of vocational and technical education. Recognizing that the past performance and demonstrated potential of these eight organizations are compatible with the overall purposes and objectives of education today, the United States Office of Education strongly endorses their objectives and seeks to involve their thinking in the development of our policies and plans.

In view of this, our policy is as follows:

1. The United States Office of Education recognizes the concept of total student development as being necessary for all vocational-

technical education students to enter the labor market and to assume successful roles in society.

2. The United States Office of Education recognizes the educational programs and philosophies embraced by the following vocational education student organizations as being an integral part of our vocational education system of training:

American Industrial Arts Student Association  
 Distributive Education Clubs of America  
 Future Farmers of America  
 Future Homemakers of America - HERO  
 Future Business Leaders of America - Phi Beta Lambda  
 Health Occupations Students of America  
 Office Education Association  
 Vocational Industrial Clubs of America

3. The United States Office of Education will provide technical and supportive services to assist vocational student organizations and State agencies in their efforts to improve the quality and relevance of instruction, develop student leadership, enhance citizenship responsibilities, overcome sex and race discrimination and sex stereotyping and serve students with special needs.
4. Federal and State grant funds for vocational education may be used by the States to give leadership and support to vocational student organizations and activities directly related to established vocational education instructional programs at all levels under provisions of approved State plans for vocational education.

The responsibility for instructional programs and related activities rests with the States and localities. It is our belief that increased efforts on the part of State education agencies to recognize and encourage the growth and development of these vocational student organizations are highly important and deserve the support of all leaders in American education. (3,p.13)

Many curriculum specialists and educators endorse the concept that student organizations do enrich instruction. For example, South-Western Publishing Company ran a six-part series in The Balance Sheet that presented the rationale to support the development and teaching of ideas to assist business educators in the utilization of co-curricular student organization activities. The fifth article in the series titled "Integrating Student Organizations into Office Procedures" by Mrs. Ann

Masters (5), Director of Business Education, Vocational Division, Nebraska Department of Education, concluded with a typical enlightening statement:

In reviewing typical office procedures curriculum outlines, nearly every unit of instruction can be simplified and enriched by including student organization activities. An example of a recent nationwide effort to develop integrative student organization materials in office procedures, shorthand, basic business, typewriting and accounting courses have been completed by the Curriculum Development Committee of FBLA/PBL, Inc. An ingenious and innovative business teacher should be able with these specially prepared materials, to develop additional activities that will correlate with co-curricular student organizations (5, p.13).

Even though curriculum specialists, professional journals, federal legislation, the United States Office of Education and the American Vocational Association refer to vocational student organizations as an essential part of vocational education, a significant percentage of vocational programs have not provided training opportunities through the student organization.

The National Advisory Council on Vocational Education in its Seventh Report assessed the progress of vocational student organizations as follows:

Classroom teachers, given little support from above, often understandably ignore the vast potential of vocational youth organizations. As a result, the 1.5 million now being served falls far short of the potential 9 million students currently enrolled in vocational education that these organizations could and should serve (6, p.4).

Mr. Harry Applegate, Executive Director of DECA, stated in the December 1978 Voc Ed Journal that DECA's membership represents only 31 percent of the students in the occupational field which DECA represents and that this is the second best percentage among all vocational student organizations (7, p.39).

The laws, policies and resolutions support vocational student organization as an education tool but membership figures indicate that vocational educators generally do not support the concept or perhaps feel unable to successfully implement the student organizations so they may provide learning experiences for students.

An extensive review of related literature and research revealed only a few studies that dealt specifically with issues of vocational student organizations. Several studies contained references to student organizations but none dealt specifically with the issues. Most of the studies were not national in scope, or were not restricted to state personnel directly charged in the federal legislation with the responsibility of supervising the organizations. A study which identifies and analyzes issues related to vocational student organizations using the state staffs designated to supervise their operation should, therefore, prove to be valuable. State and national administrators, teacher-educators, local teacher-coordinators and other persons could benefit from a study of issues to improve the status of vocational student organizations as part of the instructional program.

Discrepancies which exist between literature support for vocational student organizations and current enrollment figures highlight a need for analyzing the opinions of administrative leaders in marketing and distributive education and business education concerning current issues surrounding vocational student organizations, specifically DECA and FBLA/PBL/OEA. Findings from this study should stimulate discussion and clarify thinking by both defining the major issues and presenting the thinking of leading educators on these issues.

## Limitations of the Study

The study will be limited to an analysis of opinions about issues concerning Distributive Education Clubs of America (DECA), Future Business Leaders of America (FBLA), Phi Beta Lambda (PBL), and Office Education Association (OEA). These organizations were selected because they represent the major vocational student organizations dealing with careers in business. This study is based on opinions, and no attempt will be made to draw unwarranted inferences from its findings concerning other vocational student organizations.

Efforts were designed to draw opinions from only those persons representative of the administrative leaders in DECA and FBLA/PBL/OEA. The researcher is cognizant of the fact that opinions from persons engaged in DECA and FBLA/PBL/OEA does not insure that these opinions represent the best judgment about DECA and FBLA issues. Substantial agreement of the respondents about an issue does not necessarily prove the soundness of their judgment. Agreement simply represents current philosophy and predicted trends by FBLA/PBL/OEA and the DECA supervisory personnel. The study is not designed to make judgments but will simply recognize differences as they appear to exist.

## Definition of Terms

### DECA

Distributive Education Clubs of America, an organization for students enrolled in vocational marketing and distributive education programs.

### FBLA

Future Business Leaders of America, an organization for students



enrolled in vocational business and office education programs.

PBL

Phi Beta Lambda, a collegiate division of Future Business Leaders of America.

OEA

Office Education Association, an organization for students enrolled in vocational business and office education programs.

Opinion

Judgment held with confidence. Estimation given by experts. Prevailing sentiment or conclusion.

Issue

Matter of importance that affects the operation and administration of marketing and distributive education and/or business and office education programs.

Leader

Administrator responsible for the administration of DECA and/or FBLA/PBL/OEA at the state level.

Principle

Issue on which there is almost complete agreement. Established fact which serves as a basic rule. Fundamental statement about which there is no dispute.

Premise

Issue on which a great majority agree. Proposition that serves as grounds for forming conclusions.

Tendency

Issue on which opinions are divided, but one alternative solution is favored. Inclination to form opinions toward a certain direction.

No Agreement

Issue on which there is lack of agreement, indicating no apparent trend of thought. Matter of interest which is subject to debate and controversy.

Choice Index

Weighted scale used to measure the importance of an issue or degree of concern for a matter.

## CHAPTER II

### REVIEW OF RELATED RESEARCH AND LITERATURE

#### The Studies

In the review of related research and literature, the investigator found a dire shortage of sophisticated studies pertaining to issues concerning business-related vocational student organizations. Some studies have been concerned with general issues rather than specific issues related to DECA or FBLA/PBL/OEA. Of those studies related, at least in part, to vocational student organizations, there has been more research conducted concerning DECA than FBLA/PBL/OEA.

Studies mentioning student organization issues have been limited in scope and none has used administrators legally charged with advising and/or supervising student organizations at the state level as the primary population. Several studies offered recommendations for further investigation in the area of current issues in business-related vocational student organizations. The review of literature revealed eleven studies directly related to the research endeavor.

National Institute on the Role of Youth  
Organizations in Vocational Education, 1963

All participants of the Institute were assigned to one of eight groups referred to as task forces. Nine tasks were selected as relevant

to youth organizations and all nine tasks were assigned to each task force for its study and reaction. The collective opinion of all of the participants and the papers presented at the Institute were included in a written report by James C. Vance and Ralph Bregman (8). Two tasks had particular implication for this study.

Task Number One asked each group to prepare guidelines on the relationship of youth activities to the vocational curriculum. The following is the consensus on Task Number One:

Problem A: Preparation of guidelines on the relationship of youth activities to the vocational curriculum.

1. Vocational youth organizations should be an integral part of the curriculum and should be so set forth in the State Plan.
2. Youth activities should meet the needs and be made available to all youth in the vocational programs.
3. All vocational students should be encouraged to join their respective youth organizations.
4. Activities should be directly related to the instructional program both in and out of classroom and be emphasized as co-curricular rather than extracurricular.
5. Teacher education is responsible for inclusion of instruction in the utilization, operation and values of youth organizations as part of their pre-service and in-service training programs.
6. Local programs of club activities should follow the patterns of state and national programs.
7. Youth activities should be selected, planned, carried out and evaluated by the youth themselves under the guidance of the club adviser.
8. Youth activities should be geared to the level of the program and enhance skills and/or competencies of the students.
9. A sound public relations program should be maintained.
10. All school administrators and staff members should continue to be made aware of the goals and objectives of the local movement and encouraged to participate in and associate with the activities of all youth organizations.

11. Every vocational teacher should have designated responsibilities for youth organization work and receive in-service adviser training.
12. Vocational youth organizations should be encouraged at the post secondary level.

Implication: That any developments in vocational education curriculums include youth activities (8, pp.12,13).

Task Five requested the groups to consider the question of merging youth organizations at national and state levels. The eight task forces unanimously agreed that there should be no merger of youth organizations at any level. They did, however, recognize that such a merger had some advantages as well as disadvantages.

Rationale in favor of merger included increased political power and satisfying the Secondary School Principals Association.

Rationale opposing a merger included: 1) loss of identity and unique interests, 2) loss of industry support, 3) loss of opportunity for more effective leadership training, 4) loss of personal initiative, 5) size problems that would cause organizational and administrative difficulty, 6) loss of instructional values, and 7) difficulty in finding unbiased instructional coordinators.

It is also worth noting the Institute's opening address, "Challenges Faced by Youth Organizations in Vocational Education," which was also included in the Vance and Bregman report. The speaker was Dr. A. W. Tenny, chief of the Service Branch, Division of Vocational and Technical Education, Office of Health, Education and Welfare.

We are challenged to keep youth organizations integral parts of vocational and technical education. . . . In 1930, the Comptroller General ruled that it was legal for such programs to receive Federal funds if they were regular parts of the training program. By conducting youth organizations in this way, it is possible for teachers and staff members of the State Departments of Education and U.S. Office of Education to use

part of their working time to implement the activities of these youth organizations. If we should ever separate the youth organizations from the instructional programs, in my opinion we would face great difficulty in maintaining them as strong youth organizations (8, p.94).

Additional challenges mentioned in the address included the following:

- A. Developing and maintaining an active association in each state.
- B. Serving all eligible students in both high school and post-high school classes.
- C. Refraining from the practice of having only the most capable youth organization members assume all positions of leadership and responsibility within their respective organizations.
- D. Motivating teacher-educators to emphasize youth organizations so that those who are preparing to teach may be adequately prepared to serve as organization advisers.
- E. Holding workshops for teachers and state staff members to help prepare them to do a good job serving as advisers of local chapters or state associations.
- F. Holding strong state and national conventions, which "can have great influence on the nature and quality of the programs carried out by the local units of youth organizations."
- G. Developing printed materials on leadership which can be used for individual development.
- H. Budgeting adequate funds to carry out youth organization activities.
- I. Developing adequate public information programs, i.e., news releases, movies, slides, exhibits, etc.
- J. Striving to provide the most attractive and effective student organization magazines possible.
- K. Being of direct service to adults enrolled in vocational education programs.
- L. Providing opportunities for business and industry to contribute finances and additional services to student organizations.
- M. Providing supplies to student organizations in an effective and efficient manner.

Tenny in his concluding remarks stated that:

The road to success in the directing of youth organizations is not easy, but it is most rewarding. Youth organizations can be and are of great service in the occupational fields. They help to add additional prestige to these fields. In addition, these organizations are of tremendous service to the students. They are likewise of great help to the local schools and communities and are of great value to the states and to the nation (8, p.101).

The W. F. Bicanich Study, 1964

Part of Bicanich's (9) study deals with the attitudes of distributive education students toward DECA. Of the students with a DECA organization available to them, 93 percent of the students belonged to the state association but only 59 percent belonged to National DECA.

The Gerald Collard Study, 1970

In a master's study at the University of Minnesota, Gerald Collard (10) interviewed distributive education coordinators in Minnesota who did not have a DECA chapter. The purpose of his study was to determine the factors influencing their non-participation. Two major reasons for non-participation were lack of student motivation and lack of funds for local chapter activities. Other frequently mentioned factors were a lack of time and a lack of local administrative support.

The Gene Nardina Study, 1970

Under the direction of Gene Nardina (11), the Minnesota Vocational Coordinators Association surveyed members regarding attitudes toward youth activities. The findings showed a majority of local advisers had mandatory student organization membership and spent approximately one

hour per week of class time on student organization activities. The advisers supported the idea of vocational student organization activities as an integral part of cooperative programs rather than as an extracurricular activity.

#### The Larry Krier Study, 1971

Larry Krier (12), in a master's paper, compared attitudes toward DECA between teacher-educators and local teacher advisers. Among his findings sixty-eight percent of the advisers and eighty-six percent of the teacher-educators thought DECA should be considered as an integral part of the total vocational training program and not as an extracurricular activity. Most of the respondents felt membership in DECA should be mandatory for students.

Another finding of the Krier study was that the area of leadership development, as a major purpose of DECA, was perceived to be of great value by both teacher-educators and local advisers. However, no measurement of the extent to which this goal is achieved was determined. These conclusions support further study of vocational student organizations.

The findings of the Krier study, based on a national sample of distributive education teacher-educators and teacher-coordinators in the United States, also showed both classifications of respondents thought state leadership conferences have much educational value for students.

The Krier study also showed a discrepancy between teacher-educators and local advisers on several points. Local advisers generally agreed that DECA membership should be limited to juniors and seniors in high school, but teacher-educators thought DECA membership should be extended



to other age groups. Also, more local advisers than teacher-educators felt there should be a special course in the teacher preparation program to teach the competencies needed to be a DECA adviser.

Other findings in the Krier study included the amount of classroom time devoted to DECA activities and the degree of local adviser involvement. The plurality of local advisers spent one hour per week of class time on DECA activities and a majority of local advisers only "volunteered advice to students when needed," which was a response indicating less than equal participation of teachers with students. However, the frequency of responses in these two areas was fairly equally dispersed among all the choices. Consequently, Krier's findings in these areas provided some indication of the attitudes of advisers and teacher-educators, but also encourage further investigation.

#### The J. W. Weatherford Study, 1972

Weatherford's (13) study was concerned with the identification and analysis of issues in distributive education in the areas of philosophy, organization and administration, teacher education and curriculum. The Weatherford study used procedures similar to an earlier study by Barry L. Reese (14), 1971, on the issues in adult distributive education.

Of the leaders identified in the Weatherford study 100 percent viewed DECA as a co-curricular rather than as an extracurricular activity not included in the curriculum. The respondents were, however, divided in opinion about the importance of the issue.

Ken Ertel, one of the distributive education leaders in Weatherford's study, said, "The issue is not how DECA should be used but how extensively it should be used" (13, p.63). Edwin Nelson, United States Office of

Education, commented, "Through DECA, students have found an opportunity to be self-directed in satisfying career development needs" (13, p. 63).

Findings in the Weatherford study revealed a majority of distributive educators indicated a need for career orientation and exploration programs at K-10 level that could best be met by vocational education, as opposed to general education. This was one of the most critical issues discovered by the Weatherford study; however, no mention was made of the role of any of the student organizations in meeting the need for career education.

The majority of the respondents to the Weatherford study were also in accord that the goals of DECA were being accomplished. Thirty-seven percent, however, were uncertain or in disagreement; and no further investigation has been done on the issue using the specific goals of DECA.

The late Neal Vivian of the Ohio State University said achieving the goals of DECA is one of the most critical issues in the DECA program. The plurality of respondents in the Weatherford study were in contention that this was a "very important" issue.

The leaders also generally agreed that the responsibility for carrying out the in-service training of teachers belongs to teacher-educators. The majority felt this was a "very important" issue.

Lucy Crawford, professor emeritus from Virginia Polytechnical Institute and State University noted that "teacher-educators should provide in-service training at the request of state supervisory personnel" (13, p.107). Neal Vivian agreed that the "ultimate responsibility rests with the state supervisor, but he/she may delegate the task to a teacher-educator" (13, p.107).

All of the respondents of the Weatherford study agreed that the competencies necessary for a DECA chapter adviser should be included as a

part of the teacher education pre-service program. Sixty percent felt these competencies should be taught in existing classes. Forty percent felt they should be taught in a separate course for this specific purpose. The majority felt these issues were at least "very important".

Several renowned leaders, however, were divided in their opinions on this closely divided issue: Todd Sagraves expressed the need for a special course. Reno Knouse supported the idea of teacher education students becoming involved in local and state DECA activities. Mary Klaurens and Edward Harris believed there should be a Collegiate DECA chapter as a part of each teacher education program. Eugene Dorr indicated that due to the crowded curriculum, it would be difficult to set up an additional course to teach the competencies needed to be a DECA chapter adviser. Even though the majority indicated the need to incorporate the competencies needed to be a student organization adviser into existing teacher preparation courses, the steps or procedures for solving the issue is one on which many leaders were divided.

#### The Gary R. McLean Study, 1973

The Gary R. McLean (15) study was designed to determine 1) characteristics of vocational student organizations and advisers and 2) the attitudes of advisers toward Office and Distributive Education vocational student organizations in Minnesota.

The McLean study indicated that little difference existed among office education, distributive education and interdisciplinary programs as to the percentage of classroom time that is spent on student organization activities. Coordinators' attitudes toward the amount of time that

should be spent in the classroom for vocational student organization activities also revealed little difference. The majority of coordinators in all three disciplines indicated they spent between one and three hours per week on vocational student organization activities and believe that this was the amount of time that should be spent.

McLean's research also revealed how Minnesota coordinators viewed themselves as an adviser for a vocational youth organization. A significant Chi Square was obtained based on both the number of years teaching experience of the coordinator and on the program area. In terms of teaching experience, teachers with five years of teaching experience and under tended to provide leadership "only when needed" in contrast with coordinators with six or more years of teaching experience who provided leadership "equally with students". This occurred more frequently than would be expected by a chance distribution. Office education coordinators tended to provide proportionately more involvement than the coordinators of other program areas. The interdisciplinary program coordinators were the least involved in providing leadership for student organizations.

Only a slight majority of the Minnesota coordinators indicated satisfaction with the teacher education program in preparing them to be an adviser. The office education group felt their preparation proportionally more inadequate than did distributive education and combined program coordinators, although the difference was not statistically significant.

McLean recommended the need for further research to isolate any incremental value of vocational student organizations to students who have participated in them. His findings on classroom time, preparation to be an adviser, and recommendations for research provided valuable input to the field.

Sales and Marketing Executives Creative  
Marketing Project, 1975

The Orange Glen, California, DECA Chapter conducted a survey of California secondary school principals to determine the reason for relatively low membership in the state's vocational student organizations (16). Only eleven percent of the students enrolled in vocational training programs were members of their corresponding student organization. The results of this survey revealed that twenty-four percent of the principals felt a lack of student interest was the reason for low membership in DECA. Forty-six percent believed that a lack of student interest was the reason for low membership in FBLA. A lack of faculty interest in serving as an adviser was given as the reason for low membership in DECA by twenty-seven percent of the respondents. The same reason for low membership in FBLA was listed by twenty-two percent of the population. Lack of funds was cited as a detriment to both DECA and FBLA in only four percent of the cases. Other reasons for low membership worth noting include the following: overlap of membership in the two business-related organizations, lack of time by students and teachers, conflicting class schedules, and the distance and expenses involved in travel to conferences.

The Steve Corbin Study, 1976

Corbin (17) in his doctoral dissertation identified major goals of DECA. Based on his findings, National DECA piloted a program of work competition to recognize chapters which operate with a well-rounded program of work. The goals of DECA identified in the Corbin study included leadership development, promotion of free enterprise, marketing career awareness, marketing career preparation, development of personal and business

ethics, public relations for DECA activities, development of social skills, and civic projects involvement.

High School Follow-up System,  
Summary of Findings, 1976

The Oregon State Department of Education conducted a survey which concluded that FBLA and DECA play a positive role in helping students identify career goals. It was also concluded that former members of vocational student organizations were more likely to continue their education and less likely to be full-time workers than non-members (18). Nearly one-half of the respondents who had been FBLA members were full-time students, in comparison to 36 percent of the non-members. FBLA was the Oregon student organization with the largest number of former students in higher education.

Former members of vocational student organizations were also working in an occupation related to their high school program more often than non-members. Sixty-two percent of former members and forty-eight percent of non-members were working in related jobs. Once again FBLA members were most often found to be employed in related occupations.

The Dennis R. Collins Study, 1977

In the Dennis R. Collins (19) study, descriptive and opinion questionnaires were sent to state directors of vocational education in the United States and the Virgin Islands, random samplings of Wisconsin vocational education student organization advisers and student members, and a group of student members considered as "highly participating" in student organization activities.

The results of the state directors' and local advisers' questionnaires revealed major barriers to vocational student organizations as student employment, students' conflicting schedules, and lack of student interest. A major recommendation was for offering vocational student organizations as a credited part of the students' academic load to help offset the major barriers.

Vocational students in the Collins' study generally considered the vocational student organizations beneficial. Those who participate more in vocational student organizations considered the benefits derived to be more significant.

#### Other Selected Related Literature

In addition to the studies which pertain specifically to issues, other literature was found which directly or indirectly related to this study. The purpose in reviewing the following literature was to assist in identifying issues in student organizations for marketing and distributive education and business and office education. The review is selective and not intended to be inclusive of all literature referring to DECA and/or FBLA/PBL/OEA.

At a conference conducted by the U.S. Office of Education in 1959, a selected group of distributive education state supervisors, teacher educators, local supervisors, teacher-coordinators, and representatives from industry met with Harry Applegate, Executive Director of National DECA. Their purpose was to develop some principles to serve as guidelines for developing programs of activities resulting in sound educational values for local DECA chapters. The basic principles adopted at

the conference were included in the U.S. Office of Education bulletin, Educational Values in Club Programs (20). Selected principles from this study are as follows:

1. DECA is an integral part of the distributive education program.
2. Standards for chapter activities become the joint decision of the students and the teacher-coordinator(s).
3. Activities of the local chapter are student-centered and student-directed, with the counsel of the adult adviser, who understands the educational values which are inherent in the chapter activities.

In an American Vocation Association Journal Article, U.S. Commissioner of Education Sidney Marland said, ". . . states are encouraged to use money from federal-state sources to give leadership and support to curriculum-related youth organizations" (21, p.22).

