

AN ASSESSMENT OF TEACHER ATTITUDES RELATIVE  
TO THE USEFULNESS AND EFFECTIVENESS  
OF THE DISTRIBUTIVE EDUCATION II  
COURSE OF STUDY IN OKLAHOMA

By

LINDA RAE NIELSEN

Bachelor of Science

Oklahoma State University

Stillwater, Oklahoma

1970

Submitted to the Faculty of the Graduate College  
of the Oklahoma State University  
in partial fulfillment of the requirements  
for the Degree of  
MASTER OF SCIENCE  
July, 1972

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## ACKNOWLEDGEMENTS

The writer wishes to express her sincere appreciation to her major adviser, Dr. Donald S. Phillips for his guidance and assistance throughout this study. Appreciation is also expressed to committee members, Dr. Cecil W. Dugger and Dr. Walter L. Starks for their advice and assistance in the preparation of the final manuscript.

A note of thanks is given to Dr. James P. Key for his advice and constructive review during the initial stages of this study.

The writer would also like to express appreciation to Mr. Ronald Meek and to Mr. Arch B. Alexander, State Department of Vocational and Technical Education, for approving the funding of the questionnaire portion of this study. Thanks are also extended to State Department Curriculum Specialists, Dr. Irene Clements, Bob Patton, W. Charles Henderson and Don Hiebert for their help in the development of the data gathering instrument.

Appreciation is expressed to the 49 distributive education teacher-coordinators who cooperated in this study.

Recognition is also due Miss Paula Keller for her efforts in typing the rough draft and final copy of this manuscript.

A special note of thanks is expressed to my husband, Jim, for his technical assistance in the programming of the collected data and for his patience and encouragement throughout the study.

## TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION . . . . .	1
Statement of the Problem . . . . .	3
Need for the Study . . . . .	3
Purpose of the Study . . . . .	4
Objectives of the Study . . . . .	4
Assumptions Basic to the Study . . . . .	5
Scope and Limitations of the Study . . . . .	5
Definitions and Clarification of Concepts . . . . .	6
II. REVIEW OF THE LITERATURE . . . . .	7
Introduction . . . . .	7
How Curriculum Materials Should Be Developed . . . . .	8
What Should Be Included . . . . .	12
Evaluation of Curriculum Materials . . . . .	14
Summary . . . . .	17
III. METHODOLOGY . . . . .	18
Introduction . . . . .	18
The Population . . . . .	19
Development of the Instrument . . . . .	19
Collection of the Data . . . . .	22
Analysis of the Data . . . . .	23
IV. PRESENTATION AND ANALYSIS OF DATA . . . . .	24
Introduction . . . . .	24
Extent of Use and General Acceptance . . . . .	36
Adequacy in Teaching Occupational Competencies . . . . .	38
Flexibility and Ease of Use . . . . .	40
Acceptance of Components of an Instructional Unit . . . . .	42
Continuation of Curriculum Development . . . . .	50
Areas Needing Revision and Improvement . . . . .	50
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS . . . . .	62
Introduction . . . . .	62
Summary of Findings . . . . .	63
Conclusions . . . . .	65
Recommendations . . . . .	66
SELECTED BIBLIOGRAPHY . . . . .	68

Chapter	Page
APPENDIX A . . . . .	71
APPENDIX B . . . . .	73

LIST OF TABLES

Table	Page
I. Comparison of Mean Response to Statements by Degree Categories . . . . .	29
II. Comparison of Mean Response to Statements by Age Categories . . . . .	31
III. Comparison of Mean Response to Statements by Teaching Experience Categories . . . . .	33
IV. Comparison of Mean Response to Statements by Work Experience Categories . . . . .	35
V. Mean Response Indicating Use and General Acceptance of the Curricular Materials by Degree and Years Work Experience . . . . .	37
VI. Mean Response Indicating Use and General Acceptance of the Curricular Materials by Teacher Age and Years Teaching Experience . . . . .	38
VII. Mean Response Indicating Adequacy of the Curriculum in Teaching Occupational Competencies by Degree and Years Work Experience . . . . .	39
VIII. Mean Response Indicating Adequacy of the Curriculum in Teaching Occupational Competencies by Teacher Age and Years Teaching Experience . . . . .	41
IX. Mean Response Indicating Flexibility and Ease of Use by Degree and Years Teaching Experience . . . . .	41
X. Mean Response Indicating Flexibility and Ease of Use by Teacher Age and Years Teaching Experience . . . . .	42
XI. Mean Response Indicating Acceptance of the Components of an Instructional Unit by Highest Degree Held . . . . .	44
XII. Mean Response Indicating Acceptance of the Components of an Instructional Unit by Teacher Age . . . . .	46
XIII. Mean Response Indicating Acceptance of the Components of an Instructional Unit by Years Teaching Experience . . . . .	47