To support his belief in vocational student organizations, Marland appointed a Director of the Office of Students and Youth, and stressed the need for vocational student organizations to maintain their individuality while cooperating and learning from each other. "Of course, the final responsibility for instructional activities lies with the states and localities," Marland added (21, p.22). He continued:

The Office of Education intends to encourage youth organizations in every way possible, both as part of our efforts to strengthen the quality of vocational instruction and as part of our general concern for the development of well-rounded youth (21, p.22).

Steve Egglund (22) in an American Vocational Association Journal article gave ideas on how to make student organizations truly co-curricular. Egglund, a distributive education teacher-educator from the University of Nebraska, stated that even traditional activities like fund-raising can be



considered as being of legitimate curricular value if the competencies, objectives and evaluation techniques are determined for each activity beforehand.

Former FBLA/PBL state adviser from Oklahoma, Rex Moore (23), in a Business Education Forum article addressed vocational student organizations from a state administrator's viewpoint. Moore stated that knowledge and skills without leadership training leaves a void in the preparation of youth for today's job market.

Moore also saw the role of the state department, in providing for this necessary leadership training, as one of providing services and sometime restraining from involvement at the state level in order to strengthen and support FBLA and PBL chapters at the local level. He also stated that the state adviser should listen and offer suggestions but local activities should be determined locally and state officers should determine state level activities. The state department, according to Moore, could provide services and procedures of operation that may strengthen local FBLA/PBL activities. Services rendered from the state department should include reimbursement for travel and printing, provision for a state conference and competitive activities, and solicitation of contributions from business and industry for scholarships.

During the second session of the 1977 American Vocational Association convention, the immediate past president of AVA, Mr. Vic Van Hook from Oklahoma, urged everyone to do more for vocational youth groups. As reported in the AVA Journal (24), Van Hook remarked that while 1.5 million students are served by vocational student organizations, a conservative estimate shows that only twenty percent of all vocational students

enrolled in vocational programs are being reached annually by these student organizations.

On the same program was Charles W. King, executive director of the national Office Education Association. King declared, ". . . everything else being equal, employers will hire someone who is involved with an organization over the non-organization person" (24, p.29).

Next on the panel was William Paul Gray, national executive secretary of the Future Farmers of America, who challenged the American Vocational Association to provide leadership to states, to establish research and establish a task force to provide guidelines on how to use vocational student organizations as an education tool.

## CHAPTER III

### PROCEDURES

Procedures for identifying and analyzing current issues in business-related student organizations which is the purpose of this study are as follows:

1. Identifying the issues.
2. Refining the issues and organizing tentative check sheets.
3. Identifying the state administrators responsible for supervising DECA and FBLA/PBL/OEA.
4. Pre-testing the draft copy of the issues check sheets by conducting a pilot study with a selected jury and preparing the final issues check sheets.
5. Submitting the finalized issues check sheets and obtaining responses.
6. Tabulating the frequency of responses, interpreting the data, and presenting the summary, conclusions, and recommendations.

#### Identifying the Issues

The issues in this study were identified through an extensive review of literature. Periodicals, books, and pertinent research studies were reviewed and statements indicating points of view pertaining to the policies and practices in DECA and FBLA/PBL/OEA were recorded on research data cards.

Research data cards were then sorted into broad categories for each student organization. These broad categories were selected by this writer after it became apparent that all the issues fell into one of six classifications. The six categories were as follows:

1. Goals and purposes.
2. Degree of involvement.
3. Competitive activities.
4. Teacher preparation.
5. Services.
6. Organizational structure.

#### Refining the Issues and Organizing

##### Tentative Check Sheets

Issues from each category were carefully designed as multiple-choice questions incorporating the various conflicting points of view and ranges of possible alternate responses. All the issues were retained. Changing issues into multiple-choice type questions was necessary to make them easier for respondents to read and understand and to facilitate an indication of point of agreement by selecting an appropriate response on the check sheets. The check sheets for DECA and FBLA/PBL/OEA were the same except for some additional issue statements on recent re-organizational efforts by National DECA.

#### Identifying the State Administrators Responsible

##### for Supervising DECA and FBLA/PBL/OEA

State staffs listed in the latest United States Office of Education Directories formed the population (see Appendix A). In most cases

persons who were responsible for the vocational student organizations were obvious from the job titles included in the directories. However, for cases in which the responsibility for consulting or advising student organizations were less obvious, the questionnaire was sent to the two top supervisors for the discipline in the state, since those people would be responsible ultimately for all phases of their program, including the vocational student organization. They could, therefore, respond to the questions themselves or delegate the responsibility to the appropriate person within the department's organizational structure. Job titles in the United States Office of Education Directories indicate twelve states are organized on a district plan with much of the responsibility of the vocational student organizations belonging to the district personnel.\* In these cases, the questionnaires were sent to all district personnel in the state. Consequently, the population for the DECA questionnaire consisted of 76 state personnel for marketing and distributive education. The FBLA/PBL/OEA population consisted of 100 state officials with supervisory responsibility for business and office occupations education.

#### Pre-testing the Issues Check Sheets

A jury was selected of individuals responsible for administering business-related student organizations at the state level. These persons were asked to respond to the questionnaires and criticize the following points:

---

\*California, Colorado, Florida, Georgia, Illinois, Kentucky, Missouri, New York, North Carolina, Ohio, Texas, Wisconsin.

1. Selection, importance and completeness of the current issues.
2. Clarity of the presentation.
3. Classification of issues.
4. Adequacy of the alternatives provided.

The jury consisted of three persons presently involved in supervision of marketing and distributive education and business and office education in Oklahoma. The Oklahoma state staffs were chosen for their availability, and because they are involved with the student organizations being studied on a national level as well as in their own state level.

After receiving the comments and suggestions from the jury, the Issues Check Sheets were revised to incorporate the suggested changes (see Appendix B). The final Check Sheets were then duplicated.

#### Submitting the Finalized Issues Check Sheets and Obtaining Responses

The final Issues Check Sheets were sent to the marketing and distributive education administrators and office education administrators selected to participate in the study. Accompanying each questionnaire was a cover letter with directions for completing the Issues Check List and a self-addressed stamped envelope (see Appendix B). A follow-up letter was sent three weeks later with another copy of the Issues Check Sheets (see Appendix C).

Fifty-three percent of the marketing and distributive education population returned their questionnaires following the first mailing and the percentage of returns was increased to seventy-one percent after the follow-up letter and second questionnaire was mailed. This response was aided by the investigators's attendance at "Directions for the 1980's:

a National Conference for Distributive Education", May 19-22, 1980, in Vail, Colorado, where the researcher was able to personally visit with several of the state administrators included in the marketing and distributive education population.

Sixty-one percent of the business and office education population returned their questionnaires following the first mailing, and the percentage of returns was increased to seventy-four percent after the follow-up letter and second questionnaire was mailed.

#### Analyzing and Interpreting the Research Findings

The issue statements were rewritten to reflect the majority opinion of the respondents. Next, the issue statements were categorized into four groups of respondents comprising the majority for each issue statement. The groups are determined as follows: principles (issues where the majority consisted of 90-100% of the respondents), premises (issues selected by 67-89% of the respondents), tendencies (issues chosen by 50-60% of the respondents), and no agreement (issues chosen by 0-49% of the participants).

In addition, the importance of each issue statement was determined by using a weighted scale called the Choice Index. After the Choice Indexes were determined, the issues were ranked according to the respondents' degree of concern about each issue. The rankings were then divided into quartiles for future analysis.

## CHAPTER IV

### ANALYSIS AND INTERPRETATION OF THE RESEARCH FINDINGS

Chapters I, II, and III set forth the nature and scope of this study. The purpose of the study, related literature, and the procedures used were discussed. This chapter is devoted to reporting the results of the study and to analyzing and interpreting the data.

Research results are reported in two ways: (1) the content homogeneity and degree of agreement among respondents, and (2) by the importance of the issues as shown by a Choice Index. The results are shown for DECA and FBLA/PBL/OEA, respectively.

#### Degree of Agreement and Content Homogeneity

The issue statements are identified according to the degree of agreement among the respondents. The issue statements are grouped as follows:

- a. Those issue statements on which there is almost complete agreement (90 percent or more), indicating that the statements might be considered as principles.
- b. Those issue statements on which a great majority agree (67 to 89 percent). These statements might be considered as premises.
- c. Those issue statements on which the respondents are divided in opinion, but indicating a tendency (50 to 66 percent) in favor of one alternative.



- d. Those issue statements on which there is complete lack of agreement (no alternative receiving 50 percent or more) indicating no apparent trend of thought.

These classifications are the same as those used in the Weatherford (13) study and Reece (14) study. Both studies have been accepted as scholarly studies in vocational education.

The issue statements are further summarized according to content homogeneity. The issue statements on the questionnaires were worded as multiple choice statements. Each issue statement is now stated as a complete sentence by using the alternative response chosen by the majority of respondents from across the nation (see Appendices D and E). For those issue statements allowing for more than one response, multiple issue statements were derived.

In order for a reader to comprehend the homogeneity of the content, the listing of the issues is coded to indicate the six categories used in the survey instruments (see Appendix B). A number (1), two (2), three (3), four (4), five (5), or six (6) is listed after each issue statement. The number represents the original topical category under which the issue statement was categorized: (1) goals and purposes, (2) degree of involvement, (3) competitive activities, (4) teacher preparation, (5) services, and (6) organizational structure.

DECA: Group A

Almost all (90 percent or more) of the marketing and distributive education state administrators who responded to the issue statements are in agreement on each of the following statements, indicating that the statements might be considered as principles:

- |  | <u>Category</u> |
|--|-----------------|
| 1. State DECA conference agendas should include competitive activities.  | (1)             |
| 2. The National Career Development Conference agenda should include competitive activities.  | (1)             |
| 3. Sponsorship of a local DECA chapter should be one criterion for program evaluation by the state department.                       | (2)             |
| 4. The degree of participation in local chapter activities is a criterion used to support a high evaluation by the state department. | (2)             |
| 5. State departments organize conferences and competitive events.  | (5)             |

DECA: Group B

A considerable majority (67 to 89 percent) of the marketing and distributive education supervisory personnel who responded to the issue statements tended toward agreement on the following statements, indicating that the statements might be considered as premises. Where more than one alternative response is included in the statement which may be considered a premise, the most favored opinion is the first one listed and underscored. The opinions which follow are listed in their rank order of preference. The statements which may be considered as premises are the following:

- |   | <u>Category</u> |
|---|-----------------|
| 1. State DECA conference agendas should include training of members in leadership skills. | (1)             |

2. The National Career Development Conference agenda should include career development sessions. (1)
3. State departments support student organizations by providing secretarial and/or other support services, paying printing costs, and paying travel expenses to conferences. (2)
4. The acceptable level of local chapter membership necessary in order to receive the highest evaluation from the state department is between 76 and 100 percent. (2)
5. The reorganized participatory competitive events (competency-based action events) have generally been accepted and have encouraged participation in DECA's program of competitive activities. (3)
6. The logistics of organizing for the reorganized (competency-based) events is more difficult than the former (noncompetency-based) events. (3)
7. In teacher education pre-service programs, the competencies needed to be a DECA chapter adviser should be incorporated as a part of some or all teacher education courses. (4)
8. State departments develop and refine competitive events, gain support from major businesses, and assist with public relations. (5)
9. It would be highly ineffective for DECA to reorganize to a purely national delivery system and decrease the involvement of state departments in the administration of DECA. (6)

10. Regional conference agendas should include officer training and/or leadership development and career development sessions. (6)
11. Attendance at regional conferences should be open to all DECA members in that region. (6)
12. It would be very ineffective to have one student organization for all business-related vocational programs (i.e., marketing and distributive education and business and office education). (6)
13. It would be very ineffective to have one student organization for all vocational education programs. (6)

DECA: Group C

The marketing and distributive education state administrators are divided in opinion on the following issues. There is, however, a tendency (from 50 to 66 percent) in favor of one opinion. Where more than one alternative response is included in a statement, the most favored opinion is the first one listed and underscored. The opinions which follow the majority opinion are listed in their rank order of preference. The following are issues on which there is division of opinion but a tendency toward one opinion:

- |  | <u>Category</u> |
|--|-----------------|
| 1. The goal of recognizing students through DECA is adequately achieved. | (1)             |
| 2. The goal of public relations through DECA is adequately achieved.     | (1)             |

3. The goal of recruiting students for the marketing and distributive education program through DECA is adequately achieved. (1)
4. The goal of civic consciousness development through DECA is adequately achieved. (1)
5. The goal of social skills development through DECA is adequately achieved. (1)
6. State DECA conference agendas should include career development sessions and sessions for teacher-coordinators. (1)
7. The National Career Development Conference agenda should include sessions for teacher-coordinators. (1)
8. Attendance at state association conferences is limited for the most part to students entered in competitive activities because of limited space for meetings and housing. (1)
9. In the decade of the 1980's the support for DECA by state departments is expected to stay about the same as it has been during the 1970's. (2)
10. The majority of marketing and distributive education programs have DECA activities in proportion with other parts of the program. (2)
11. Effort is made to integrate DECA into the curriculum but improvement is needed in this area. (2)
12. The teacher-coordinators who have between four and six years experience teaching marketing

and distributive education tend to have  
the most active DECA chapters. (2)

13. Reasons some programs do not encourage students to become actively involved in DECA include: a lack of interest by the teacher-coordinator, lack of training on how to be a student organization adviser, lack of local administration support, expenses for participating in activities beyond the local level, stress felt by the teacher-coordinator, lack of time by the teacher-coordinator, and a belief by the teacher-coordinator that his/her program does not have the kind of students who can win competitive activities. (2)

14. Reasons some programs over-emphasize DECA activities include: active participation is consistent with the teacher-coordinator's philosophy on student organizations, motivation, and recognition, and the need for recognition by the teacher-coordinator. (2)

15. The reorganized participatory competitive events (competency-based action events) have increased learning outcomes. (3)

16. The reorganized written competitive events (competency-based written events) have increased learning outcomes. (3)

17. In-service education over the competencies

- needed to be an effective DECA chapter adviser is mainly the responsibility of state department staffs. (4)
18. Teacher education programs should sponsor Collegiate DECA chapters. (4)
19. State departments provide chapter and state officer training and/or leadership development and membership training in leadership skills. (5)
20. The use of outside consultants for DECA activities is desirable. (5)
21. Services that should be provided by National DECA to state association include: planning effective national conferences and gaining support (financial and otherwise) from major businesses. (5)
22. Regional offices should be established and maintained for all regions of DECA. (6)
23. Regional conference agendas should include membership training in leadership skills. (6)
24. State, national, and/or regional associations will need to make adjustments in conference agendas and/or competitive events to accommodate specialized marketing and distribute education programs (i.e., fashion merchandising, finance and credit, hotel/motel management, food service, etc.) (6)
25. The name of DECA should be changed to eliminate the stigma the word "club" has to many persons (i.e., Distributive Education Chapters of America,

Distributive Education Careers Association,  
etc.). (6)

26. The addition of the word "marketing" to the name "distributive education" (i.e., marketing and distributive education programs, DE/Marketing Division, etc.) has had a favorable impact. (6)

DECA: Group D:

There is a lack of agreement on the following issues and no alternative received the support of the majority. The alternatives, however, are listed in their rank order of support. Alternatives selected by 10 percent or fewer of the respondents are omitted. The following issues are those unresolved/controversial issues on which there is no agreement:

- |   | <u>Category</u> |
|---|-----------------|
| 1. The goal of leadership development through DECA is adequately achieved.  | (1)             |
| 2. The goal of achieving an awareness of career opportunities through DECA is adequately achieved.                  | (1)             |
| 3. The goal of career preparation through DECA is adequately achieved.  | (1)             |
| 4. The goal of developing business and personal ethics through DECA is adequately achieved.                         | (1)             |
| 5. The goal of developing an appreciation/understanding of free enterprise through DECA is achieved to some extent. | (1)             |
| 6. State conference agendas should include chapter management training.   | (1)             |



7. The National Career Development Conference agenda should include training of members in leadership skills and chapter management training. (1)
8. State departments support DECA by having at least one employee whose major duty is advising DECA. (2)
9. State departments support DECA by providing funds for student organizations. (2)
10. Between 11 and 20 percent of classroom time is devoted to DECA by most marketing and distributive education programs. (2)
11. Between 21 and 30 percent of classroom time should be devoted to DECA by most marketing and distributive education programs. (2)
12. The reorganized written competitive events (competency-based written events) have generally not been accepted and have discouraged participation in DECA's program of competitive events. (3)
13. Local chapter activities and preparation for competition is a 50-50 balance between student and teacher-coordinator input. (3)
14. The major complaints concerning the reorganized participatory competitive events (competency-based action events) are: the events are so subjective that they allow bias and mistakes by judges, the results depend too heavily on students'

- verbal skills, the events are too difficult for most students, and the events are inconsistent with the competencies needed in the real world. (3)
15. The major complaints concerning the reorganized written competitive events (competency-based written events) are: the events are too difficult for most students, and the events require "privileged" information which is difficult to obtain. (3)
16. Major resources for writing/obtaining new, revised participatory competitive events are the Leadership Development Institute, National DECA, state staffs, teacher-coordinators, special proposals, and curriculum consortiums. (3)
17. In teacher education pre-service programs, the competencies needed to be a DECA chapter adviser should be taught by assisting with state endorsed DECA activities and/or in a separate course for that purpose. (4)
18. Most of the desired services from National DECA are provided at this time. (5)
19. The DECA Distributor provides a membership service to some extent. (5)
20. The National DECA office is the voice of marketing and distributive education at the present time, but it should not be. (5)

21. DECA chapters can be effective without affiliation with the national association. (6)
22. Regional conference agendas should include sessions to prepare students and advisers for competition at state and/or national levels and competitive events leading to competition at the National Career Development Conference. (6)
23. Adult students in marketing and distributive education do not need and/or want membership in DECA. (6)
24. Student organization benefits and/or opportunities should be extended to career exploration and/or middle school (junior high) students by adding a division of DECA with certain stipulations and/or reservations. (6)

FBLA/PBL/OEA: Group A

Almost all (90 percent or more) of the business and office education state administrators who responded to the issue statements are in agreement on each of the following statements, indicating that the statements might be considered as principles:

- |   | <u>Category</u> |
|---|-----------------|
| 1. Sponsoring a local FBLA/PBL/OEA chapter should be one criterion for program evaluation by state departments. | (2)             |
| 2. State departments organize conventions and competitive activities.   | (5)             |

FBLA/PBL/OEA: Group B

A considerable majority (67 to 89 percent) of the business and office education state supervisory personnel who responded to the issue statements tended toward agreement on the following statements, indicating the statements may be considered as premises. Where more than one alternative response is included in the statement which may be considered a premise, the most favored opinion is the first one listed and underscored. The opinions which follow the majority opinion are listed in rank order of preference. The issues which may be considered as premises are the following:

Category

1. State FBLA/PBL/OEA conference agendas should include training of members in leadership skills, competitive events, career development sessions, and sessions for teacher-coordinators. (1)
2. The National FBLA/PBL/OEA Convention agenda should include competitive events, training of members in leadership skills, and chapter management training. (1)
3. State departments support student organizations by providing secretarial and/or other support services. (2)
4. In-service education over the competencies needed to be an effective FBLA/PBL/OEA chapter adviser is mainly the responsibility of state department staffs. (4)
5. In teacher education pre-service programs, the competencies needed to be a FBLA/PBL/OEA chapter adviser should be incorporated as a part of some or all teacher education courses. (4)

6. State departments develop and refine competitive events, gain support from major business, provide chapter and/or state officer training and/or leadership development, and assist with public relations. (5)
7. Regional conference agendas should include officer training and/or leadership development. (6)
8. Attendance at regional conferences should be open to all members in that region. (6)
9. It would be very ineffective to have one student organization for all vocational education programs. (6)

FBLA/PBL/OEA: Group C

The business and office education state supervisory personnel are divided in opinion on the following issues. However, there is a tendency (from 50 to 66 percent) toward certain opinions. Where more than one alternative response is included in a statement, the most favored opinion is the first one listed and underscored. The opinions which follow the majority opinion are listed in their rank order of preference. Those issues on which there is division of opinion but a tendency toward certain opinions are as follows:

- |  | <u>Category</u> |
|--|-----------------|
| 1. The goal of providing an awareness of career opportunities through FBLA/PBL/OEA is achieved to some extent. | (1)             |
| 2. The goal of social skills development through FBLA/PBL/OEA is achieved to some extent.                      | (1)             |

3. The goal of developing business and personal ethics through FBLA/PBL/OEA is achieved to some extent. (1)
4. State FBLA/PBL/OEA conference agendas should include chapter management training. (1)
5. The National FBLA/PBL/OEA Convention agenda should include career development sessions. (1)
6. Attendance at state FBLA/PBL/OEA conventions is not limited for the most part to students in competitive activities, except in some cases where there is limited space for meetings and housing. (1)
7. State departments support student organizations by paying printing costs and travel costs to conferences. (2)
8. In the decade of the 1980's the support for FBLA/PBL/OEA by state departments is expected to stay about the same as it has been in the 1970's. (2)
9. The majority of business and office education programs have FBLA/PBL/OEA activities in proportion with other parts of the program. (2)
10. FBLA/PBL/OEA involvement is well-integrated with classroom activities and other aspects of business and office education programs. (2)
11. Reasons some programs do not encourage students to become actively involved in FBLA/PBL/OEA include:  
a lack of training for the teacher-coordinator on how to advise a student organization, a lack of student interest, a lack of conviction as to the value of the

student organization to the total learning process, lack of local administration support, lack of time by teacher-coordinators, and "burn out" or weariness on the part of teacher-coordinators who were once highly involved in student organization activities. (2)

12. Reasons some programs over emphasize FBLA/PBL/OEA include: active participation is consistent with the teacher-coordinator's philosophy on student organizations, motivation, and recognition; need for recognition by the teacher-coordinator; and a feeling that a strong FBLA/PBL/OEA chapter is a major criterion by which effectiveness of the business and office education program is evaluated. (2)
13. The major resource for writing/obtaining new, revised competitive events is the National FBLA/PBL/OEA Office. (3)
14. State departments provide membership training in leadership skills. (5)
15. The National FBLA/PBL/OEA Office is not the voice of business and office education, and it should not assume that role. (5)
16. The use of outside consultants for FBLA/PBL/OEA activities is highly desirable. (5)
17. Services that should be provided by the National FBLA/PBL/OEA Office to state associations include: planning effective national conferences, membership

- training in leadership skills, state and national officer training and/or leadership development, and assistance with state conference planning. (5)
18. Regional offices should not be established and maintained for all regions of FBLA/PBL/OEA. (6)
19. Regional conference agendas should include career development sessions and membership training in leadership skills. (6)
20. Student organization benefits and/or opportunities should not be extended to career exploration and/or middle school (junior high) students by adding a division of FBLA/PBL/OEA for these students. (6)

FBLA/PBL/OEA: Group D

There is a lack of agreement (no alternative receiving 50 percent or more) on the following issues, indicating no apparent trend of thought. No alternatives received the support of the majority. The alternatives, however, are listed in their rank order of support. Alternatives selected by 10 percent or fewer of the participants in the study are omitted. Those issues on which there is a lack of agreement are the following:

- |  | <u>Category</u> |
|--|-----------------|
| 1. The goal of recognizing students through FBLA/PBL/OEA is adequately achieved. | (1)             |
| 2. The goal of public relations through FBLA/PBL/OEA is adequately achieved.     | (1)             |



3. The goal of recruiting students for business and office education programs through FBLA/PBL/OEA is achieved to some extent. (1)
4. The goal of leadership development through FBLA/PBL/OEA is achieved to some extent. (1)
5. The goal of career preparation through FBLA/PBL/OEA is adequately achieved. (1)
6. The goal of civic consciousness development through FBLA/PBL/OEA is achieved to some extent. (1)
7. The goal of developing an appreciation/understanding of free enterprise through FBLA/PBL/OEA is achieved to some extent. (1)
8. The National FBLA/PBL/OEA Convention agenda should include sessions for teacher-coordinators. (1)
9. State departments support student organizations by having at least one employee whose full-time responsibility is not advising FBLA/PBL/OEA but who spends 50 percent or more of her/his time serving as the state adviser. (2)
10. State departments support FBLA/PBL/OEA by providing funds for student organizations. (2)
11. Ten percent or less of classroom time is devoted to FBLA/PBL/OEA activities by business and office education programs. (2)
12. Between 11 and 20 percent of classroom time should be devoted to FBLA/PBL/OEA activities in business and office education programs. (2)

13. Teacher-coordinators with between four and six years of teaching experience tend to have the most active FBLA/PBL/OEA chapters. (2)
14. The acceptable level of local chapter membership necessary in order to receive the highest evaluation by the state department is between 76 and 100 percent. (2)
15. The number of students entered in competitive activities is a criterion used to support a high evaluation by the state department. (2)
16. The major complaints concerning competitive events are: the events are so subjective they allow bias and mistakes by judges; events are too objective, detailed or specific; events are inconsistent with competencies needed in the real world; and events are too difficult for most students. (3)
17. Local chapter activities and preparation for competition is a 50-50 balance between student and teacher-coordinator input. (3)
18. Major resources for writing/obtaining new, revised competitive events are: teacher education programs and teacher coordinators, state staff, and special proposals. (3)
19. In teacher education pre-service programs, the competencies needed to be a FBLA/PBL/OEA chapter adviser should be taught by assisting with state endorsed FBLA/PBL/OEA activities, sponsoring a PBL

- or Collegiate OEA chapter, and/or offering  
a separate course for that specific purpose. (4)
20. Most of the desired services are provided by  
the National FBLA/PBL/OEA Office at this time. (5)
21. It would not be effective for FBLA/PBL/OEA  
chapters to be without affiliation with the  
national association. (6)
22. It would be highly ineffective for FBLA/PBL/OEA  
to reorganize to a purely national delivery  
system and decrease involvement of state depart-  
ments in the administration of FBLA/PBL/OEA. (6)
23. Regional conference agendas should include  
sessions to prepare students and advisers for  
competition at state and/or national levels and  
competitive activities leading to participation  
in competition at the National Convention. (6)
24. Adults in business and office education programs  
should receive the same benefits and/or oppor-  
tunities of belonging to FBLA/PBL/OEA as secon-  
dary students. (6)
25. It would be very ineffective to have one student  
organization for all business-related vocational  
programs (i.e., marketing and distributive educa-  
tion and business and office education). (6)

#### Importance of the Issue Choice Index

The Choice Index indicates the importance of the issue statements based on a scale of one to five with five representing the most

importance. Opinions of state department administrators about issues' importance were as follows: (a) critical (score 5), (b) very important (score 4), (c) important (score 3), (d) little importance (score 2), (e) no importance (score 1). The formula used to determine the Choice Index was:

$$CI = \frac{(5 \times a) + (4 \times b) + (3 \times c) + (2 \times d) + (1 \times e)}{\text{total number of respondents}}$$

The Choice Index allowed the issues to be ranked according to the respondents' concern about the issues. This method of ranking issues by Choice Index was used in two scholarly studies: the Brown (25) study of faculty mobility patterns and the Weatherford (13) study of issues in distributive education. Tables I and II show the rank order of issues for DECA and FBLA/PBL/OEA respectively.

Dividing the rank orders of importance into quartiles allowed further analysis and interpretation. Table III shows the top three issues for DECA which are related to the degree of state department involvement with DECA and local program involvement with DECA. The issues are: (a) provision of support services by state departments (rank 1), (b) expectation of continued state department support (rank 2), and (c) effort to integrate DECA into the local program curriculum (rank 3).

In addition, the respondents revealed the importance of ten major goals for DECA. Achievement of seven of those goals was considered important enough to appear in the top quartile of the rank order of importance for all issues. The DECA goals chosen as the most important are as follows:

1. Public relations
2. Leadership development
3. Career preparation

TABLE I  
 RANK ORDER OF IMPORTANCE OF ISSUE STATEMENTS  
 BY CHOICE INDEX FOR DECA

Rank	Item	Choice Index	Rank	Item	Choice Index
1	6	4.353	30	20	3.471
2	7	4.265	30	21	3.471
3	11	4.235	30	44	3.471
4	1.2	4.176	32.5	15.2	3.441
5	1.4	4.118	32.5	36	3.441
6	1.6	4.088	35.5	4	3.412
7	1.9	4.059	35.5	15.1	3.412
8	1.3	4.029	35.5	17	3.412
9	1.1	4.000	35.5	28	3.412
10	26	3.971	38	33	3.382
11	1.10	3.941	39	9	3.353
13	16	3.882	40.5	30	3.324
13	27	3.882	40.5	37	3.324
13	29	3.882	42	13	3.294
16	5	3.824	43	8	3.265
16	25	3.824	45	24	3.235
16	34	3.824	45	35	3.235
18	1.8	3.735	45	41	3.235
19	1.5	3.706	47.5	10	3.206
20.5	1.7	3.676	47.5	38	3.206
20.5	12	3.676	49	22	3.059
22.5	3	3.647	50	42	3.029
22.5	15	3.647	51	19	2.971
24.5	18	3.618	52	14	2.882
24.5	23	3.618	53	43	2.882
26	31	3.588	54	41	2.735
27	32	3.529	55	39	2.382
28	2	3.500			

TABLE II  
RANK ORDER OF IMPORTANCE OF ISSUE STATEMENTS  
BY CHOICE INDEX FOR FBLA/PBL/OEA

Rank	Item	Choice Index	Rank	Item	Choice Index
1	21	4.771	24.5	22	3.629
2	12	4.686	24.5	34	3.629
3	1.9	4.371	27	3	3.600
4	1.1	4.343	27	15	3.600
5	1.4	4.314	27	18	3.600
6	3	4.286	29	10	3.571
7	1.6	4.200	30.5	9	3.514
8	2	4.143	30.5	26	3.514
9.5	1.2	4.114	32	24	3.457
9.5	11	4.114	33.5	7	3.400
11.5	1.5	4.086	33.5	17	3.400
11.5	8	4.086	36.5	13	3.371
13.5	1.7	3.914	36.5	15.2	3.371
13.5	5	3.914	36.5	28	3.371
15.5	19	3.886	36.5	30	3.371
15.5	27	3.886	39	15.1	3.257
18.5	1.10	3.857	40	29	3.229
18.5	6	3.857	41	14	3.143
18.5	20	3.857	42	1.3	3.114
18.5	23	3.857	43	16	3.086
21	1.8	3.800	44	31	2.943
22	25	3.686	45	32	2.829
23	33	3.657			

TABLE III  
FIRST QUARTILE RANK ORDER IMPORTANCE  
OF DECA ISSUE STATEMENTS

Item	Rank	Choice Index
State departments support DECA by providing secretarial support, printing costs, and travel expenses.	1	4.353
State departments support of DECA is expected to continue at the same level during the 1980's.	2	4.265
Effort is made to integrate DECA into the curriculum but improvement is needed.	3	4.235
Public relations through DECA is adequately achieved.	4	4.176
Leadership development through DECA is adequately achieved.	5	4.118
Career preparation through DECA is adequately achieved.	6	4.088
Development of ethics through DECA is adequately achieved.	7	4.059
Student recruitment through DECA is adequately achieved.	8	4.029
Recognition of students through DECA is adequately achieved.	9	4.000
Competencies needed to be an adviser should be incorporated into existing teacher education courses.	10	3.971
Free enterprise is taught through DECA to some extent.	11	3.941
Reorganized participatory events have been accepted and have increased student participation.	13	3.882
State departments provide services such as organizing conferences and competitive events.	13	3.882
National DECA provides most desired services.	13	3.882

4. Ethics development
5. Student recruitment
6. Student recognition
7. Appreciation/Understanding of free enterprise

Additional issues in the top quartile are (a) the incorporation of the competencies needed to be a DECA adviser into teacher education courses (rank 10), (b) the acceptance of the recently reorganized "participatory" competitive events (rank 13), and (c) the provision of services by state departments (rank 13), and the provision of services by the National DECA Office (rank 13).

Table IV shows the second quartile DECA issues. While seven of the ten major goals for DECA were included in the first quartile the remaining three issues are included in the second quartile. These goals are as follows:

- (a) Social skills development
- (b) Career awareness
- (c) Civic consciousness development

Two additional second quartile issues concern the goals and purposes of DECA. They concern (a) the National DECA Conference agenda (rank 22.5) and (b) the state conference agendas (rank 28).

Two issues concerning the degree of involvement with DECA by state departments are included in the second quartile. They concern (a) the support for hiring a state adviser (rank 16) and (b) the responsibility of state departments for in-service education (rank 16).

Two additional issues concern the degree of involvement with DECA by local programs. They concern (a) the reasons for not encouraging students to become involved (rank 20.5) and (b) the inclusion of DECA chapter involvement in program evaluation criteria (rank 22.5).



TABLE IV  
SECOND QUARTILE RANK ORDER IMPORTANCE  
OF DECA ISSUE STATEMENTS

Item	Rank	Choice Index
There is a 50-50 balance between student and teacher input on chapter activities and preparation for competition.	30	3.471
Participatory events allow bias and mistakes by judges.	30	3.471
The addition of the word "marketing" to the name distributive education has had a favorable impact.	30	3.471
Participation in chapter activities is a criterion for evaluation by state departments.	32.5	3.441
Regional conference agendas should include leadership training and career development sessions.	32.5	3.441
State conference attendance is limited to students entered in competitive events.	35.5	3.412
Between 76-100 percent membership in DECA is required for the highest program evaluation by state departments.	35.5	3.412
Reorganized written events have not been accepted and have discouraged participation.	35.5	3.412
Kinds of services provided by National DECA include services such as planning conferences and getting industry support for DECA.	35.5	3.412
DECA chapters can be effective without affiliating with National DECA.	38	3.382
Between 11-20 percent of classroom time is devoted to DECA.	39	3.353
The <u>DECA Distributor</u> provides a service to some extent.	40.5	3.324
Attendance at regional conferences should be open to all members of a region.	40.5	3.324
Over emphasis of DECA occurs for reasons such as the teacher's basic philosophy or a need for recognition by the teacher.	42	3.294

Issues concerning the recently reorganized "participatory" competitive events also appear in the second quartile. They refer to (a) the effect the new events have had on learning (rank 24.5) and (b) the resources for obtaining new competitive events (rank 24.5).

Additional second quartile issues relate to DECA services. These issues refer to (a) the role of the student organization as the voice of marketing and distributive education (rank 26) and (b) the desirability of using outside consultants to provide services for DECA (rank 27).

Finishing out the second quartile is one issue related to the organizational structure of DECA. The issue concerns organizing DECA into a purely national delivery system (rank 16).

Table V shows the third quartile of rank order importance for DECA issues. These issues were considered relatively less important by the participants. Three third quartile issues related to competitive events include (a) the degree of teacher involvement in chapter activities, preparation for competition (rank 30), (b) complaints about participatory events (rank 30), and (c) the acceptance of written events (rank 35.5).

Two issues related to regional conferences are included in the third quartile. They are (a) topics on the regional conference agendas (rank 32.5) and (b) attendance limitations for regional conferences (rank 40.5).

Two issues categorized on the questionnaire as dealing with DECA's organizational structure are also included in the third quartile. These issues concern (a) the effectiveness of adding the word "marketing" to the name distributive education (rank 30) and (b) the effectiveness of not affiliating with National DECA (rank 38).

Finishing out the third quartile are issues concerned with the degree of involvement with DECA and issues concerned with the services provided

TABLE V  
THIRD QUARTILE RANK ORDER IMPORTANCE  
OF DECA ISSUE STATEMENTS

Item	Rank	Choice Index
State departments support DECA by hiring a person whose major duty is advising DECA.	16	3.824
In-service education over competencies needed to be a local adviser is the responsibility of state staff members.	16	3.824
It would be highly ineffective for DECA to reorganize to a purely national delivery system.	16	3.824
Social skills development through DECA is adequately achieved.	18	3.735
Career awareness through DECA is adequately achieved.	19	3.706
Civic consciousness through DECA is adequately achieved.	20.5	3.676
Reasons for not encouraging students to become involved in DECA include reasons such as lack of teacher's interest and training.	20.5	3.676
The National Career Development Conference agenda should include competitive events, career development sessions, and sessions for teacher-coordinators.	22.5	3.647
Sponsoring a DECA chapter is a criterion for program evaluation by state departments.	22.5	3.647
Reorganized participatory events have increased learning outcomes.	24.5	3.618
Resources for obtaining new participatory events include LDI and National DECA.	24.5	3.618
National DECA is the voice of marketing and distributive education, but it should not be.	26	3.588
The use of outside consultants for DECA is desirable.	27	3.529
State DECA conference agendas include competitive events, leadership training for members, and career development sessions.	28	3.500

by National DECA to state associations and local chapters. The issues are (a) participation in local activities as an evaluation criterion (rank 32.5), (b) limitations on state conference attendance (rank 35.5), (c) level of membership used as an evaluation criterion (rank 35.5), (d) kinds of services from National DECA (rank 35.5), (e) amount of classroom time spent on DECA (rank 39), and (f) usefulness of the national magazine (rank 40.5).

Table VI shows the least important issues according to the state marketing and distributive education administrators. Three issues related to expanding and adapting DECA's organization structure to serve additional audiences appear in the bottom quartile. The issues are (a) adjusting conference agendas and competitive events to accommodate specialized marketing and distributive education programs (rank 47.5), (b) serving junior high students (rank 54), and (c) serving adults (rank 55).

Two fourth quartile issues concern merging DECA with other vocational student organizations. The issues concern (a) the merger of DECA and FBLA/PBL/OEA (rank 45) and (b) the merger of all vocational student organizations (rank 50).

Two additional fourth quartile issues concern written competitive events. They are (a) the complaints about written events (rank 49) and (b) the effect of written events on learning outcomes (rank 51).

Finishing the fourth quartile are the following; (a) balance of DECA activities with other program parts (rank 43), (b) logistics of competitive events, (c) establishment of regional offices (rank 45), (d) amount of class time that should be devoted to DECA (rank 47.5), (e) effect of teaching experience (rank 52.5), and (f) idea of eliminating the word "club" (rank 52.5).

TABLE VI  
FOURTH QUARTILE RANK ORDER IMPORTANCE  
OF DECA ISSUE STATEMENTS

Item	Rank	Choice Index
DECA activities are in proportion with other parts of the program.	43	3.265
The logistics of organizing for reorganized competitive events is more difficult than for former noncompetency-based events.	45	3.235
There should be regional offices for DECA.	45	3.235
Merging DECA and FBLA/PBL/OEA would be very ineffective.	45	3.235
Between 21-30 percent of classroom time should be devoted to DECA.	47.5	3.206
Adjustments to conference agendas and competitive events will need to be made to accomodate specialized marketing and distributive education programs.	47.5	3.206
Written events are too difficult and require information which is difficult to get from businesses.	49	3.059
Merging all vocational student organizations would be very ineffective.	50	3.029
Reorganized written events have increased learning outcomes.	51	2.971
Teachers with 4-6 years teaching experience have the most active DECA chapters.	52.5	2.882
The name of DECA should be changed to eliminate the word "club."	52.5	2.882
A division of DECA should be added for junior high career exploration students.	54	2.735
Adults enrolled in marketing and distributive education programs do not need or want to belong to DECA.	55	2.382

Table VII shows the top issues for FBLA/PBL/OEA. The number one issue is the concern over services provided by state departments to local chapters, such as organizing conferences and competitive events. The second most important issue, from the viewpoint of state administrators for office education, is the lack of encouragement by teacher-coordinators for students to become involved in FBLA/PBL/OEA. In addition, the respondents revealed the importance of ten major goals for FBLA/PBL/OEA. Achievement of six of the ten goals for FBLA/PBL/OEA were considered important enough to appear in the first quartile. The FBLA/PBL/OEA goals chosen as the most important are as follows:

1. Development of ethics.
2. Recognition of students.
3. Leadership development.
4. Career preparation.
5. Public relations.
6. Career awareness.

Table VIII shows the second quartile FBLA/PBL/OEA issue. Three major FBLA/PBL/OEA goals were included in the top quartile, three goals appear in the second quartile. The goals are as follows:

1. Civic consciousness development.
2. Appreciation/understanding of free enterprise.
3. Social skills development.

Concern for state department support is indicated by two issues in the second quartile. The issues are (a) hiring a state FBLA/PBL/OEA adviser (rank 13.5) and (b) providing additional support services (rank 18.5).

The importance of teacher preparation is shown by two issues in the

TABLE VII  
FIRST QUARTILE RANK ORDER IMPORTANCE  
OF FBLA/PBL/OEA ISSUE STATEMENTS

Item	Rank	Choice Index
State departments provide services such as organizing conferences and competitive events.	1	4.771
Reasons for not encouraging students to become involved in FBLA/PBL/OEA include reasons such as a lack of teacher training and lack of student interest.	2	4.686
Development of ethics through FBLA/PBL/OEA is achieved to some extent.	3	4.371
Recognition of students through FBLA/PBL/OEA is adequately achieved.	4	3.343
Leadership development through FBLA/PBL/OEA is achieved to some extent.	5	3.314
The National FBLA/PBL/OEA Conference agenda should include competitive events, leadership training, and chapter management training sessions.	6	4.286
Career preparation through FBLA/PBL/OEA is adequately achieved.	7	4.200
State FBLA/PBL/OEA Conference agendas should include leadership training, competitive events, career development sessions, and sessions for teacher-coordinators.	8	4.143
Public relations through FBLA/PBL/OEA is adequately achieved.	9.5	4.114
FBLA/PBL/OEA involvement is well integrated into the curriculum.	9.5	4.114
Career awareness through FBLA/PBL/OEA is achieved to some extent.	11.5	4.086
FBLA/PBL/OEA activities are in proportion with other parts of the program.	11.5	4.086

TABLE VIII  
 SECOND QUARTILE RANK ORDER IMPORTANCE  
 OF FBLA/PBL/OEA ISSUE STATEMENTS

Item	Rank	Choice Index
Civic consciousness development through FBLA/PBL/OEA is achieved to some extent.	13.5	3.914
State departments support is shown by hiring a person whose full-time responsibility is not advising FBLA/PBL/OEA but who spends 50 percent or more of her/his time serving as the state adviser.	13.5	3.914
In-service education over competencies needed to be a local adviser is the responsibility of state staff members.	15.5	3.886
It would be highly ineffective for FBLA/PBL/OEA to reorganize to a purely national delivery system.	15.5	3.886
Free enterprise is taught through FBLA/PBL/OEA to some extent.	18.5	3.857
State departments support is shown by providing secretarial support, printing costs, and travel expenses.	18.5	3.857
Competencies needed to be an adviser should be incorporated into existing teacher education courses.	18.5	3.857
National FBLA/PBL/OEA provides most desired services.	18.5	3.857
Social skills development through FBLA/PBL/OEA is achieved to some extent.	21	3.800
The use of outside consultants for FBLA/PBL/OEA is highly desirable.	22	3.686
Merging DECA and FBLA/PBL/OEA would be very ineffective.	23	3.657



second quartile. They are (a) inclusion of in-service education as a responsibility of the state departments (rank 15.5) and (b) inclusion of competencies needed to be a FBLA/PBL/OEA adviser in teacher-education courses (rank 18.5)

Two additional second quartile issues concern the goals and purposes of FBLA/PBL/OEA. They concern (a) the National FBLA/PBL/OEA Convention agenda (rank 6) and (b) the state conference agenda (rank 8).

Finishing out the first quartile is the concern for FBLA/PBL/OEA activities to be in proportion with other parts of the program (rank 11.5).

Three issues related to support for the existing FBLA/PBL/OEA structure appear in the second quartile. These issues refer to (a) organizing into a purely national delivery system (rank 15.5), (b) providing services from the National FBLA/PBL/OEA office (rank 18.5), and (c) merging business-related student organizations (rank 23).

Finishing out the second quartile is the issue of using outside consultants to provide FBLA/PBL/OEA services (rank 23).

Table IX shows the third quartile of the rank order of importance for FBLA/PBL/OEA issues. Those issues were considered relatively less important by the participants.

Four third quartile issues related to the degree of involvement with FBLA/PBL/OEA. The issues include (a) sponsorship of FBLA/PBL/OEA chapter as an evaluation criterion (rank 27), (b) amount of time that should be devoted to the student organization (rank 29), (c) amount of time that is devoted to the student organization (rank 30.5), and (d) the continuation of support by state departments (rank 33.5).

Finishing out the third quartile are (a) kinds of services by

TABLE IX  
THIRD QUARTILE RANK ORDER IMPORTANCE  
OF FBLA/PBL/OEA ISSUE STATEMENTS

Item	Rank	Choice Index
The kinds of services provided by National FBLA/PBL/OEA include services such as planning conferences and providing leadership training for members.	24.5	3.629
Merging all vocational student organizations would be very ineffective.	24.5	3.629
Attendance at state conferences is not limited for the most part to students in competitive activities.	27	3.600
Sponsoring a FBLA/PBL/OEA chapter is a criterion for program evaluation by state departments.	27	3.600
Resources for obtaining new competitive events include the National FBLA/PBL/OEA office and teacher education.	27	3.600
Between 11-20 percent of classroom time should be devoted to FBLA/PBL/OEA.	29	3.571
Between 0-10 percent of classroom time is devoted to FBLA/PBL/OEA.	30.5	3.514
FBLA/PBL/OEA chapters cannot be effective without affiliating with the national association.	30.5	3.514
The National FBLA/PBL/OEA Office is not the voice of business and office education, and it should not assume the role.	32	3.457
State departments support is expected to continue at the same level during the 1980's.	33.5	3.400
There is a 50-50 balance between student and teacher input on chapter activities.	33.5	3.400

National FBLA/PBL/OEA (rank 24.5), (b) merger of all vocational student organizations (rank 24.5), (c) attendance of students at state conferences (rank 27), (d) ways of obtaining new competitive activities (rank 27), (e) affiliation of local chapters with the national association (rank 30.5), (f) role of FBLA/PBL/OEA in speaking for business and office education (rank 32), and (g) balance of teacher and student involvement (rank 33.5).

Table X shows the least important FBLA/PBL/OEA issues according to the state supervisory personnel for business and office education. The recruitment of students through FBLA/PBL/OEA is included in this quartile (rank 42). It is the only student organization goal included in the study which does not appear in the top two quartiles.

Three issues related to regional conferences are included in the fourth quartile. They are (a) establishment of regional conference (rank 36.5), (b) limitations on regional conference attendance (rank 36.5), and (c) inclusion of topics on regional conference agendas (rank 40).

Two issues related to expanding and serving additional audiences appear in the bottom quartile. The issues are (a) serving adults (rank 44) and (b) serving junior high students (rank 55).

Finishing out the fourth quartile are (a) over emphasis of FBLA/PBL/OEA activities (rank 36.5), (b) degree of participation in FBLA/PBL/OEA activities in order to receive a favorable evaluation by state departments (rank 36.5), (c) establishment of regional offices (36.5), (d) requirement of 76-100 percent membership in FBLA/PBL/OEA in order to receive a favorable evaluation by state departments (rank 39), (e) effect of teaching experience on FBLA/PBL/OEA involvement (rank 41), and (f) determination of problems with competitive events.

TABLE X  
FOURTH QUARTILE RANK ORDER IMPORTANCE  
OF FBLA/PBL/OEA ISSUE STATEMENTS

Item	Rank	Choice Index
Over emphasis of FBLA/PBL/OEA occurs for reasons such as the teacher's basic philosophy or a need for recognition by the teacher.	36.5	3.371
Participation in chapter activities is a criterion for evaluation by state departments.	36.5	3.371
Regional offices should not be established for FBLA/PBL/OEA.	36.5	3.371
Attendance at regional conferences should be open to all members of a region.	36.5	3.371
Between 76-100 percent membership in FBLA/PBL/OEA is required for the highest program evaluation by state departments.	39	3.257
Regional conference agendas should include officer training and/or leadership development.	40	3.229
Teacher-Coordiators with 4-6 years teaching experience have the most active FBLA/PBL/OEA chapters.	41	3.143
Student recruitment through FBLA/PBL/OEA is achieved to some extent.	42	3.114
Competitive events allow bias by judges.	43	3.086
Adults in business and office education programs should belong to FBLA/PBL/OEA just as secondary students.	44	2.943
FBLA/PBL/OEA should not be expanded to junior high career exploration students.	45	2.829

### Summary

The purpose of this study was to analyze the opinions of marketing and distributive education and business and office education leaders responsible for the administration of business-related student organizations about issues in the student organizations. A secondary purpose of the study was to ascertain the administrators' opinions on the importance of those issues in determining the effective operating procedures in marketing and distributive education and business and office education.

The opinions of state supervisory personnel about issues in DECA and FBLA have been shown by writing the issues to indicate the majority opinion for each issue and grouping the issues according to the degree of agreement and content homogeneity. In addition, the importance of each issue has been indicated by using a Choice Index ranking the issues from the most important to the least important, and analyzing the issues that fell into each quartile. The presentation of vocational leaders' reactions to issues and their opinions on the importance of those issues allows interpretation of data that will benefit vocational education across the nation.

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter is divided into three parts: (1) Summary, (2) Conclusions, and (3) Recommendations for Future Research.

#### Summary

The purpose of this study was to analyze the opinions of marketing and distributive education and business and office education state supervisory personnel about issues in their respective fields and to ascertain their opinions on the importance of these issues in determining effective operating procedures in marketing and distributive education and business and office education.

The issues used in this study were identified by an extensive literature review. Statements suggesting or indicating conflicting points of view were recorded and organized into check sheets. The check sheets were refined through interviews with a jury of Oklahoma state administrators for marketing and distributive education and business and office education.

The final form of the check sheets was then submitted to the marketing and distributive education and business and office state supervisors responsible for vocational student organizations identified in the United States Office of Education directories. A follow-up letter was sent approximately three weeks later. The number of responses was

aided by attendance at the Vail Issues Conference where many state administrators were in attendance.

The respondents' opinions concerning the issues and the importance of the issues were then tabulated and analyzed. A choice index was determined for each issue statement to weigh the importance of the issues and provide further analysis. On the basis of the findings, certain issue statements can be considered principles and others lack agreement and can be considered as controversial issues, upon which there is no tendency for state administrators to agree.

#### Conclusions

A myriad of conclusions concerning DECA and FBLA/PBL/OEA appear tenable from the findings of this study concerning their goals, services, organizational structures, degree of involvement, teacher preparation, and competitive activities. The findings should prove to be valuable for those state and national staff members responsible for providing services, formulating policies, and evaluating effectiveness. The results will be of interest to teacher-educators and students preparing for careers in vocational education who desire to understand the concepts, goals, philosophies, and principles related to the organization and administration of business-related student organizations. The results will also serve as guidelines for those persons who provide numerous ancillary services and products for DECA and FBLA/PBL/OEA at the state and national levels. The findings of this study will provide information that will assist the decision makers in marketing and distributive education and business and office education as they define problem areas and investigate solutions to those problems.

It can be concluded that sponsoring a local student organization chapter is a major evaluation criterion by state departments. Participation by a majority of students provides the foundation for receiving the highest possible evaluation. State administrators desire to see student organization activities integrated into the curriculum, and they are concerned about those teacher-coordinators who de-emphasize or over-emphasize the organization's activities.

The state department personnel view their own role as providing for state conferences and competitive activities. In addition, the administrators responding to this study endorse leadership training for members and career development sessions as part of the state and/or national conference agendas. State supervisory personnel also emphasize the need for continued support from state departments in the form of staff positions and support services.

The services provided by the national offices to state associations and by state associations to local chapters are important issues to the respondents. In particular, improving competitive events in both student organizations by removing subjectivity and opportunities for bias by judges is necessary. In addition, the reorganized competency-based competitive events piloted by DECA during the 1970's have increased learning outcomes. However, the participatory DECA events have been accepted more than the written events, which are too difficult for most students. Consequently, the participatory events have encouraged participation in DECA, but the written events have discouraged participation.

Teacher-educators can benefit from understanding how the supervisors view teacher education's role, as well as the expectations placed upon the graduates of teacher education programs concerning student



organizations. As a consequence of the findings of this study, teacher educators should evaluate the content of their courses in order to insure that the competencies needed to be a student organization adviser are included in the course offerings.

It can also be concluded that the autonomy of the vocational student organizations in their present organizational structure will continue. Neither organization supports a merger of any kind. In addition, FBLA/PBL/OEA does not support regionalization; however within DECA there is a trend toward internal reorganization to a regional structure. A majority of DECA respondents indicated support for regionalization, but did not show concern for regionalization as an important issue. It is also evident from the findings that the regional conferences for both student organizations should be opportunities for all members to receive officer and/or leadership training rather than preliminary competition leading to national competition or preparation for the competitive events.

The issues considered to be the least important to the state supervisory personnel for both organizations is expansion to include adults or junior high students. Therefore, it can be concluded that student organizations will not immediately play a role in serving the needs of these two student populations.

Many changes have occurred during the decade of the 1970's, and this research will be a tool for analyzing the trends and issues facing marketing and distributive educators and business and office educators concerning DECA and FBLA/PBL/OEA during the decades ahead.

#### Recommendations for Further Research

The following are recommendations for further research:

1. A study should be conducted to determine the extent to which the practices recommended by state administrators in this study are being successfully adopted in specific states, regions or other localities. If practice differs from the administrators' opinions, the reasons for the conflict should be determined.
2. A study should be made on each of the controversial issues for which there was a lack of agreement in this study in order to determine the reasons for such varying opinions.
3. A study similar to the present one should be conducted to obtain opinions about issues from teacher-coordinators, students, alumni, teacher-educators, business persons, local school administrators, and guidance personnel. The findings of such studies should be compared to the findings of the present study to show the degree of agreement about various persons involved in vocational education. If the different groups were divided in opinion about certain issues, the practices suggested by conflicting opinions should be tested experimentally to determine the best policy or practice.
4. A follow-up of the present study should be made in approximately ten years to determine any changes in issues or trends of thought about the importance of the issue.
5. A study similar to this one may be conducted by other vocational disciplines for their student organizations.

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APPENDIX A

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70. Ms. Hattie Blue, Consultant  
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State Department of Public Instruction  
532 Education Building  
Raleigh, North Carolina
71. Mr. Rick Bogart, Consultant  
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State Department of Public Instruction  
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Raleigh, North Carolina
72. Ms. Elizabeth Douglas, Consultant  
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73. Mr. Jerald B. Lydeen, Supervisor  
Office Education  
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74. Mr. Daniel J. Vicarel, Assistant Director  
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Room 909  
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75. Mr. Ross A. Barr, State Supervisor  
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76. Mr. George L. Bell, State Supervisor  
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77. Mr. William J. Dross, State Supervisor  
Business and Office Education  
State Department of Education  
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78. Mrs. Paulette Robinson, State Supervisor  
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79. Ms. Betty Fry, State Supervisor  
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Stillwater, Oklahoma
80. Mrs. Lola Wager, Specialist  
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State Department of Education  
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Salem, Oregon
81. Dr. William Selden, Senior Program Specialist  
Business Education  
Department of Education  
Box 911  
Harrisburg, Pennsylvania
82. Mr. James A. Dilorio Program Specialist  
Business Education  
Department of Education  
Box 911  
Harrisburg, Pennsylvania
83. Miss Jenarita Burgos, Director  
Business Education Program  
Department of Education  
Commonwealth of Puerto Rico  
P.O. Box 759  
Hato Rey, Puerto Rico
84. Frank Pontarelli  
State Department of Education  
Roger Williams Building  
Hayes Street  
Providence, Rhode Island
85. Dr. Anne L. Matthews, State Supervisor  
Office Occupations  
State Department of Education  
920 Rutledge Building  
Columbia, South Carolina
86. Mr. Wallace R. Halverson, Supervisor  
Business and Office Education  
Division of Vocational Education  
State Office Building #3  
Pierre, South Dakota

87. Mr. Robert Hollingshead, Supervisor  
Business and Office Education  
State Department of Education  
206 Cordell Hull Building  
Nashville, Tennessee
88. Mr. Robert K. Gordon, Director  
Vocational Office Education  
Texas Education Agency  
201 East 11th Street  
Austin, Texas
89. Mr. Davis Childs, Chief Consultant  
Vocational Office Education  
Texas Education Agency  
201 East 11th Street  
Austin, Texas
90. Mr. Gary M. Lloyd, Specialist  
Business and Office Education  
State Board of Education  
250 East Fifth South  
Salt Lake East City, Utah
91. Mr. Carl E. Jorgensen, Supervisor  
Business Education  
State Department of Education  
P.O. Box 60  
Richmond, Virginia
92. Miss Sarah Lowe Thompson, FBLA Specialist  
Business Education  
State Department of Education  
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93. Mrs. Doris Y. Gerber, Program Director  
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94. Mrs. Beret Sophusson, Program Supervisor  
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Superintendent of Public Instruction  
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95. Mrs. Ruth Edwards, Supervisor  
Business and Office Education  
State Department of Education  
State Capitol Building  
Charleston, West Virginia



96. Mr. Michael J. Tokheim, Sr., Supervisor  
Business and Office Education  
FBLA State Chairman  
Department of Public Instruction  
126 Langdon Street  
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97. Ms. Judith S. Byfield, Supervisor  
Business and Office Education  
FBLA State Advisor  
Department of Public Instruction  
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98. Ms. Roxanne Beisel, Administrative Assistant  
Business and Office Education  
FBLA Director of Leadership Development  
Department of Public Instruction  
126 Langdon Street  
Madison, Wisconsin
99. Ms. Pat Fairchild, Coordinator of Business and Office Occupations  
State Department of Education  
Hathaway Building  
Cheyenne, Wyoming
100. Mr. Merle E. Charles, State Supervisor  
Business and Office Education  
Department of Education  
Charlotte Amalie  
P.O. Box 630  
St. Thomas, Virgin Islands

APPENDIX B

DECA AND FBLA/PBL/OEA SURVEY INSTRUMENTS  
AND COVER LETTER

May 6, 1980

XXXXXXXXXXXXXXXXXXXXXXXXXXXX  
 XXXXXXXXXXXXXXXXXXXXXXXXXXXX  
 XXXXXXXXXXXXXXXXXXXXXXXXXXXX  
 XXXXXXXXXXXXXXXXXXXXXXXXXXXX

Dear XXXXXXXXXXXXXXXX:

Vocational student organizations are a subject on which everyone has an opinion, and the range of these opinions varies from one end of the spectrum to the other. As we attempt to determine some trends on the subject of student organizations it is vital that you express your opinion. Our population for this research consists of a few selected leaders from each state who are responsible for the administration of vocational education and the corresponding student organization. Therefore, your opinion does count. All answers will be categorized by region, and your name and state will be kept confidential. Please feel free to add your personal comments in the choice marked "other". So won't you complete the enclosed questionnaire or pass the questionnaire on to someone who can respond to the issue?

Also, it is desirable to have the data by the end of this month; therefore, may we have your response by May 15, 1980?

This research effort will contribute to improving our profession, and the time you take to complete the enclosed questionnaire is appreciated. As George Bernard Shaw said:

"When you take a man's money, all you have is his money. But when you take a man's time, you have a part of his life."

Thanks for taking time to share your opinion with us. A stamped self-addressed envelope is included for your convenience.

Sincerely,

Frank Nelson  
 DE Teacher-Educator

Enclosure

FN/BB

DECA\*I. GOALS AND PURPOSES OF DECA

1.0 To what degree do you feel the goals of DECA are achieved by most DECA chapters in your state?

1.1 Recognition of students

- \_\_\_ a. The goal is achieved to a large extent.  
 \_\_\_ b. The goal is adequately achieved.  
 \_\_\_ c. The goal is achieved to some extent.  
 \_\_\_ d. The goal is not achieved for the most part.  
 \_\_\_ e. Other.

Importance of the issue:

Critical ( ), Very important ( ), Important ( ),  
 Little importance ( ), No importance ( ).

1.2 Public relations

- \_\_\_ a. The goal is achieved to a large extent.  
 \_\_\_ b. The goal is adequately achieved.  
 \_\_\_ c. The goal is achieved to some extent.  
 \_\_\_ d. The goal is not achieved for the most part.  
 \_\_\_ e. Other.

Importance of the issue:

Critical ( ), Very important ( ), Important ( ),  
 Little importance ( ), No importance ( ).

1.3 Recruitment of students for the Marketing and Distributive Education Program

- \_\_\_ a. The goal is achieved to a large extent.  
 \_\_\_ b. The goal is adequately achieved.  
 \_\_\_ c. The goal is achieved to some extent.  
 \_\_\_ d. The goal is not achieved for the most part.  
 \_\_\_ e. Other.

Importance of the issue:

Critical ( ), Very important ( ), Important ( ),  
 Little importance ( ), No importance ( ).

1.4 Leadership development

- \_\_\_ a. The goal is achieved to a large extent.  
 \_\_\_ b. The goal is adequately achieved.  
 \_\_\_ c. The goal is achieved to some extent.  
 \_\_\_ d. The goal is not achieved for the most part.  
 \_\_\_ e. Other.

Importance of the issue:

Critical ( ), Very important ( ), Important ( ),  
 Little importance ( ), No importance ( ).

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\* An issue is considered crucial if a decision concerning it would affect significantly the operation and administration of your program.

## 1.5 Awareness of career opportunities

- a. The goal is achieved to a large extent.
- b. The goal is adequately achieved.
- c. The goal is achieved to some extent.
- d. The goal is not achieved for the most part.
- e. Other.

Importance of the issue:

Critical ( ), Very important ( ), Important ( ),  
Little importance ( ), No importance ( ).

## 1.6 Career preparation; teaching tool for certain marketing competencies

- a. The goal is achieved to a large extent.
- b. The goal is adequately achieved.
- c. The goal is achieved to some extent.
- d. The goal is not achieved for the most part.
- e. Other.

Importance of the issue:

Critical ( ), Very important ( ), Important ( ),  
Little importance ( ), No importance ( ).

## 1.7 Civic consciousness development

- a. The goal is achieved to a large extent.
- b. The goal is adequately achieved.
- c. The goal is achieved to some extent.
- d. The goal is not achieved for the most part.
- e. Other.

Importance of the issue:

Critical ( ), Very important ( ), Important ( ),  
Little importance ( ), No importance ( ).

## 1.8 Social skills development

- a. The goal is achieved to a large extent.
- b. The goal is adequately achieved.
- c. The goal is achieved to some extent.
- d. The goal is not achieved for the most part.
- e. Other.

Importance of the issue:

Critical ( ), Very important ( ), Important ( ),  
Little importance ( ), No importance ( ).

## 1.9 Development of business and personal ethics

- a. The goal is achieved to a large extent.
- b. The goal is adequately achieved.
- c. The goal is achieved to some extent.
- d. The goal is not achieved for the most part.
- e. Other.

Importance of the issue:

Critical ( ), Very important ( ), Important ( ),  
Little importance ( ), No importance ( ).

1.10 Develop appreciation/understanding of free enterprise

- a. The goal is achieved to a large extent.
- b. The goal is adequately achieved.
- c. The goal is achieved to some extent.
- d. The goal is not achieved for the most part.
- e. Other.

Importance of the issue:

Critical ( ), Very important ( ), Important ( ),  
Little importance ( ), No importance ( ).

2.0 State DECA conference agendas should include:

- a. Training of members in leadership skills.
- b. Chapter management training.
- c. Career development sessions.
- d. Competitive activities.
- e. Sessions for teacher-coordinators.
- f. Other.

Importance of the issue:

Critical ( ), Very important ( ), Important ( ),  
Little importance ( ), No importance ( ).

3.0 The National DECA Career Development Conference agenda should include:

- a. Training of members in membership skills.
- b. Chapter management training.
- c. Career development sessions.
- d. Competitive activities.
- e. Sessions for teacher-coordinators.
- f. Other.

Importance of the issue:

Critical ( ), Very important ( ), Important ( ),  
Little importance ( ), No importance ( ).

4.0 Is attendance at your state association conference limited for the most part to students entered in competitive activities?

- a. Yes.
- b. No.

4.1 If yes, what is the reason(s) for limited attendance?

- a. Limited space for meetings and housing.
- b. Purpose of the state conference is such that it is not open to all members.
- c. Other.

Importance of the issue:

Critical ( ), Very important ( ), Important ( ),  
Little importance ( ), No importance ( ).

II. DEGREE OF INVOLVEMENT WITH DECA

5.0 The state department supports DECA by having at least one employee:

- a. Whose major duty is advising DECA.
- b. Whose full-time responsibility is not advising DECA, but who spends 50 percent or more of her/his time serving as the state DECA adviser.
- c. Who is responsible for DECA on less than a half-time basis.
- d. Other.

Importance of the issue:

Critical ( ), Very important ( ), Important ( ),  
Little importance ( ), No importance ( ).

6.0 In what ways does your state department support student organizations other than employment of a person(s) whose duties include advising the state association?

- a. Provides funds for DECA.
- b. Pays printing costs.
- c. Pays travel costs to conferences.
- d. Provides secretarial and/or other support services.
- e. Other.

Importance of the issue:

Critical ( ), Very important ( ), Important ( ),  
Little importance ( ), No importance ( ).

7.0 In the next ten years the support for DECA by state departments is expected to:

- a. Increase.
- b. Stay about the same.
- c. Decrease.
- d. Other.

Importance of the issue:

Critical ( ), Very important ( ), Important ( ),  
Little importance ( ), No importance ( ).

8.0 What percentage of the programs in your state fall into the following categories? (Percentages should total 100 percent.)

- a. Programs with DECA activities in proportion with other parts of the program.
- b. Programs which over emphasize DECA to the detriment of other parts of the program.
- c. Programs which de-emphasize DECA so that the possible benefits of the student organization are not fully realized.
- d. Other.

Importance of the issue:

Critical ( ), Very important ( ), Important ( ),  
Little importance ( ), No importance ( ).

9.0 About what percentage of classroom time is devoted to DECA by most marketing and distributive education programs in your state?

- |                                       |  |
|---------------------------------------|--|
| <input type="checkbox"/> a. 0% - 10%  | <input type="checkbox"/> g. 61% - 70%  |
| <input type="checkbox"/> b. 11% - 20% | <input type="checkbox"/> h. 71% - 80%  |
| <input type="checkbox"/> c. 21% - 30% | <input type="checkbox"/> i. 81% - 90%  |
| <input type="checkbox"/> d. 31% - 40% | <input type="checkbox"/> j. 91% - 100% |
| <input type="checkbox"/> e. 41% - 50% | <input type="checkbox"/> k. Other.     |
| <input type="checkbox"/> f. 51% - 60% |  |

Importance of the issue:

Critical ( ), Very important ( ), Important ( ),  
Little importance ( ), No importance ( ).

10.0 About what percentage of classroom time should be devoted to DECA by most marketing and distributive education programs in your state?

- |                                       |  |
|---------------------------------------|--|
| <input type="checkbox"/> a. 0% - 10%  | <input type="checkbox"/> g. 61% - 70%  |
| <input type="checkbox"/> b. 11% - 20% | <input type="checkbox"/> h. 71% - 80%  |
| <input type="checkbox"/> c. 21% - 30% | <input type="checkbox"/> i. 81% - 90%  |
| <input type="checkbox"/> d. 31% - 40% | <input type="checkbox"/> j. 91% - 100% |
| <input type="checkbox"/> e. 41% - 50% | <input type="checkbox"/> k. Other.     |
| <input type="checkbox"/> f. 51% - 60% |  |

Importance of the issue:

Critical ( ), Very important ( ), Important ( ),  
Little importance ( ), No importance ( ).

11.0 Do you feel the involvement with DECA is integrated into the curriculum?

- a. Yes, the DECA involvement is well-integrated with classroom activities and other aspects of the program.
- b. Effort is made to integrate DECA into the curriculum but improvement is needed in this area.
- c. DECA activities are not successfully integrated into the curriculum in most instances.
- d. Other.

Importance of the issue:

Critical ( ), Very important ( ), Important ( ),  
Little importance ( ), No importance ( ).

12.0 Select the reason(s) you feel some programs do not encourage students to become actively involved in DECA. Then rank your selections from 1 to 17 with number 1 being the most prevalent reason. (Note: If you select less than 17 reasons, your ranking should be from 1 to whatever number of reasons you select. For example, if you select 3 reasons, your ranking will be from 1 to 3. Be sure to include any additional reasons listed in the "other" category).



- a. Lack of training for the teacher-coordinator on how to advise a student organization.
- b. Lack of interest by the teacher-coordinator.
- c. Lack of interest by the students.
- d. Expenses of local chapter activities (i.e., wearing apparel, banquet costs, etc.).
- e. Expenses of participating and/or competing in DECA activities at a level other than the local chapter (i.e., conferences, preparation of written events for competition, travel expenses, etc.).
- f. Disillusionment with some part of the student organization.
- g. Feeling that the competition is unfair.
- h. Lack of support from school administration.
- i. Stress felt by the teacher-coordinator.
- j. "Burn out" or weariness on the part of teacher-coordinators who were previously highly involved in student organization activities.
- k. Discouragement or "sour grapes" on the part of teacher-coordinators whose students have not been as successful as was hoped in competitive activities.
- l. Belief by the teacher-coordinator that his/her program does not have the kind of students who can win competitive activities.
- m. Lack of conviction as to the value of DECA to the total learning process.
- n. Lack of time by the teacher-coordinator.
- o. Lack of time by the students.
- p. Judgment that student organization goals can be accomplished through other programmatic efforts.
- q. Other.

Importance of the issue:

Critical ( ), Very important ( ), Important ( ),  
 Little importance ( ), No importance ( ).

13.0 Select the reason(s) you feel some programs over emphasize DECA activities. Then rank your selections from 1 to 5 with number 1 being the most prevalent reason. (Note: If you select less than 5 reasons, your ranking should be from 1 to whatever number of reasons you select. For example, if you select 3 reasons, your ranking will be from 1 to 3. Be sure to list any additional reasons in the "other" category.)

- a. Active participation is consistent with the teacher-coordinator's philosophy on student organizations, motivation, and recognition.
- b. Enjoyable part of the program for teacher-coordinator.
- c. Feeling that a strong DECA chapter is a major criterion by which the effectiveness of the marketing and distributive education program is evaluated.
- d. Need for recognition by the teacher-coordinator.
- e. Encouragement by the school administration.
- f. Other.

Importance of the issue:

Critical ( ), Very important ( ), Important ( ),  
Little importance ( ), No importance ( ).

14.0 The teacher-coordinators who tend to have the most active DECA chapters have the following number of years teaching experience:

- a. 1 - 3 years.
- b. 4 - 6 years.
- c. 7 - 10 years.
- d. 11 or more years.
- e. Years of teaching experience seems to make no difference.
- f. Other.

Importance of the issue:

Critical ( ), Very important ( ), Important ( ),  
Little importance ( ), No importance ( ).

15.0 Sponsorship of a local DECA chapter should be one criterion for program evaluation by the state department.

- a. Agree.
- b. Disagree.
- c. Undecided.
- d. Other.

Importance of the issue:

Critical ( ), Very important ( ), Important ( ),  
Little importance ( ), No importance ( ).

15.1 If you agree, what would be the acceptable level of membership in order to receive the highest evaluation?

- a. 0% - 25%.
- b. 26% - 50%.
- c. 51% - 75%.
- d. 76% - 100%.
- e. Other.

Importance of the issue:

Critical ( ), Very important ( ), Important ( ),  
Little importance ( ), No importance ( ).

15.2 What other criteria would be used to support a high evaluation?

- a. Participation in local chapter activities.
- b. Number of students entered in competitive activities.
- c. Number of winners in competitive activities.
- d. Other.

Importance of the issue:

Critical ( ), Very important ( ), Important ( ),  
Little importance ( ), No importance ( ).

### III. COMPETITIVE ACTIVITIES

16.0 The reorganized participatory competitive events (competency-based action events) have:

- a. Generally been accepted by teacher-coordinators and have encouraged participation in DECA's competitive events.
- b. Generally not been accepted by teacher-coordinators and have discouraged participation in DECA's competitive events.
- c. Been accepted in about the same way as the former (non-competency based) events and have had little or no effect on the amount of participation in DECA's competitive events.
- d. No opinion.
- e. Other.

Importance of the issue:

Critical ( ), Very important ( ), Important ( ),  
Little importance ( ), No importance ( ).

17.0 The reorganized written competitive events (competency-based written events) have:

- a. Generally been accepted by teacher-coordinators and have encouraged participation in DECA's written events.
- b. Generally not been accepted by teacher-coordinators and have discouraged participation in DECA's written events.
- c. Been accepted in about the same way as the former (noncompetency-based) events and have had little or no effect on the amount of participation in DECA's written events.
- d. Undecided.
- e. Other.

Importance of the issue:

Critical ( ), Very important ( ), Important ( ),  
Little importance ( ), No importance ( ).

18.0 The reorganized participatory competitive events (competency-based action events) have:

- a. Increased learning outcomes.
- b. Decreased learning outcomes.
- c. Not had any different impact on learning outcomes than former (noncompetency based) participatory events.
- d. Undecided.
- e. Other.

Importance of the issue:

Critical ( ), Very important ( ), Important ( ),  
Little importance ( ), No importance ( ).

19.0 The reorganized written competitive events (competency-based written events) have:

- a. Increased learning outcomes.
- b. Decreased learning outcomes.
- c. Not had any different impact on learning outcomes than former (noncompetency based) written events.
- d. Undecided.
- e. Other.

Importance of the issue:

Critical ( ), Very important ( ), Important ( ),  
Little importance ( ), No importance ( ).

20.0 To what extent do you feel local chapter activities and preparation for competition is student-directed as opposed to teacher-directed?

- a. Student-directed to a large extent.
- b. Somewhat student-directed.
- c. 50-50 balance between student and teacher-coordinator input.
- d. Some student involvement but mostly teacher-directed.
- e. Almost totally teacher-directed.
- f. Other.

Importance of the issue:

Critical ( ), Very important ( ), Important ( ),  
Little importance ( ), No importance ( ).

21.0 The major complaint(s) concerning the reorganized participatory competitive events (competency-based action events) is (are):

- a. Too difficult for most students.
- b. Too easy for most students.
- c. Inconsistent with the competencies needed in the real world.
- d. Too objective, detailed or specific.
- e. Too subjective, allows bias and mistakes by judges.
- f. Results depend too heavily on verbal skills of students.
- g. Poorly designed evaluation instrument.
- h. Other.

Importance of the issue:

Critical ( ), Very important ( ), Important ( ),  
Little importance ( ), No importance ( ).

22.0 The major complaint(s) concerning the reorganized written competitive events (competency-based written events) is (are):

- a. Too difficult for most students.
- b. Too easy for most students.
- c. Inconsistent with competencies needed in the real world.
- d. Results depend too heavily on the verbal skills demonstrated during the interviews.
- e. Requires getting "privilege" information which is difficult to obtain.
- f. Other.

23.0 What is your state's major resource for writing/obtaining new, revised participatory competitive events?

- a. State staff.
- b. Teacher-education programs.
- c. Teacher-coordinators.
- d. Contracted through proposals.
- e. National DECA.
- f. Leadership Development Institute.
- g. Curriculum consortiums.
- h. Other.

Importance of the issue:

Critical ( ), Very important ( ), Important ( ),  
Little importance ( ), No importance ( ).

24.0 The logistics of organizing for the reorganized (competency-based) events is:

- a. More difficult than former (noncompetency based) events.
- b. Less difficult than former (noncompetency based) events.
- c. About the same degree of difficulty as the former (noncompetency based) events.
- d. Other.

Importance of the issue:

Critical ( ), Very important ( ), Important ( ),  
Little importance ( ), No importance ( ).

#### IV. TEACHER PREPARATION

25.0 In-service education over the competencies needed to be an effective DECA chapter adviser is mainly the responsibility of:

- a. State staff.
- b. Teacher education.
- c. Local supervisors.
- d. Other.

Importance of the issue:

Critical ( ), Very important ( ), Important ( ),  
Little importance ( ), No importance ( ).

26.0 In teacher education pre-service programs, the competencies needed to be a DECA chapter adviser should be taught:

- a. In a separate course for that specific purpose.
- b. By being incorporated as part of some or all teacher education courses.
- c. By sponsoring a Collegiate DECA chapter.
- d. Assisting with state endorsed DECA activities.
- e. It makes no difference where the competencies are taught.
- f. The competencies do not need to be taught.
- f. Other.

V. SERVICES

27.0 What services does your state provide to local chapters?

- a. Chapter and state officer training and/or leadership development.
- b. Membership training in leadership skills.
- c. Organization of conferences and competitive activities.
- d. Development and refinement of competitive events.
- e. Gaining support from major businesses (financial and otherwise).
- f. Assistance with public relations (i.e., media, brochures, etc.).
- g. Other.

Importance of the issue:

Critical ( ), Very important ( ), Important ( ),  
Little importance ( ), No importance ( ).

28.0 Select the services that should be provided by National DECA to the state association. Then rank your selection from 1 to 9 with number 1 being the most desired service. (Note: If you select less than 9 services, your ranking will be from 1 to whatever number of services you select. For example, if you select 3 services, your ranking will be from 1-3. Be sure to list any other services listed in the "other" category.)

- a. Development and distribution of products bearing the organization insignia for state and local use (i.e, wearing apparel, jewelry, notebooks trophies, etc.).
- b. Assistance with conference planning and organization at the state level.
- c. Assistance with organizing local DECA chapters.
- d. State and national officer training and/or leadership development.
- e. Membership training in leadership skills.
- f. Gaining support (financial and otherwise) from major businesses.
- g. Planning effective national conferences.
- h. Assistance with public relations (i.e., media, brochures, etc.).
- i. Development and refinement of competitive events.
- j. Other.

Importance of the issue:

Critical ( ), Very important ( ), Important ( ),  
Little importance ( ), No importance ( ).

29.0 To what extent is National DECA providing the desired services at this time?

- a. All the desired services are provided.
- b. Most of the desired services are provided.

- c. Undecided.
- d. Some of the services are provided but there is a need for some change.
- e. Few of the desired services are provided.
- f. Other.

Importance of the issue:

Critical ( ), Very important ( ), Important ( ),  
Little importance ( ), No importance ( ).

30.0 To what extent is the DECA Distributor providing a service?

- a. Great extent.
- b. Some extent.
- c. Undecided.
- d. Little usefulness.
- e. Almost no usefulness.
- f. Other.

Importance of the issue:

Critical ( ). Very important ( ), Important ( ),  
Little importance ( ), No importance ( ).

31.0 To what extent is the National DECA office the voice for marketing and distributive education at the national level?

- a. It is the voice of marketing and distributive education, and it should continue to be.
- b. It is the voice of marketing and distributive education, but it should not be.
- c. It is not the voice of marketing and distributive education, and it should not assume that role.
- d. It is not the voice of marketing and distributive education, but it should be.
- e. No opinion.
- f. Other.

Importance of the issue:

Critical ( ), Very important ( ), Important ( ),  
Little importance ( ), No importance ( ).

32.0 The use of outside consultants for DECA activities (i.e., leadership and/or officer training, conference planning, preparation of competitive events and other published materials, etc.) is:

- a. Highly desirable.
- b. Desirable.
- c. Undecided.
- d. Undesirable.
- e. Very undesirable.
- f. Other.

VI. ORGANIZATIONAL STRUCTURE

33.0 How effective can DECA chapters be without affiliation with the national association?

- a. Highly effective.
- b. Effective.
- c. Undecided.
- d. Not effective.
- e. Very ineffective.
- f. Other.

Importance of the issue:

Critical ( ), Very important ( ), Important ( ),  
Little importance ( ), No importance ( ).

34.0 How effective would it be for DECA to reorganize to a purely national delivery system and decrease the involvement of state department in the administration of DECA. (Note: Some civic organizations, such as Kiwanis, operate with a strong national association and no state associations.)

- a. Highly effective.
- b. Effective.
- c. Undecided.
- d. Not effective.
- e. Highly ineffective.
- f. Others.

Importance of the issue:

Critical ( ), Very important ( ), Important ( ),  
Little importance ( ), No importance ( ).

35.0 Should regional offices be established and maintained for all regions of DECA?

- a. Yes.
- b. No.
- c. No opinion.
- d. Other.

Importance of the issue:

Critical ( ), Very important ( ), Important ( ),  
Little importance ( ), No importance ( ).

36.0 Regional conference agendas should include:

- a. Officer training and/or leadership development.
- b. Membership training in leadership skills.
- c. Competetitive activities leading to participation in competition at the National Career Development Conference.
- d. Sessions to prepare students and advisers for competition at state and/or national levels.



- e. Career development sessions.
- f. Other.

Importance of the issue:

Critical ( ), Very important ( ), Important ( ),  
Little importance ( ), No importance ( ).

37.0 Attendance at regional conference should be open to:

- a. All DECA members in that region.
- b. State officers only.
- c. Other.

Importance of the issue:

Critical ( ), Very important ( ), Important ( ),  
Little importance ( ), No importance ( ).

38.0 State, national and/or regional associations will need to make adjustments in conference agendas and/or competitive events to accommodate specialized marketing and distributive education programs (i.e, fashion merchandising, finance and credit, hotel/motel management, food service, etc.).

- a. Agree.
- b. Disagree.
- c. Undecided.
- d. Other.

Importance of the issue:

Critical ( ), Very important ( ), Important ( ),  
Little importance ( ), No importance ( ).

39.0 Adult education beyond the junior collegiate division:

- a. Should receive the benefits and/or opportunities of belonging to DECA just as junior college (community college) students do.
- b. Does not need and/or want membership in DECA.
- c. Needs and/or wants all the benefits and/or opportunities of belonging to DECA except involvement in the competitive activities.
- d. Should belong to the professional division of DECA.
- e. Undecided.

Importance of the issue:

Critical ( ), Very important ( ), Important ( ),  
Little importance ( ), No importance ( ).

40.0 Student organization benefits and/or opportunities should be extended to career exploration and/or middle school (junior high) students by adding a division of DECA for these students.

- a. Agree.

- b. Agree with some stipulations and/or reservations.
- c. Disagree.
- d. Undecided.
- e. Other.

Importance of the issue:

Critical ( ), Very important ( ), Important ( ),  
Little importance ( ), No importance ( ).

- 41.0 How effective and/or efficient would it be to have one student organization for all business-related vocational programs (i.e, marketing and distributive education; business and office education)?

- a. Very effective.
- b. Effective.
- c. Undecided.
- d. Not effective for the most part.
- e. Very ineffective.
- f. Other.

Importance of the issue:

Critical ( ), Very important ( ), Important ( ),  
Little importance ( ), No importance ( ).

- 42.0 How effective and/or efficient would it be to have one student organization for all vocational education programs (i.e., marketing and distributive education, business and office education, health careers, agriculture, etc.)?

- a. Very effective.
- b. Effective.
- c. Undecided.
- d. Not effective for the most part.
- e. Very ineffective.
- f. Other.

Importance of the issue:

Critical ( ), Very important ( ), Important ( ).  
Little importance ( ), No importance ( ).

- 43.0 Would you be in favor of a proposal to change the name of DECA to eliminate the stigma the word "club" has to many persons (i.e., Distributive Education Chapters of America, Distributive Education Career Association, etc.)?

- a. Yes.
- b. No.
- c. Undecided.
- d. Other

Importance of the issue:

Critical ( ), Very important ( ), Important ( ),  
Little importance ( ), No importance ( ).

44.0 The addition of the word "marketing" to the name distributive education (i.e., marketing and distributive education programs, DE/Marketing division, etc.) has had:

- a. A favorable impact.
- b. No impact.
- c. An unfavorable impact.
- d. Undecided.
- e. Other.

Importance of the issue:

Critical ( ), Very important ( ), Important ( ),  
Little importance ( ), No importance ( ).

## FBLA/PBL/OEA\*

## I. GOALS AND PURPOSES OF FBLA/PBL/OEA

1.0 To what degree do you feel the goals of FBLA/PBL/OEA are achieved by most chapters in your state?

## 1.1 Recognition of students

- \_\_\_ a. The goal is achieved to a large extent.  
 \_\_\_ b. The goal is adequately achieved.  
 \_\_\_ c. The goal is achieved to some extent.  
 \_\_\_ d. The goal is not achieved for the most part.  
 \_\_\_ e. Other.

Importance of the issues:

Critical ( ), Very important ( ), Important ( )  
 Little importance ( ), No importance ( ).

## 1.2 Public relations

- \_\_\_ a. The goal is achieved to a large extent.  
 \_\_\_ b. The goal is adequately achieved.  
 \_\_\_ c. The goal is achieved to some extent.  
 \_\_\_ d. The goal is not achieved for the most part.  
 \_\_\_ e. Other.

Importance of the issue:

Critical ( ), Very important ( ), Important ( ),  
 Little importance ( ), No importance ( ).

## 1.3 Recruitment of students for the business and office education programs

- \_\_\_ a. The goal is achieved to a large extent.  
 \_\_\_ b. The goal is adequately achieved.  
 \_\_\_ c. The goal is achieved to some extent.  
 \_\_\_ d. The goal is not achieved for the most part.  
 \_\_\_ e. Other.

Importance of the issue:

Critical ( ), Very important ( ), Important ( ),  
 Little importance ( ), No importance ( ).

## 1.4 Leadership development

- \_\_\_ a. The goal is achieved to a large extent.  
 \_\_\_ b. The goal is adequately achieved.  
 \_\_\_ c. The goal is achieved to some extent.  
 \_\_\_ d. The goal is not achieved for the most part.  
 \_\_\_ e. Other.

Importance of the issue:

Critical ( ), Very important ( ), Important ( ),  
 Little importance ( ), No importance ( ).

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\* An issue is considered crucial if a decision concerning it would significantly affect the operation and administration of your program.

## 1.5 Awareness of career opportunities

- \_\_\_ a. The goal is achieved to a large extent.  
 \_\_\_ b. The goal is adequately achieved.  
 \_\_\_ c. The goal is achieved to some extent.  
 \_\_\_ d. The goal is not achieved for the most part.  
 \_\_\_ e. Other.

Importance of the issue:

Critical ( ), Very important ( ), Important ( ),  
 Little importance ( ), No importance ( ).

## 1.6 Career preparation; teaching tool for certain competencies

- \_\_\_ a. The goal is achieved to a large extent.  
 \_\_\_ b. The goal is adequately achieved.  
 \_\_\_ c. The goal is achieved to some extent.  
 \_\_\_ d. The goal is not achieved for the most part.  
 \_\_\_ e. Other.

Importance of the issue:

Critical ( ), Very important ( ), Important ( ),  
 Little importance ( ), No importance ( ).

## 1.7 Civic consciousness development

- \_\_\_ a. The goal is achieved to a large extent.  
 \_\_\_ b. The goal is adequately achieved.  
 \_\_\_ c. The goal is achieved to some extent.  
 \_\_\_ d. The goal is not achieved for the most part.  
 \_\_\_ e. Other.

Importance of the issue:

Critical ( ), Very important ( ), Important ( ),  
 Little importance ( ), No importance ( ).

## 1.8 Social skills development

- \_\_\_ a. The goal is achieved to a large extent.  
 \_\_\_ b. The goal is adequately achieved.  
 \_\_\_ c. The goal is achieved to some extent.  
 \_\_\_ d. The goal is not achieved for the most part.  
 \_\_\_ e. Other.

Importance of the issue:

Critical ( ), Very important ( ), Important ( ),  
 Little importance ( ), No importance ( ).

## 1.9 Development of business and personal ethics

- \_\_\_ a. The goal is achieved to a large extent.  
 \_\_\_ b. The goal is adequately achieved.  
 \_\_\_ c. The goal is achieved to some extent.  
 \_\_\_ d. The goal is not achieved for the most part.  
 \_\_\_ e. Other.

Importance of the issue:

Critical ( ), Very important ( ), Important ( ),  
 Little importance ( ), No importance ( ).

## 1.10 Develop appreciation/understanding of free enterprise

- a. The goal is achieved to a large extent.
- b. The goal is adequately achieved.
- c. The goal is achieved to some extent.
- d. The goal is not achieved for the most part.
- e. Other.

Importance of the issue:

Critical ( ), Very important ( ), Important ( ),  
Little importance ( ), No importance ( ).

## 2.0 State FBLA/PBL/OEA conference agendas should include:

- a. Training of members in leadership skills.
- b. Chapter management training.
- c. Career development sessions.
- d. Competitive activities.
- e. Sessions for teacher-coordinators.
- f. Other.

Importance of the issue:

Critical ( ), Very important ( ), Important ( ),  
Little importance ( ), No importance ( ).

## 3.0 The National FBLA/PBL/OEA Conference agenda should include:

- a. Training of members in leadership skills.
- b. Chapter management training.
- c. Career development sessions.
- d. Competitive activities.
- e. Sessions for teacher-coordinators.
- f. Other.

Importance of the issue:

Critical ( ), Very important ( ), Important ( ),  
Little importance ( ), No importance ( ).

## 4.0 Is attendance at your state conference limited for the most part to students entered in competitive activities?

- a. Yes.
- b. No.

## 4.1 If yes, what is the reason(s) for limited attendance?

- a. Limited space for meetings and housing.
- b. Purpose of the state conference is such that it is not open to all members.
- c. Other.

Importance of the issue:

Critical ( ), Very important ( ), Important ( ),  
Little importance ( ), No importance ( ).

II. DEGREE OF INVOLVEMENT WITH FBLA/PBL/OEA

5.0 The state department supports FBLA/PBL/OEA by having at least one employee:

- a. Whose major duty is advising FBLA/PBL/OEA.
- b. Whose full-time responsibility is not advising FBLA/PBL/OEA but who spends 50 percent or more of his/her time serving as the state adviser for FBLA/PBL/OEA.
- c. Who is responsible for FBLA/PBL/OEA on less than a half-time basis.
- d. Other.

Importance of the issue:

Critical ( ), Very important ( ), Important ( ),  
Little importance ( ), No importance ( ).

6.0 In what ways does your state department support student organizations other than employment of a person(s) whose duties include advising the state association?

- a. Provides funds for FBLA/PBL/OEA.
- b. Pays printing costs.
- c. Pays travel costs to conferences.
- d. Provides secretarial and/or other support services.
- e. Other.

Importance of the issue:

Critical ( ), Very important ( ), Important ( ),  
Little importance ( ), No importance ( ).

7.0 In the next ten years the support for FBLA/PBL/OEA by state departments is expected to:

- a. Increase.
- b. Stay about the same.
- c. Decrease.
- d. Other.

Importance of the issue:

Critical ( ), Very important ( ), Important ( ),  
Little importance ( ), No importance ( ).

8.0 What percentage of the programs in your state fall into the following categories? (Percentages should total 100 percent).

- a. Programs with FBLA/PBL/OEA activities in proportion with other parts of the program.
- b. Programs which over emphasize FLBA/PBL/OEA to the detriment of other parts of the program.
- c. Programs which de-emphasize FBLA/PBL/OEA so that the possible benefits of the student organization are not fully realized.
- d. Other.

Importance of the issue:

Critical ( ), Very important ( ), Important ( ),  
Little importance ( ), No importance ( )

9.0 About what percentage of classroom time is devoted to FBLA/PBL/OEA by most business and office education programs in your state?

- |                                       |  |
|---------------------------------------|--|
| <input type="checkbox"/> a. 0% - 10%  | <input type="checkbox"/> g. 61% - 70%  |
| <input type="checkbox"/> b. 11% - 20% | <input type="checkbox"/> h. 71% - 80%  |
| <input type="checkbox"/> c. 21% - 30% | <input type="checkbox"/> i. 81% - 90%  |
| <input type="checkbox"/> d. 31% - 40% | <input type="checkbox"/> j. 91% - 100% |
| <input type="checkbox"/> e. 41% - 50% | <input type="checkbox"/> k. Other.     |
| <input type="checkbox"/> f. 51% - 60% |  |

Importance of the issue:

Critical ( ), Very important ( ), Important ( ),  
Little importance ( ), No importance ( ).

10.0 About what percentage of classroom time should be devoted to FBLA/PBL/OEA by business and office education programs in your state?

- |                                       |  |
|---------------------------------------|--|
| <input type="checkbox"/> a. 0% - 10%  | <input type="checkbox"/> g. 61% - 70%  |
| <input type="checkbox"/> b. 11% - 20% | <input type="checkbox"/> h. 71% - 80%  |
| <input type="checkbox"/> c. 21% - 30% | <input type="checkbox"/> i. 81% - 90%  |
| <input type="checkbox"/> d. 31% - 40% | <input type="checkbox"/> j. 91% - 100% |
| <input type="checkbox"/> e. 41% - 50% | <input type="checkbox"/> k. Other.     |
| <input type="checkbox"/> f. 51% - 60% |  |

Importance of the issue:

Critical ( ), Very important ( ), Important ( ),  
Little importance ( ), No importance ( ).

11.0 Do you feel the involvement with FBLA/PBL/OEA is integrated into the curriculum?

- a. Yes, the FBLA/PBL/OEA involvement is well-integrated into the curriculum.
- b. Effort is made to integrate FBLA/PBL/OEA into the curriculum but improvement is needed in this area.
- c. FBLA/PBL/OEA activities are not successfully integrated into the curriculum in most instances.
- d. Other.

Importance of the issue:

Critical ( ), Very important ( ), Important ( ),  
Little importance ( ), No importance ( ).

12.0 Select the reason(s) you feel some programs do not encourage students to become actively involved in FBLA/PBL/OEA. Then rank your selections from 1 to 17 with number 1 being the most prevalent reason. (Note: If you select less than 17 reasons, your ranking should be from 1 to whatever number of reasons you select. For example, if you select 3 reasons, your ranking will be from 1 to 3.)



Be sure to include any additional reasons listed in the "other" category.)

- a. Lack of training for the teacher-coordinator on how to advise a student organization.
- b. Lack of interest by the teacher-coordinator.
- c. Lack of interest by the students.
- d. Expenses of local chapter activities (i.e., wearing apparel, banquet costs, etc.).
- e. Expenses of participating and/or competing in FBLA/PBL/OEA activities at a level other than the local chapter (i.e., conferences, preparation for competition, travel expenses, etc.).
- f. Disillusionment with some part of the student organization.
- g. Feeling that the competition is unfair.
- h. Lack of support from school administration.
- i. Stress felt by the teacher-coordinator.
- j. "Burn out" or weariness on the part of teacher-coordinators who were previously highly involved in student organization activities.
- k. Discouragement or "sour grapes" on the part of teacher-coordinators whose students have not been as successful in competitive activities as was hoped.
- l. Belief by the teacher-coordinator that his/her program does not have the kind of students who can win competitive activities.
- m. Lack of conviction as to the value of FBLA/PBL/OEA to the total learning process.
- n. Lack of time by the teacher-coordinator.
- o. Lack of time by the students.
- p. Judgment that student organization goals can be accomplished through other programmatic efforts.
- q. Other.

Importance of the issue:

Critical ( ), Very important ( ), Important ( ),  
 Little importance ( ), No importance ( ).

13.0 Select the reason(s) you feel some programs over emphasize FBLA/PBL/OEA activities. Then rank your selections from 1 to 5 with number 1 being the most prevalent reason. (Note: If you select less than 5 reasons, your ranking should be from 1 to whatever number of reasons you select. For example, if you select 3 reasons, your ranking will be from 1 to 3. Be sure to list any additional reasons listed in the "other" category.)

- a. Active participation is consistent with the teacher-coordinator's philosophy on student organizations, motivation, and recognition.
- b. Enjoyable part of the program for teacher-coordinator.
- c. Feeling that a strong FBLA/PBL/OEA is a major criterion.
- d. Need for recognition by the teacher-coordinator.

- e. Encouragement by school administration.  
 f. Other.

Importance of the issue:

Critical ( ), Very important ( ), Important ( ),  
 Little importance ( ), No importance ( ).

14. The teacher-coordinators who tend to have the most active FBLA/PBL/OEA chapters have the following number of years teaching experience:

- a. 1 - 3 years.  
 b. 4 - 6 years.  
 c. 7 - 10 years.  
 d. 11 or more years.  
 e. Years of teaching experience seems to make no difference.  
 f. Other.

Importance of the issue:

Critical ( ), Very important ( ), Important ( ),  
 Little importance ( ), No importance ( ).

- 15.0 Sponsorship of a local FBLA/PBL/OEA chapter should be one criterion for program evaluation by the state department.

- a. Agree.  
 b. Disagree.  
 c. Undecided.  
 d. Other.

Importance of the issue:

Critical ( ), Very important ( ), Important ( ),  
 Little importance ( ), No importance ( ).

- 15.1 If you agree, what would be the acceptable level of membership in order to receive the highest evaluation?

- a. 0% - 25%  
 b. 26% - 50%  
 c. 51% - 75%  
 d. 76% - 100%  
 e. Other.

Importance of the issue:

Critical ( ), Very important ( ), Important ( ),  
 Little importance ( ), No importance ( ).

- 15.2 What other criteria would be used to support a high evaluation?

- a. Participation in local chapter activities.  
 b. Number of students entered in competitive activities.  
 c. Number of winners in competitive activities.  
 d. Other.

Importance of the issue:

Critical ( ), Very important ( ), Important ( ),  
 Little importance ( ), No importance ( ).

### III. COMPETITIVE ACTIVITIES

16.0 The major complaint(s) concerning the competitive events is (are):

- a. Too difficult for most students.
- b. Too easy for most students.
- c. Inconsistent with the competencies needed in the real world.
- d. Too objective, detailed, or specific.
- e. Too subjective, allows bias and mistakes by judges.
- f. Other.

Importance of the issue:

Critical ( ), Very important ( ), Important ( ),  
Little importance ( ), No importance ( ).

17.0 To what extent do you feel local chapter activities and preparation for competition is student-directed as opposed to teacher-directed?

- a. Student-directed to a large extent.
- b. Somewhat student-directed.
- c. 50-50 balance between student and teacher-coordinator input.
- d. Some student involvement but mostly teacher directed.
- e. Almost totally teacher-directed.
- f. Other.

Importance of the issue:

Critical ( ), Very important ( ), Important ( ),  
Little importance ( ), No importance ( ).

18.0 What is your state's major resource for writing/obtaining new revised competitive events?

- a. State staff.
- b. Teacher-education programs.
- c. Teacher-coordinators.
- d. Contracted through proposals.
- e. National FBLA/PBL/OEA.
- f. Leadership Development Institute.
- g. Curriculum Consortiums.
- h. Other.

Importance of the issue:

Critical ( ), Very important ( ), Important ( ),  
Little importance ( ), No importance ( ).

### IV. TEACHER PREPARATION

19.0 In-service education over the competencies needed to be an effective FBLA/PBL/OEA chapter adviser is mainly the responsibility of:

- a. State staff.
- b. Teacher education.
- c. Local supervisors.
- d. Other.

Importance of the issue:

Critical ( ), Very important ( ), Important ( ),  
Little importance ( ), No importance ( ).

20.0 In teacher education pre-service programs, the competencies needed to be a FBLA/PBL/OEA chapter adviser should be taught:

- a. In a separate course for that specific purpose.
- b. By being incorporated as part of some or all teacher education courses.
- c. By sponsoring a Phi Beta Lambda or Collegiate OEA chapter.
- d. Assisting with state-endorsed FBLA/PBL/OEA activities.
- e. It makes no difference where the competencies are taught.
- f. The competencies do not need to be taught.
- g. Other.

Importance of the issue:

Critical ( ), Very important ( ), Important ( ),  
Little importance ( ), No importance ( ).

## V. SERVICES

21.0 What services does your state provide to local chapters?

- a. Chapter and state officer training and/or leadership development.
- b. Membership training in leadership skills.
- c. Organization of conferences and competitive activities.
- d. Development and refinement of competitive events.
- e. Gaining support from major businesses (financial and otherwise).
- f. Assistance with public relations (i.e., media, brochures, etc.).
- g. Other.

Importance of the issue:

Critical ( ), Very important ( ), Important ( ),  
Little importance ( ), No importance ( ).

22.0 Select the services that should be provided by National FBLA/PBL/OEA to the state associations. Then rank your selections from 1 to 9 with number 1 being the most desired service. (Note: If you select less than 9 services, your ranking will be from 1 to whatever number of services you select. For example, if you select 3 services, your ranking will be from 1 to 3. Be sure to list any other services in the "other" category.)

- a. Development and distribution of products bearing the

- organization insignia for state and local use (i.e., wearing apparel, jewelry, notebooks, trophies, etc.)
- b. Assistance with conference planning and organization at the state level.
  - c. Assistance with organizing and managing local chapters.
  - d. State and national officer training and/or leadership development.
  - e. Membership training in leadership skills.
  - f. Gaining support (financial and otherwise) from major businesses.
  - g. Planning effective national conferences.
  - h. Assistance with public relations (i.e., media, brochures, etc.).
  - i. Development and refinement of competitive events.
  - j. Other.

Importance of the issue:

Critical ( ), Very important ( ), Important ( ),  
 Little importance ( ), No importance ( ).

23.0 To what extent is National FBLA/PBL/OEA providing the desired services at this time?

- a. All the desired services are provided.
- b. Most of the desired services are provided.
- c. Undecided.
- d. Some of the services are provided but there is a need for some changes.
- e. Few of the desired services are provided.
- f. Other.

Importance of the issue:

Critical ( ), Very important ( ), Important ( ),  
 Little importance ( ), No importance ( ).

24.0 To what extent is the National FBLA/PBL/OEA Office the voice for business and office education at the national level?

- a. It is the voice of business and office education, and it should continue to be.
- b. It is the voice of business and office education, and it should not be.
- c. It is not the voice of business and office education, and it should not assume the role.
- d. It is not the voice of business and office education, but it should be.
- e. No opinion.
- f. Other.

Importance of the issue:

Critical ( ), Very important ( ), Important ( ),  
 Little importance ( ), No importance ( ).

25.0 The use of consultants for FBLA/PBL/OEA activities (i.e., leadership and/or officer training, conference planning, preparation of competitive events, and other published materials, etc.) is:

- a. Highly desirable.
- b. Desirable.
- c. Undecided.
- d. Undesirable.
- e. Very desirable.
- f. Other.

Importance of the issue:

Critical ( ), Very important ( ), Important ( ),  
Little importance ( ), No importance ( ).

## VI. ORGANIZATIONAL STRUCTURE

26.0 How effective can FBLA/PBL/OEA chapters be without affiliation with the national association?

- a. Highly effective.
- b. Effective.
- c. Undecided.
- d. Not effective.
- e. Very ineffective.
- f. Other.

Importance of the issue:

Critical ( ), Very important ( ), Important ( ),  
Little importance ( ), No importance ( ).

27.0 How effective would it be for FBLA/PBL/OEA to reorganize to a purely national delivery system and decrease the involvement of state departments in the administration of FBLA/PBL/OEA? (Note: Some civic organizations, such as Kiwanis, operate with a strong national association and no state associations.)

- a. Highly effective.
- b. Effective.
- c. Undecided.
- d. Not effective.
- e. Highly ineffective.
- f. Other.

Importance of the issue:

Critical ( ), Very important ( ), Important ( ),  
Little importance ( ), No importance ( ).

28.0 Should regional offices be established and maintained for all regions of FBLA/PBL/OEA?

- a. Yes.
- b. No.

- c. No opinion.
- d. Other.

Importance of the issue:

Critical ( ), Very important ( ), Important ( ),  
Little importance ( ), No importance ( ).

29.0 Regional conference agendas should include:

- a. Officer training and/or leadership development.
- b. Membership training in leadership skills.
- c. Competitive activities leading to participation in competition at the National Conference.
- d. Sessions to prepare students and advisers for competition at state and/or national levels.
- e. Career development sessions.
- f. Other.

Importance of the issue:

Critical ( ), Very important ( ), Important ( ),  
Little importance ( ), No importance ( ).

30.0 Attendance at regional conferences should be open to:

- a. All members in that region.
- b. State officers only.
- c. Other.

Importance of the issue:

Critical ( ), Very important ( ), Important ( ),  
Little importance ( ), No importance ( ).

31.0 Adults in business and office education programs

- a. Should receive the same benefits and/or opportunities of belonging to FBLA/PBL/OEA as secondary students.
- b. Do not need or want membership in FBLA/PBL/OEA.
- c. Need and/or want all the benefits and/or opportunities of belonging to FBLA/PBL/OEA except involvement in the competitive events.
- d. Should have their own student organization or division of FBLA/PBL/OEA.
- e. Should belong to the professional division of FBLA/PBL/OEA.
- f. Undecided.
- g. Other.

Importance of the issue:

Critical ( ), Very important ( ), Important ( ),  
Little importance ( ), No importance ( ).

32.0 Student organization benefits and/or opportunities should be extended to career exploration and/or middle school (junior high) students by adding a division of FBLA/PBL/OEA for these students.

- a. Agree.
- b. Agree with some stipulations and/or reservations.
- c. Disagree.
- d. Undecided.
- e. Other.

Importance of the issue:

Critical ( ), Very important ( ), Important ( ),  
Little importance ( ), No importance ( ).

33.0 How effective and/or efficient would it be to have one student organization for all business-related vocational programs (i.e., marketing and distribution; business and office education)?

- a. Very effective.
- b. Effective.
- c. Undecided.
- d. Not effective for the most part.
- e. Very ineffective.
- f. Other.

Importance of the issue:

Critical ( ), Very important ( ), Important ( ),  
Little importance ( ), No importance ( ).

34.0 How effective and/or efficient would it be to have one student organization for all vocational education programs (i.e., marketing and distributive education, business and office education, health careers, agriculture, etc.)?

- a. Very effective.
- b. Effective.
- c. Undecided.
- d. Not effective for the most part.
- e. Very ineffective.
- f. Other.

Importance of the issue:

Critical ( ), Very important ( ), Important ( ),  
Little importance ( ), No importance ( ).



APPENDIX C

FOLLOW-UP LETTER TO QUESTIONNAIRES

XXXXXXXX XXXXXXXX  
XXXX XXXXXXXXXXXX XX  
XXXXXXXXXXXX XX XXXXX

Dear XXXXXXXXXXXX:

Vocational educators are the greatest! The response we have received to the questionnaire concerning the opinion of leaders in the field on vocational student organizations has been overwhelming and greatly appreciated. This letter is simply a reminder that we need the response of all our key people as soon as possible. If you have completed and mailed your response, then we want to thank you. If you haven't responded yet may we still receive your response within the next week?

One definition of a "professional" is a person who seeks to continually upgrade and improve her/his profession. We believe vocational educators are true professionals who seek to improve their profession by participating in vital research. Your response to this research effort adds to building a stronger profession. A second copy of the questionnaire is enclosed for your convenience. Thanks again for being a professional. We look forward to receiving your response.

Sincerely,

Frank Nelson  
Distributive Education/Marketing  
Teacher-Educator

APPENDIX D

PERCENTAGE OF TOTAL RESPONSES

TO DECA ISSUES

DECAI. GOALS AND PURPOSES OF DECA

1.0 To what degree do you feel the goals of DECA are achieved by most DECA chapters in your state?

## 1.1 Recognition of students

- (21%)a. The goal is achieved to a large extent.
- (56%)b. The goal is adequately achieved.
- (20%)c. The goal is achieved to some extent.
- ( 3%)d. The goal is not achieved for the most part.
- ( 0%)e. Other.

Importance of the issue:

Critical (20%), Very important (56%), Important (12%),  
Little importance (3%), No importance (3%).

## 1.2 Public relations

- (12%)a. The goal is achieved to a large extent.
- (56%)b. The goal is adequately achieved.
- (24%)c. The goal is achieved to some extent.
- ( 8%)d. The goal is not achieved for the most part.
- ( 0%)e. Other.

Importance of the issue:

Critical (26%), Very important (59%), Important (6%),  
Little importance (3%), No importance (3%).

## 1.3 Recruitment of students for the Marketing and Distributive Education Program

- ( 9%)a. The goal is achieved to a large extent.
- (32%)b. The goal is adequately achieved.
- (53%)c. The goal is achieved to some extent.
- ( 6%)d. The goal is not achieved for the most part.
- ( 0%)e. Other.

Importance of the issue:

Critical (32%), Very important (47%), Important (12%),  
Little importance (12%), No importance (3%).

## 1.4 Leadership development

- (21%)a. The goal is achieved to a large extent.
- (44%)b. The goal is adequately achieved.
- (35%)c. The goal is achieved to some extent.
- ( 0%)d. The goal is not achieved for the most part.
- ( 0%)e. Other.

Importance of the issue:

Critical (22%), Very important (66%), Important (6%),  
Little importance (0%), No importance (6%).

## 1.5 Awareness of career opportunities

- (12%)a. The goal is achieved to a large extent.
- (38%)b. The goal is adequately achieved.
- (35%)c. The goal is achieved to some extent.
- (15%)d. The goal is not achieved for the most part.
- ( 3%)e. Other.

## Importance of the issue:

Critical (12%) Very important (61%), Important (12%),  
Little importance (3%), No importance (12%).

## 1.6 Career preparation; teaching tool for certain marketing competencies

- (24%)a. The goal is achieved to a large extent.
- (24%)b. The goal is adequately achieved.
- (47%)c. The goal is achieved to some extent.
- ( 5%)d. The goal is not achieved for the most part.
- ( 0%)e. Other

## Importance of the issue:

Critical (29%), Very important (53%), Important (15%),  
Little Importance (3%), No importance (0%).

## 1.7 Civic consciousness development

- ( 0%)a. The goal is achieved to a large extent.
- (41%)b. The goal is adequately achieved.
- (53%)c. The goal is achieved to some extent.
- ( 6%)d. The goal is not achieved for the most part.
- ( 0%)e. Other.

## Importance of the issue:

Critical (9%), Very important (53%), Important (35%)  
Little importance (3%), No importance,(0%).

## 1.8 Social skills development

- ( 9%)a. The goal is achieved to a large extent.
- (53%)b. The goal is adequately achieved.
- (35%)c. The goal is achieved to some extent.
- ( 3%)d. The goal is not achieved for the most part.
- ( 0%)e. Other.

## Importance of the issue:

Critical (6%), Very important (59%), Important (35%),  
Little importance (0%), No importance (0%).

## 1.9 Development of business and personal ethics

- ( 0%)a. The goal is achieved to a large extent.
- (47%)b. The goal is adequately achieved.
- (35%)c. The goal is achieved to some extent.
- (15%)d. The goal is not achieved for the most part.
- ( 3%)e. Other.

## Importance of the issue:

Critical (32%), Very important (53%), Important (9%)  
Little importance (0%), No importance (6%).

- 1.10 Develop appreciation/understanding of free enterprise  
 (16%)a. The goal is achieved to a large extent.  
 (33%)b. The goal is adequately achieved.  
 (45%)c. The goal is achieved to some extent.  
 ( 6%)d. The goal is not achieved for the most part.  
 ( 0%)e. Other.

Importance of the issue:

Critical (24%), Very important (59%), Important (12%),  
 Little importance (0%), No importance (6%).

- 2.0 State DECA conference agendas should include:

- (71%)a. Training of members in leadership skills.  
 (47%)b. Chapter management training.  
 (62%)c. Career development sessions.  
 (100%)d. Competitive activities.  
 (59%)e. Sessions for teacher-coordinators.  
 ( 3%)f. Other.

Importance of the issue:

Critical (15%), Very important (44%), Important (26%),  
 Little importance (6%), No importance (9%).

- 3.0 The National DECA Career Development Conference agenda should include:

- (47%)a. Training of members in leadership skills.  
 (29%)b. Chapter management training.  
 (71%)c. Career development sessions.  
 (100%)d. Competitive activities.  
 (62%)e. Sessions for teacher-coordinators.  
 ( 6%)f. Other.

Importance of the issue:

Critical (18%), Very important (50%), Important (21%),  
 Little Importance (3%), No importance (9%).

- 4.0 Is attendance at your state association conference limited for the most part to students entered in competitive activities?

- (56%)a. Yes.  
 (44%)b. No.

4.1 If yes, what is the reason(s) for limited attendance?

- (95%)a. Limited space for meetings and housing.  
 (47%)b. Purpose of the state conference is such that is is not open to all members.  
 (21%)c. Other.

Importance of the issue:

Critical (6%), Very important (50%), Important (27%),  
 Little importance (9%), No importance (6%).

II. DEGREE OF INVOLVEMENT WITH DECA

5.0 The state department supports DECA by having at least one employee:

- (38%)a. Whose major duty is advising DECA.
- (29%)b. Whose full-time responsibility is not advising DECA, but who spends 50 percent or more of her/his time serving as the state DECA adviser.
- (18%)c. Who is responsible for DECA on less than a half-time basis.
- (15%)d. Other.

Importance of the issue:

Critical (41%), Very important (35%), Important (21%),  
Little importance (0%), No importance (3%).

6.0 In what ways does your state department support student organizations other than employment of a person(s) whose duties include advising the state association?

- (44%)a. Provides funds for DECA.
- (71%)b. Pays printing costs.
- (68%)c. Pays travel costs to conferences.
- (85%)d. Provides secretarial and/or other support services.
- ( 9%)e. Other.

Importance of the issue:

Critical (47%), Very important (41%), Important (12%),  
Little importance (0%), No importance (0%).

7.0 In the next ten years the support for DECA by state departments is expected to:

- (18%)a. Increase.
- (50%)b. Stay about the same.
- (32%)c. Decrease.
- ( 0%)d. Other.

Importance of the issue:

Critical (53%), Very important (35%), Important (3%),  
Little importance (3%), no importance (6%).

8.0 What percentage of the programs in your state fall into the following categories? (Percentages should total 100 percent.)

- (61%)a. Programs with DECA activities in proportion with other parts of the program.
- (20%)b. Programs which over emphasize DECA to the detriment of other parts of the program.
- (19%)c. Programs which de-emphasize DECA so that the possible benefits of the student organization are not fully realized.
- ( 0%)d. Other.

Importance of the issue:

Critical (9%), Very important (53%), Important (15%),  
Little importance (3%), No importance (21%).

- 9.0 About what percentage of classroom time is devoted to DECA by most marketing and distributive education programs in your state?

( 2%)a. 0% - 10%	(0%)g. 61% - 70%
(47%)b. 11% - 20%	(0%)h. 71% - 80%
(21%)c. 21% - 30%	(0%)i. 81% - 90%
(24%)d. 31% - 40%	(0%)j. 91% - 100%
( 5%)e. 41% - 50%	(2%)k. Other
( 0%)f. 51% - 60%	

Importance of the issue:

Critical (3%), Very important (53%), Important (29%),  
Little importance (6%), No importance (9%).

- 10.0 About what percentage of classroom time should be devoted to DECA by most marketing and distributive education programs in your state?

( 6%)a. 0% - 10%	(0%)g. 61% - 70%
(24%)b. 11% - 20%	(0%)h. 71% - 80%
(38%)c. 21% - 30%	(0%)i. 81% - 90%
(27%)d. 31% - 40%	(0%)j. 91% - 100%
( 0%)e. 41% - 50%	(6%)k. Other
( 0%)f. 51% - 60%	

Importance of the issue:

Critical (6%), Very important (50%), Important (21%),  
Little importance (6%), No importance (18%).

- 11.0 Do you feel the involvement with DECA is integrated into the curriculum?

(41%)a. Yes, the DECA involvement is well-integrated with classroom activities and other aspects of the program.  
(53%)b. Effort is made to integrate DECA into the curriculum but improvement is needed in this area.  
( 6%)c. DECA activities are not successfully integrated into the curriculum in most instances.  
( 3%)d. Other

Importance of the issue:

Critical (32%), Very important (59%), Important (9%),  
Little importance (0%), No importance (0%).

- 12.0 Select the reason(s) you feel some programs do not encourage students to become actively involved in DECA. Then rank your selections from 1 to 17 with number 1 being the most prevalent reason. (Note: If you select less than 17 reasons, your ranking should be from 1 to whatever number of reasons you select. For example, if you select 3 reasons, your ranking will be from 1 to 3. Be sure to include any additional reasons listed in the "other" category).



- a. Lack of training for the teacher-coordinator on how to advise a student organization.
- b. Lack of interest by the teacher-coordinator.
- c. Lack of interest by the students.
- d. Expenses of local chapter activities (i.e., wearing apparel, banquet costs, etc.).
- e. Expenses of participating and/or competing in DECA activities at a level other than the local chapter (i.e., conferences, preparation of written events for competition, travel expenses, etc.).
- f. Disillusion with some part of the student organization.
- g. Feeling that the competition is unfair.
- h. Lack of support from school administration.
- i. Stress felt by the teacher-coordinator.
- j. "Burn out" or weariness on the part of teacher-coordinators who were previously highly involved in student organization activities.
- k. Discouragement of "sour grapes" on the part of teacher-coordinators whose students have not been as successful in competitive activities as was hoped.
- l. Belief by the teacher-coordinator that his/her program does not have the kind of students who can win competitive activities.
- m. Lack of conviction as to the value of DECA to the total learning process.
- n. Lack of time by the teacher-coordinator.
- o. Lack of time by the students.
- p. Judgment that student organization goals can be accomplished through other programmatic efforts.
- q. Other.

Importance of the issue:

Critical (29%), Very important (38%), Important (18%), Little importance (0%), No importance (15%).

13.0 Select the reason(s) you feel some programs over emphasize DECA activities. Then rank your selections from 1 to 5 with number 1 being the most prevalent reason. (Note: If you select less than 5 reasons, your ranking should be from 1 to whatever number of reasons you select. For example, if you select 3 reasons, your ranking will be from 1 to 3. Be sure to list any additional reasons listed in the "other" category.)

- a. Active participation is consistent with the teacher-coordinator's philosophy on student organizations, motivation, and recognition.
- b. Enjoyable part of the program for teacher-coordinator.
- c. Feeling that a strong DECA chapter is a major criterion by which the effectiveness of the marketing and distributive education program is evaluated.
- d. Need for recognition by the teacher-coordinator.
- e. Encouragement by school administration.
- f. Other.

Importance of the issue:

Critical (6%), Very important (56%), Important (24%),  
Little importance (6%), No importance (9%).

14.0 The teacher-coordinators who tend to have the most active DECA chapters have the following number of years teaching experience:

- (32%)a. 1 - 3 years.
- (50%)b. 4 - 6 years.
- ( 9%)c. 7 - 10 years.
- ( 0%)d. 11 or more years.
- ( 9%)e. Years of teaching experience seems to make no difference.
- ( 0%)f. Other.

Importance of the issue:

Critical (0%), Very important (29%), Important (38%),  
Little importance (15%), No importance (18%).

15.0 Sponsorship of a local DECA chapter should be one criterion for program evaluation by the state department.

- (94%)a. Agree.
- ( 3%)b. Disagree.
- ( 3%)c. Undecided.
- ( 0%)d. Other.

Importance of the issue:

Critical (18%), Very important (50%), Important (32%),  
Little importance (3%), No importance (9%).

15.1 If you agree, what would be the acceptable level of membership in order to receive the highest evaluation?

- ( 3%)a. 0% - 25%
- ( 6%)b. 26% - 50%
- ( 9%)c. 51% - 75%
- (79%)d. 76% - 100%
- ( 0%)e. Other

Importance of the issue:

Critical (15%), Very important (35%), Important (32%),  
Little importance (6%), No importance (12%).

15.2 What other criteria would be used to support a high evaluation?

- (94%)a. Participation in local chapter activities.
- (28%)b. Number of students entered in competitive activities.
- ( 3%)c. Number of winners in competitive activities.
- ( 9%)d. Other.

Importance of the issue:

Critical (9%), Very important (47%), Important (32%),  
Little importance (3%), No importance (9%).

### III. Competitive Activities

16.0 The reorganized participatory competitive events (competency-based action events) have:

- (74%)a. Generally been accepted by teacher-coordinators and have encouraged participation in DECA's competitive events.
- ( 6%)b. Generally not been accepted by teacher-coordinators and have discouraged participation in DECA's competitive events.
- (17%)c. Been accepted in about the same way as the former (non-competency based) events and have had little or no effect on the amount of participation in DECA's competitive events.
- ( 0%)d. No opinion.
- ( 3%)e. Other.

Importance of the issue:

Critical (18%), Very important (53%), Important (29%)  
 Little importance, (0%), No importance (0%).

17.0 The reorganized written competitive events (competency-based written events) have:

- (26%)a. Generally been accepted by teacher-coordinators and have encouraged participation in DECA's written events.
- (35%)b. Generally not been accepted by teacher-coordinators and have discouraged participation in DECA's written events.
- (30%)c. Been accepted in about the same way as the former (non-competency based) events and have had little or no effect on the amount of participation in DECA's written events.
- ( 0%)d. Undecided.
- ( 9%)e. Other.

Importance of the issue:

Critical (12%), Very important (41%), Important (35%)  
 Little importance (12%), No importance (3%).

18.0 The reorganized participatory competitive events (competency-based action events) have:

- (59%)a. Increased learning outcomes.
- ( 0%)b. Decreased learning outcomes.
- (24%)c. Not had any different impact on learning outcomes than former (non-competency based) participatory events.
- ( 9%)d. Undecided.
- ( 8%)e. Other.

Importance of the issue:

Critical (18%), Very important (50%), Important (21%),  
 Little importance (0%), No importance (12%).

19.0 The reorganized written competitive events (competency-based written events) have:

- (59%)a. Increased learning outcomes.
- ( 3%)b. Decreased learning outcomes.
- (29%)c. Not had any different impact on learning outcomes than former (noncompetency-based) written events.
- ( 9%)d. Undecided.
- ( 0%)e. Other.

Importance of the issue:

Critical (3%), Very important (38%), Important (29%), Little importance (12%), No importance (18%).

20.0 To what extent do you feel local chapter activities and preparation for competition is student-directed as opposed to teacher-directed?

- ( 6%)a. Student-directed to a large extent.
- (21%)b. Somewhat student-directed.
- (35%)c. 50-50 balance between student and teacher-coordinator input.
- (32%)d. Some student involvement but mostly teacher-directed.
- ( 3%)e. Almost totally teacher-directed.
- ( 3%)f. Other.

Importance of the issue:

Critical (15%), Very important (47%), Important (24%), Little importance (0%), No importance (15%).

21.0 The major complaint(s) concerning the reorganized participatory competitive events (competency-based action events) is (are):

- (15%)a. Too difficult for most students.
- ( 6%)b. Too easy for most students.
- (15%)c. Inconsistent with the competencies needed in the real world.
- ( 0%)d. Too objective, detailed or specific.
- (44%)e. Too subjective, allows bias and mistakes by judges.
- (32%)f. Results depend too heavily on verbal skills of students.
- ( 9%)g. Poorly designed evaluation instrument.
- (21%)h. Other.

Importance of the issue:

Critical (21%), Very important (41%), Important (23%), Little importance (0%), No importance (14%).

22.0 The major complaint(s) concerning the reorganized written competitive events (competency-based written events) is (are):

- (44%)a. Too difficult for most students.
- ( 0%)b. Too easy for most students.
- ( 6%)c. Inconsistent with the competencies needed in the real world.
- ( 0%)d. Results depend too heavily on the verbal skills demonstrated during the interviews.

- (32%)e. Requires getting "privileged" information which is difficult to obtain.
- (32%)f. Other

Importance of the issue:

Critical (8%), Very important (29%), Important (24%), Little importance (12%), No importance (26%).

23.0 What is your state's major resource for writing/obtaining new, revised participatory competitive events?

- (32%)a. State staff.
- ( 6%)b. Teacher-education programs.
- (29%)c. Teacher-coordinators.
- (18%)d. Contracted through proposals.
- (35%)e. National DECA .
- (41%)f. Leadership Development Institute.
- (12%)g. Curriculum Consortiums.
- ( 0%)h. Other.

Importance of the issue:

Critical (26%), Very important (41%), Important (15%), Little Importance (6%), No importance (9%).

24.0 The logistics of organizing for the reorganized (competency-based) events is:

- (82%)a. More difficult than the former (non-competency based) events.
- ( 3%)b. Less difficult than the former (non-competency based) events.
- (15%)c. About the same degree of difficulty as the former (non-competency based) events.
- ( 0%)d. Other .

Importance of the issue:

Critical (12%), Very important (47%), Important (18%), Little importance (6%), No importance (18%).

#### IV. Teacher Preparation

25.0 In-service education over the competencies needed to be an effective DECA chapter adviser is mainly the responsibility of:

- (56%)a. State staff.
- (35%)b. Teacher education.
- ( 9%)c. Local supervisors.
- ( 0%)d. Other.

Importance of the issue:

Critical (15%), Very important (62%), Important (18%), Little importance (3%), No importance (3%).

26.0 In teacher education pre-service programs, the competencies needed to be a DECA chapter adviser should be taught:

- (29%)a. In a separate course for that specific purpose.
- (76%)b. By being incorporated as part of some or all teacher education courses.
- (50%)c. By sponsoring a Collegiate DECA chapter.
- (38%)d. Assisting with state endorsed DECA activities.
- ( 9%)e. It make no difference where the competencies are taught.
- ( 0%)f. The competencies do not need to be taught.
- ( 0%)g. Other.

Importance of the issue:

Critical (26%), Very important (59%), Important (6%),  
Little importance (3%), No importance (6%).

## V. SERVICES

27.0 What services does your state provide to local chapters?

- (62%)a. Chapter and state officer training and/or leadership development.
- (56%)b. Membership training in leadership skills.
- (100%)c. Organization of conferences and competitive activities.
- (82%)d. Development and refinement of competitive events.
- (68%)e. Gaining support from major businesses (financial and otherwise).
- (68%)f. Assistance with public relations (i.e., media, brochures, etc.).
- ( 0%)g. Other.

Importance of the issue:

Critical (24%), Very important (53%), Important (18%),  
Little importance (0%), No importance (0%).

28.0 Select the services that should be provided by National DECA to the state association. Then rank your selections from 1 to 9 with number 1 being the most desired service. (Note: If you select less than 9 services your ranking will be from 1 to whatever number of services you select. For example, if you select 3 services, your ranking will be from 1 to 3. Be sure to list any other services listed in the "other" category.)

- \_\_\_\_\_ a. Development and distribution of products bearing the organization insignia for state and local use (i.e., wearing apparel, jewelry, notebooks, trophies, etc.).
- \_\_\_\_\_ b. Assistance with conference planning and organization at the state level.
- \_\_\_\_\_ c. Assistance with organizing and managing local DECA chapters.
- \_\_\_\_\_ d. State and national officer training and/or leadership development.
- \_\_\_\_\_ e. Membership training in leadership skills.
- \* \_\_\_\_\_ f. Gaining support (financial and otherwise) from major businesses.

- \*     g. Planning effective national conferences.
- h. Assistance with public relations (i.e., media, brochures, etc.).
- i. Development and refinement of competitive events.
- j. Other.

Importance of the issue:

Critical (12%), Very important (56%), Important (9%),  
Little importance (9%), No importance (15%).

29.0 To what extent is National DECA providing the desired services at this time?

- ( 6%)a. All the desired services are provided.
- (41%)b. Most of the desired services are provided.
- ( 0%)c. Undecided.
- (35%)d. Some of the services are provided but there is a need for some change.
- (18%)e. Few of the desired services are provided.
- ( 0%)f. Other.

Importance of the issue:

Critical (29%), Very important (41%), Important (24%),  
Little importance (0%), No importance (6%).

30.0 To what extent is the DECA Distributor providing a membership service?

- ( 3%)a. Great extent.
- (38%)b. Some extent.
- (21%)c. Undecided.
- (29%)d. Little usefulness.
- ( 9%)e. Almost no usefulness.
- ( 0%)f. Other.

Importance of the issue:

Critical (12%), Very important (29%), Important (47%),  
Little importance (3%), No importance (9%).

31.0 To what extent is the National DECA office the voice for marketing and distributive education at the national level?

- ( 3%)a. It is the voice of marketing and distributive education, and it should continue to be.
- (46%)b. It is the voice of marketing and distributive education, but it should not be.
- (27%)c. It is not the voice of marketing and distributive education, and it should not assume that role.
- ( 3%)d. It is not the voice of marketing and distributive education, but it should be.
- ( 6%)e. No opinion.
- (15%)f. Other.

Importance of the issue:

Critical (41%), Very important (24%), Important (21%)  
Little importance (12%), No importance (3%).

- 32.0 The use of outside consultants for DECA activities (i.e., leadership and/or officer training, conference planning, preparation of competitive events and other published materials, etc.) is:

(41%)a. Highly desirable.  
(53%)b. Desirable.  
( 6%)c. Undecided.  
( 0%)d. Undesirable.  
( 0%)e. Very undesirable.  
( 0%)f. Other .

Importance of the issue:

Critical (15%), Very important (41%), Important (32%),  
Little importance (6%), No importance (6%).

## VI. ORGANIZATIONAL STRUCTURE

- 33.0 How effective can DECA chapters be without affiliation with the national association?

(24%)a. Highly effective.  
(35%)b. Effective.  
( 3%)c. Undecided.  
(15%)d. Not effective.  
(21%)e. Very ineffective.  
( 3%)f. Other .

Importance of the issue:

Critical (15%), Very important (50%), Important (26%),  
Little importance (6%), No importance (3%).

- 34.0 How effective would it be for DECA to reorganize to a purely national delivery system and decrease the involvement of state departments in the administration of DECA. (Note: Some civic organizations, such as Kiwanis, operate with a strong national association and no state associations.)

( 0%)a. Highly effective.  
( 3%)b. Effective.  
( 9%)c. Undecided.  
(18%)d. Not effective.  
(70%)e. Highly ineffective.  
( 0%)f. Other .

Importance of the issue:

Critical (35%), Very important (35%), Important (15%),  
Little importance (6%), No importance (9%).



35.0 Should regional office be established and maintained for all regions of DECA?

- (59%)a. Yes.
- (28%)b. No.
- ( 9%)c. No Opinion.
- ( 0%)d. Other.

Importance of the issue:

Critical (9%), Very important (47%), Important (18%), Little importance (12%), No importance (15%).

36.0 Regional conference agendas should include:

- (85%)a. Officer training and/or leadership development.
- (62%)b. Membership training in leadership skills.
- (24%)c. Competitive activities leading to participation in competition at the National Career Development Conference.
- (44%)d. Sessions to prepare students and advisers for competition at State and/or National levels.
- (74%)e. Career development sessions.
- ( 0%)f. Other.

Importance of the issue:

Critical (6%), Very important (44%), Important (38%), Little importance (3%), No importance (9%).

37.0 Attendance at regional conference should be open to:

- (68%)a. All DECA members in that region.
- (17%)b. State officers only.
- (15%)c. Other.

Importance of the issue:

Critical (6%), Very important (41%), Important (38%), Little importance (9%), No importance (6%).

38.0 State, national and/or regional associations will need to make adjustments in conference agendas and/or competitive events to accommodate specialized marketing and distributive education programs (i.e., fashion merchandising, finance and credit, hotel/motel management, food service, etc.).

- (57%)a. Agree.
- (18%)b. Disagree.
- (25%)c. Undecided.
- ( 0%)d. Other.

Importance of the issue:

Critical (9%), Very important (38%), Important (29%), Little importance (12%), No importance (12%).

## 39.0 Adult education beyond the junior collegiate division:

- (12%)a. Should receive the benefits and/or opportunities of belonging to DECA just as junior college (community college) students do.
- (34%)b. Does not need and/or want membership in DECA.
- ( 6%)c. Needs and/or wants all the benefits and/or opportunities of belonging to DECA except involvement in the competitive activities.
- ( 6%)d. Should have their own student organization or division of DECA.
- (27%)e. Should belong to the professional division of DECA.
- (15%)f. Undecided.
- ( 0%)g. Other.

Importance of the issue:

Critical (6%), Very important (6%), Important (26%),  
Little importance (44%), No importance (18%).

## 40.0 Student organization benefits and/or opportunities should be extended to career exploration and/or middle school (junior high) students by adding a division of DECA for these students.

- (15%)a. Agree .
- (32%)b. Agree with some stipulations and/or reservations.
- (50%)c. Disagree .
- ( 3%)d. Undecided .
- ( 0%)e. Other .

Importance of the issue:

Critical (6%), Very important (15%), Important (38%),  
Little importance (29%), No importance (12%).

## 41.0 How effective and/or efficient would it be to have one student organization for all business-related vocational programs (i.e., marketing and distributive education; business and office education)?

- ( 6%)a. Very effective .
- ( 3%)b. Effective .
- (12%)c. Undecided .
- ( 6%)d. Not effective for the most part .
- (73%)e. Very ineffective .
- ( 0%)f. Other .

Importance of the issue:

Critical (29%), Very important (18%), Important (18%),  
Little importance (18%), No importance (18%).

42.0 How effective and/or efficient would it be to have one student organization for all vocational education programs (i.e., marketing and distributive education, business and office education, health careers, agriculture, etc.)?

- ( 0%)a. Very effective.
- ( 3%)b. Effective.
- ( 9%)c. Undecided.
- ( 3%)d. Not effective for the most part.
- (85%)e. Very ineffective.
- ( 0%)f. Other.

Importance of the issue:

Critical (29%), Very important (15%), Important (15%), Little importance (9%), No importance (26%).

43.0 Would you be in favor of a proposal to change the name of DECA to eliminate the stigma the word "club" has to many persons (i.e., Distributive Education Chapters of America, Distributive Education Career Association, etc.)?

- (53%)a. Yes.
- (38%)b. No.
- ( 9%)c. Undecided.
- ( 0%)d. Other.

Importance of the issue:

Critical (6%), Very important (26%), Important (26%), Little importance (26%), No importance (18%).

44.0 The addition of the word "marketing" to the name distributive education (i.e, marketing and distributive education programs, DE/Marketing division, etc.) has had:

- (55%)a. A favorable impact.
- (12%)b. No impact.
- ( 0%)c. An unfavorable impact.
- (24%)d. Undecided.
- ( 9%)e. Other.

Importance of the issue:

Critical (12%), Very important (41%), Important (29%), Little importance (18%), No importance (0%).

APPENDIX E

PERCENTAGE OF TOTAL RESPONSES

TO FBLA/PBL/OEA ISSUES

## FBLA/PBL/OEA

## I. GOALS AND PURPOSES OF FBLA/PBL/OEA

1.0 To what degree do you feel the goals of FBLA/PBL/OEA are achieved by most chapters in your state?

## 1.1 Recognition of students

- (34%)a. The goal is achieved to a large extent.
- (41%)b. The goal is adequately achieved.
- (25%)c. The goal is achieved to some extent.
- ( 0%)d. The goal is not achieved for the most part.
- ( 0%)e. Other.

Importance of the issue:

Critical (47%), Very important (49%), Important (2%), Little importance (0%) No importance (2%).

## 1.2 Public relations

- (14%)a. The goal is achieved to a large extent.
- (43%)b. The goal is adequately achieved.
- (40%)c. The goal is achieved to some extent.
- ( 3%)d. The goal is not achieved for the most part.
- ( 0%)e. Other.

Importance of the issue:

Critical (40%), Very important (46%), Important (9%) Little importance (0%), No importance (5%)

## 1.3 Recruitment of students for the business and office education programs

- (24%)a. The goal is achieved to a large extent.
- (32%)b. The goal is adequately achieved.
- (41%)c. The goal is achieved to some extent.
- ( 3%)d. The goal is not achieved for the most part.
- ( 0%)e. Other.

Importance of the issue:

Critical (37%), Very important (34%), Important (14%), Little importance (7%), No importance (7%).

## 1.4 Leadership development

- (23%)a. The goal is achieved to a large extent.
- (37%)b. The goal is adequately achieved.
- (40%)c. The goal is achieved to some extent.
- ( 0%)d. The goal is not achieved for the most part.
- ( 0%)e. Other.

Importance of the issue:

Critical (46%), Very important (46%), Important (6%), Little importance (0%), No importance (2%).

**1.5 Awareness of career opportunities**

- (15%)a. The goal is achieved to a large extent.
- (18%)b. The goal is adequately achieved.
- (52%)c. The goal is achieved to some extent.
- (15%)d. The goal is not achieved for the most part.
- ( 0%)e. Other.

Importance of the issue:

Critical (29%), Very important (54%), Important (14%),  
Little importance (2%), No importance (0%).

**1.6 Career preparation; teaching tool for certain competencies**

- (25%)a. The goal is achieved to a large extent.
- (39%)b. The goal is adequately achieved.
- (34%)c. The goal is achieved to some extent.
- ( 2%)d. The goal is not achieved for the most part.
- ( 0%)e. Other.

Importance of the issue:

Critical (46%), Very important (46%), Important (6%),  
Little importance (2%), No importance (2%).

**1.7 Civic consciousness development**

- (10%)a. The goal is achieved to a large extent.
- (42%)b. The goal is adequately achieved.
- (48%)c. The goal is achieved to some extent.
- ( 0%)d. The goal is not achieved for the most part.
- ( 0%)e. Other.

Importance of the issue:

Critical (22%), Very important (37%), Important (40%),  
Little importance (2%), No importance (2%).

**1.8 Social skills development**

- (32%)a. The goal is achieved to a large extent.
- (17%)b. The goal is adequately achieved.
- (51%)c. The goal is achieved to some extent.
- ( 0%)d. The goal is not achieved for the most part.
- ( 0%)e. Other.

Importance of the issue:

Critical (29%), Very important (40%), Important (31%),  
Little importance (0%), No importance (0%).

**1.9 Development of business and personal ethics**

- (13%)a. The goal is achieved to a large extent.
- (33%)b. The goal is adequately achieved.
- (51%)c. The goal is achieved to some extent.
- ( 3%)d. The goal is not achieved for the most part.
- ( 0%)e. Other.

Importance of the issue:

Critical (33%), Very important (33%), Important (32%),  
Little importance (0%), No importance (0%).

- 1.10 Develop appreciation/understanding of free enterprise  
 ( 7%)a. The goal is achieved to a large extent.  
 (42%)b. The goal is adequately achieved.  
 (45%)c. The goal is achieved to some extent.  
 ( 6%)d. The goal is not achieved for the most part.  
 ( 0%)e. Other:

Importance of the issue:

Critical(40%), Very important (40%), Important (17%),  
 Little importance (0%), No importance (2%).

2.0 State FBLA/PBL/OEA conference agendas should include:

- (86%)a. Training of members in leadership skills.  
 (63%)b. Chapter management training.  
 (77%)c. Career development sessions.  
 (83%)d. Competitive activities.  
 (77%)e. Sessions for teacher-coordinators.  
 ( 1%)f. Other.

Importance of the issue:

Critical (37%), Very important (49%), Important (9%),  
 Little importance (6%), No importance (4%).

3.0 The National FBLA/PBL/OEA Conference agenda should include:

- (83%)a. Training of members in leadership skills.  
 (71%)b. Chapter management training.  
 (73%)c. Career development sessions.  
 (63%)d. Competitive activities.  
 (86%)e. Sessions for teacher-coordinators.  
 (14%)f. Other.

Importance of the issue:

Critical (43%), Very important (40%), Important (8%)  
 Little importance (2%), No importance (2%).

4.0 Is attendance at your state conference limited for the most part to students entered in competitive activities?

- (34%)a. Yes.  
 (66%)b. No.

4.1 If yes, what is the reason(s) for limited attendance?

- (64%)a. Limited space for meetings and housing.  
 (30%)b. Purpose of the state conference is such that it is not open to all members.  
 ( 6%)c. Other.

Importance of the issue:

Critical (21%), Very important (36%), Important (38%),  
 Little importance (2%), No importance (2%).

II. DEGREE OF INVOLVEMENT WITH FBLA/PBL/OEA

5.0 The state department supports FBLA/PBL/OEA by having at least one employee:

- (31%)a. Whose major duty is advising FBLA/PBL/OEA.
- (40%)b. Whose full-time responsibility is not advising FBLA/PBL/OEA but who spend 50 percent or more of his/her time serving as the state adviser for FBLA/PBL/OEA.
- (23%)c. Who is responsible for FBLA/PBL/OEA on less than a half-time basis.
- ( 6%)d. Other.

Importance of the issue:

Critical (56%), Very important (25%), Important (16%),  
Little importance (2%), No importance (2%).

6.0 In what ways does your state department support student organizations other than employment of a person(s) whose duties include advising the state association?

- (40%)a. Provides funds for FBLA/PBL/OEA.
- (66%)b. Pays printing costs.
- (63%)c. Pays travel costs to conferences.
- (83%)d. Provides secretarial and/or other support services.
- ( 3%)e. Other.

Importance of the issue:

Critical (49%), Very important (23%), Important (11%),  
Little importance (0%), No importance (17%).

7.0 In the next ten years the support for FBLA/PBL/OEA by state departments is expected to:

- (34%)a. Increase.
- (51%)b. Stay about the same.
- (15%)c. Decrease.
- ( 0%)d. Other.

Importance of the issue:

Critical (40%), Very important (37%), Important (9%),  
Little importance (9%), No importance (6%).

8.0 What percentage of the programs in your state fall into the following categories? (Percentages should total 100 percent).

- (52%)a. Programs with FBLA/PBL/OEA activities in proportion with other parts of the program.
- (37%)b. Programs which over emphasize FBLA/PBL/OEA to the detriment of other parts of the program.
- (11%)c. Programs which de-emphasize FBLA/PBL/OEA so that the possible benefits of the student organization are not fully realized.
- ( 0%)d. Other.



Importance of the issue:

Critical (37%), Very important (50%), Important (9%)

Little importance (2%), No importance (2%).

- 9.0 About what percentages of classroom time is devoted to FBLA/PBL/OEA by most business and office education programs in your state?

(46%)a.	0% - 10%	( 0%)g.	61% - 70%
(17%)b.	11% - 20%	( 0%)h.	71% - 80%
(11%)c.	21% - 30%	( 0%)i.	81% - 90%
( 6%)d.	31% - 40%	( 0%)j.	91% - 100%
( 6%)e.	41% - 50%	(14%)k.	Other
( 0%)f.	51% - 60%		

Importance of the issue:

Critical (17%), Very important (41%), Important (36%),

Little importance (4%), No importance (2%)

- 10.0 About what percentages of classroom time should be devoted to FBLA/PBL/OEA by most business and office education programs in your state?

(17%)a.	0% - 10%	( 0%)g.	61% - 70%
(33%)b.	11% - 20%	( 0%)h.	71% - 80%
(13%)c.	21% - 30%	( 0%)i.	81% - 90%
( 6%)d.	31% - 40%	( 3%)j.	91% - 100%
(14%)e.	41% - 50%	(14%)k.	Other
( 0%)f.	51% - 60%		

Importance of the issue:

Critical (16%), Very important (51%), Important (22%),

Little importance (6%), No importance (4%).

- 11.0 Do you feel the involvement with FBLA/PBL/OEA is integrated into the curriculum?

(65%)a. Yes, the FBLA/PBL/OEA involvement is well-integrated with classroom activities and other aspects of the program.

(31%)b. Effort is made to integrate FBLA/PBL/OEA into the curriculum but improvement is needed in this area.

( 4%)c. FBLA/PBL/OEA activities are not successfully integrated into the curriculum in most instances.

( 0%)d. Other.

Importance of the issue:

Critical (43%), Very important (37%), Important (14%),

Little importance (0%), No importance (6%).

- 12.0 Select the reason(s) you feel some programs do not encourage students to become actively involved in FBLA/PBL/OEA. Then rank your selections from 1 to 17 with number 1 being the most prevalent reason. (Note: If you select less than 17 reasons, your ranking should be from 1 to whatever number of reasons you select. For example, if you select 3 reasons, your ranking will be from 1 to 3. Be sure to include any additional reasons listed in the "other" category.)

- \* a. Lack of training for the teacher-coordinator on how to advise a student organization.
- b. Lack of interest by the teacher-coordinator.
- \* c. Lack of interest by the students.
- d. Expenses of local chapter activities (i.e., wearing apparel, banquet costs, etc.)
- e. Expenses of participating and/or competing in FBLA/PBL/OEA activities at a level other than the local chapter (i.e., conferences, preparation for competition, travel expenses, etc.)
- f. Disillusionment with some part of the student organization.
- g. Feeling that the competition is unfair.
- \* h. Lack of support from school administration.
- i. Stress felt by the teacher-coordinator.
- \* j. "Burn out" or weariness on the part of teacher-coordinators who were previously highly involved in student organization activities.
- k. Discouragement or "sour grapes" on the part of teacher-coordinators whose students have not been successful in competitive activities as was hoped.
- l. Belief by the teacher-coordinator that his/her program does not have the kind of students who can win competitive activities.
- \* m. Lack of conviction as to the value of FBLA/PBL/OEA to the total learning process.
- \* n. Lack of time by the teacher-coordinator.
- o. Lack of time by the students.
- p. Judgment that student organization goals can be accomplished through other programmatic efforts.
- q. Other

Importance of the issue:

Critical (49%), Very important (31%), Important (20%), Little importance (0%), No importance (0%).

13.0 Select the reason(s) you feel some programs over emphasize FBLA/PBL/OEA activities. Then rank your selections from 1 to 5 with number 1 being the most prevalent reason. (Note: If you select less than 5 reasons, your ranking should be from 1 to whatever number of reasons you select. For example, if you select 3 reasons your ranking will be from 1 to 3. Be sure to list any additional reasons listed in the "other" category.)

- \* a. Active participation is consistent with the teacher-coordinator's philosophy on student organizations, motivation, and recognition.
- b. Enjoyable part of the program for teacher-coordinator.
- \* c. Feeling that a strong FBLA/PBL/OEA is a major criterion by which the effectiveness of the business and office education program is evaluated.
- \* d. Need for recognition by the teacher-coordinator.
- e. Encouragement by school administration.
- f. Other

Importance of the issue:

Critical (17%), Very important (34%), Important (39%)  
Little importance (4%), No importance (6%).

14.0 The teacher-coordinators who tend to have the most active FBLA/PBL/OEA chapters have the following number of years teaching experience:

- ( 7%)a. 1 - 3 years.
- (29%)b. 4 - 6 years.
- (26%)c. 7 - 10 years.
- ( 9%)d. 11 or more years.
- (28%)e. Years of teaching experience seems to make no difference.
- ( 0%)f. Other.

Importance of the issue:

Critical (6%), Very important (31%), Important (29%),  
Little importance (26%), No importance (8%).

15.0 Sponsorship of a local FBLA/PBL/OEA chapter should be one criterion for program evaluation by the state department.

- (92%)a. Agree.
- ( 6%)b. Disagree.
- ( 2%)c. Undecided.
- ( 0%)d. Other.

Importance of the issue:

Critical (17%), Very important (43%), Important (29%),  
Little importance (9%), No importance (9%).

15.1 If you agree, what would be the acceptable level of membership in order to receive the highest evaluation?

- ( 9%)a. 0% - 25%
- ( 9%)b. 26% - 50%
- (29%)c. 51% - 75%
- (39%)d. 76% - 100%
- (14%)e. Other

Importance of the issue:

Critical (9%), Very important (31%), Important (45%),  
Little importance (6%), No importance (9%)

15.2 What other criteria would be used to support a high evaluation?

- (77%)a. Participation in local chapter activities.
- (20%)b. Number of students entered in competitive activities.
- ( 5%)c. Number of winners in competitive activities.
- ( 9%)d. Other

Importance of the issue:

Critical (6%), Very important (41%), Important (47%),  
Little importance (3%), No importance (3%).

### III. COMPETITIVE ACTIVITIES

16.0 The major complaint(s) concerning the competitive events is (are):

- (11%)a. Too difficult for most students.
- ( 2%)b. Too easy for most students.
- (14%)c. Inconsistent with the competencies needed in the real world.
- (14%)d. Too objective, detailed, or specific.
- (43%)e. Too subjective, allows bias and mistakes by judges.
- (26%)f. Other.

Importance of the issue:

Critical (14%), Very important (19%), Important (35%),  
Little importance (22%), No importance (10%).

17.0 To what extent do you feel local chapter activities and preparation for competition is student-directed as opposed to teacher directed?

- ( 6%)a. Student-directed to a large extent.
- ( 2%)b. Somewhat student-directed.
- (40%)c. 50-50 balance between student and teacher-coordinator input.
- (34%)d. Some student involvement but mostly teacher-directed.
- ( 9%)e. Almost totally teacher-directed.
- ( 9%)f. Other

Importance of the issue:

Critical (11%), Very important (40%), Important (34%),  
Little importance (6%), No importance (9%).

18.0 What is your state's major resource for writing/obtaining new, revised competitive events?

- (17%)a. State staff.
- (20%)b. Teacher-education programs.
- (20%)c. Teacher-coordinator.
- (14%)d. Contracted through proposals.
- (51%)e. National FBLA/PBL/OEA.
- ( 2%)f. Leadership Development Institute.
- ( 0%)g. Curriculum consortiums.
- (14%)h. Other.

Importance of the issue:

Critical (21%) Very important (47%), Important (24%)  
Little importance (4%), No importance (4%).

### IV. TEACHER PREPARATION

19.0 In-service education over the competencies needed to be an effective FBLA/PBL/OEA chapter adviser is mainly the responsibility of:

- (86%)a. State staff.
- (15%)b. Teacher education.

- (11%)c. Local supervisors.
- ( 0%)d. Other.

Importance of the issue:

Critical (43%), Very important (23%), Important (20%),  
Little importance (9%), No importance (6%).

20.0 In teacher education pre-service programs, the competencies needed to be a FBLA/PBL/OEA chapter adviser should be taught:

- (31%)a. In a separate course for that specific purpose.
- (74%)b. By being incorporated as part of some or all teacher education courses.
- (31%)c. By sponsoring a Phi Beta Lambda or Collegiate OEA chapter.
- (34%)d. By assisting with state-endorsed FBLA/PBL/OEA activities.
- ( 2%)e. It makes no difference where the competencies are taught.
- ( 5%)f. The competencies do not need to be taught.
- ( 0%)g. Other.

Importance of the issue:

Critical (43%), Very important (23%), Important (20%),  
Little importance (6%), No importance (9%)

#### V. SERVICES

21.0 What services does your state provide to local chapters?

- (71%)a. Chapter and state officer training and/or leadership development.
- (57%)b. Membership training in leadership skills.
- (94%)c. Organization of conferences and competitive activities.
- (83%)d. Development and refinement of competitive events.
- (74%)e. Gaining support from major businesses (financial and otherwise).
- (69%)f. Assistance with public relations (i.e., media, brochures, etc.).
- ( 0%)g. Other.

Importance of the issue:

Critical (42%), Very important (42%), Important (11%),  
Little importance (0%), No importance (9%)

22.0 Select the services that should be provided by National FBLA/PBL/OEA to the state associations. Then rank your selections from 1 to 9 with number 1 being the most desired service. (Note: If you select less than 9 services your ranking will be from 1 to whatever number of services you select. For example, if you select 3 services, your ranking will be from 1 to 3. Be sure to list any other services in the "other" category.)

- \_\_\_\_\_ a. Development and distribution of products bearing the organization insignia for state and local use (i.e., wearing

- apparel, jewelry, notebooks, trophies, etc.).
- \*      b. Assistance with conference planning and organization at the state level.
  - c. Assistance with organizing and managing local chapters.
  - \*      d. State and national officer training and/or leadership development
  - \*      e. Membership training in leadership skills.
  - f. Gaining support (financial and otherwise) from major businesses.
  - \*      g. Planning effective national conferences.
  - h. Assistance with public relations (i.e., media, brochures, etc.).
  - i. Development and refinement of competitive events..
  - j. Other

Importance of the issue:

Critical (23%), Very important (46%), Important (14%), Little importance (9%), No importance (6%).

23.0 To what extent is National FBLA/PBL/OEA providing the desired services at this time?

- (14%)a. All the desired services are provided.
- (49%)b. Most of the desired services are provided.
- ( 6%)c. Undecided.
- (31%)d. Some of the services are provided but there is a need for some changes.
- ( 0%)e. Few of the desired services are provided.
- ( 0%)f. Other.

Importance of the issue:

Critical (29%), Very important (40%), Important (23%), Little importance (3%), No importance (6%).

24.0 To what extent is the National FBLA/PBL/OEA office the voice for business and office education at the national level?

- (14%)a. It is the voice of business and office education, and it should continue to be.
- ( 3%)b. It is the voice of business and office education, and it should not be.
- (65%)c. It is not the voice of business and office education, and it should not assume the role.
- ( 9%)d. It is not the voice of business and office education, but it should be.
- ( 9%)e. No opinion.
- ( 0%)f. Other.

Importance of the issue:

Critical (23%), Very important (37%), Important (17%), Little importance (11%), No importance (9%).

25.0 The use of consultants for FBLA/PBL/OEA activities (i.e., leadership and/or officer training, conference planning, preparation of competitive events, and other published materials, etc.) is:

- (58%)a. Highly desirable.
- (31%)b. Desirable.
- ( 9%)c. Undecided.
- ( 0%)d. Undesirable.
- ( 2%)e. Very desirable.
- ( 0%)f. Other.

Importance of the issue:

Critical (29%), Very important (37%), Important (17%),  
Little importance (9%), No importance (9%).

## VI. ORGANIZATIONAL STRUCTURE

26.0 How effective can FBLA/PBL/OEA chapters be without affiliation with the national association?

- ( 6%)a. Highly effective.
- (23%)b. Effective.
- (23%)c. Undecided.
- (28%)d. Not effective.
- (20%)e. Very ineffective.
- ( 0%)f. Other.

Importance of the issue:

Critical (23%), Very important (26%), Important (37%),  
Little importance (9%), No importance (6%).

27.0 How effective would it be for FBLA/PBL/OEA to reorganize to a purely national delivery system and decrease the involvement of state departments in the administration of FBLA/PBL/OEA? (Note: Some civic organizations, such as Kiwanis, operate with a strong national association and no state associations.)

- ( 0%)a. Highly effective.
- ( 3%)b. Effective.
- (17%)c. Undecided.
- (37%)d. Not effective.
- (43%)e. Highly ineffective.
- ( 0%)f. Other.

Importance of the issue:

Critical (31%), Very important (46%), Important (17%),  
Little importance (9%), No importance (3%).

28.0 Should regional offices be established and maintained for all regions of FBLA/PBL/OEA?

- (34%)a. Yes.
- (54%)b. No.

- (12%)c. No opinion.  
 ( 0%)d. Other.

Importance of the issue:

Critical (14%), Very important (40%), Important (23%),  
 Little importance (14%), No importance (9%).

29.0 Regional conference agendas should include:

- a. Officer training and/or leadership development.
- b. Membership training in leadership skills.
- c. Competitive activities leading to participation in competition at the National Conference.
- d. Sessions to prepare students and advisers for competition at state and/or national levels.
- e. Career development sessions.
- f. Other.

Importance of the issue:

Critical (6%), Very important (46%), Important (26%),  
 Little importance (11%), No importance (11%).

30.0 Attendance at regional conferences should be open to:

- a. All members in that region.
- b. State officers only.
- c. Other.

Importance of the issue:

Critical (20%), Very important (26%), Important (31%),  
 Little importance (17%), No importance (6%).

31.0 Adults in business and office education:

- a. Should receive the same benefits and/or opportunities of belonging to FBLA/PBL/OEA as secondary students.
- b. Do not need and/or want membership in FBLA/PBL/OEA.
- c. Need and/or want all the benefits and/or opportunities of belonging to FBLA/PBL/OEA except involvement in the competitive events.
- d. Should have their own student organization or division of FBLA/PBL/OEA.
- e. Should belong to the professional division of FBLA/PBL/OEA.
- f. Undecided.
- g. Other.

Importance of the issue:

Critical (3%), Very important (34%), Important (31%),  
 Little importance (17%), No importance (14%).

32.0 Student organization benefits and/or opportunities should be extended to career exploration and/or middle school (junior high) students by adding a division of FBLA/PBL/OEA for these students.



- a. Agree.
- b. Agree with some stipulations and/or reservations.
- c. Disagree.
- d. Undecided.
- e. Other.

33.0 How effective and/or efficient would it be to have one student organization for all business-related vocational programs (i.e., marketing and distribution; business and office education)?

- a. Very effective.
- b. Effective.
- c. Undecided.
- d. Not effective for the most part.
- e. Very ineffective.
- f. Other.

Importance of the issue:

Critical (29%), Very important (31%), Important 23%),  
Little importance (11%), No importance (6%).

34.0 How effective and/or efficient would it be to have one student organization for all vocational education programs (i.e, marketing and distributive education, business and office education, health careers, agriculture, etc.)?

- a. Very effective.
- b. Effective.
- c. Undecided.
- d. Not effective for the most part.
- e. Very ineffective.
- f. Other.

Importance of the issue:

Critical (29%), Very important (31%), Important (23%),  
Little importance (11%), No importance 6%).

2  
VITA

FRANK WESLEY NELSON

Candidate for the Degree of

Doctor of Education

Thesis: IDENTIFICATION AND ANALYSIS OF THE CURRENT ISSUES IN MARKETING AND DISTRIBUTIVE EDUCATION AND BUSINESS AND OFFICE EDUCATION STUDENT ORGANIZATIONS

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