Table	Page
XIV. Mean Response Indicating Acceptance of the Components of an Instructional Unit by Years Work Experience . . .	49
XV. Mean Response by Degree and Years Work Experience Indicating That Curriculum Development Should Be Continued . . . . .	51
XVI. Mean Response by Age and Years Teaching Experience Indicating That Curriculum Development Should Be Continued . . . . .	51



LIST OF FIGURES

Figure	Page
1. Model for Curriculum Materials Development . . . . .	10
2. A Scheme for Evaluating Curriculum Materials . . . . .	15

## CHAPTER I

### INTRODUCTION

Most instructors would agree that a variety of reference materials should be consulted in order to obtain an adequate overview of any topic being taught. While one reference might contain content that was suited to the aims and objectives of the course of study, another might contain graphs, charts, and diagrams that illustrated the topic's main points. Another reference might suggest practical student activities while still another might include application problems and sample test items. To the instructor with little formal training in curriculum development, the task of finding adequate instructional materials has been both difficult and time consuming.

In the area of distributive education, this problem has been further complicated by the rapid technological changes taking place within the business community. The world of business has been dynamic, changing, and constantly progressing. The distributive education teacher-coordinator has had, at most, a vexing and exasperating time just trying to keep abreast of changes in the business community.

There has long been a need for the development of curriculum materials not only in the area of distributive education but also in other vocational and technical service areas. However, this need was not formally acknowledged in the United States until the conclusion of World War II. As Barlow (1) stated:

The dramatic development of instructional materials in order to prepare more than eight million people to work in production in defense of the nation, created new ideas and desires related to curriculum development. Special task forces, immediately following World War II, prepared instructional materials for special instructional areas. The Division of Vocational and Technical Education, U.S. Office of Education, made valiant attempts to solve some of the curriculum problems.

In 1961, a report by the Panel of Consultants on Vocational Education, entitled Education For a Changing World of Work (2), cited the need for curriculum development and recommended among other things, that "two to four centers for curriculum development in vocational education be established." The Panel believed that adequate curriculum materials of appropriate quality and quantity were essential for effective instruction.

The Vocational Education Amendments of 1968 (3) authorized the allocation of \$10 million to higher education, state departments of vocational education, and similar agencies for curriculum development in vocational education. The amendments also established guidelines pertaining to the standards, coordination, and evaluation of materials to be developed.

The Oklahoma State Department of Vocational and Technical Education established a Curriculum and Instructional Materials Center in 1969. A recent pamphlet published by the Center (4) described its function as follows:

The primary function of the Curriculum and Instructional Materials Center is to develop curriculum materials for use in vocational and technical education programs in Oklahoma. These materials include learning packages called units of instruction. Each unit includes educational (performance stated) objectives, information sheets, assignment sheets, job sheets, transparency masters, and criterion measures.

## Statement of the Problem

In the summer of 1968, a select group of distributive education teacher-coordinators, teacher educators and state supervisors met to determine a standardized basic core curriculum for Distributive Education II. This committee attempted to identify those areas of instruction that should be taught in all high school second-year distributive education programs in the state of Oklahoma regardless of location. From this basic core, units of instruction were developed in the following areas: Orientation, Human Relations, Basic Selling, Knowing Merchandise, Sales Promotion, Visual Merchandising, Readyng Merchandise, Store Location and Layout, Store Organization, and The American Market.

These units of instruction were designed to account for approximately sixty percent of the distributive education teacher-coordinator's time spent in group instruction. The remaining forty percent of group instructional time was to be used at the individual distributive education teacher-coordinator's discretion.

Since the DE II Course of Study, curriculum manual, was completed and disseminated to the individual distributive education teacher-coordinators in August, 1971, there has been some question as to whether this publication was adequate to meet the instructional needs of teachers attempting to train students for careers in the fields of marketing and distribution.

## Need for the Study

Once the DE II Course of Study was developed, the most logical step was to contact instructors using these materials to find out where revisions were needed. This study was designed to identify those areas

needing revision and to be used as a guide in revising and updating the DE II Course of Study. It was hoped that this study would also determine whether Oklahoma's distributive education teacher-coordinators would support curriculum development for Distributive Education I and III using the same format as in the DE II Course of Study.

#### Purpose of the Study

The major purpose of this study was to determine the extent to which the DE II Course of Study was used and to assess teacher attitudes about its effectiveness for teaching the skills and competencies needed in the field of distribution.

#### Objectives of the Study

In order to measure the acceptance of the DE II Course of Study and determine the extent to which it was used, the following objectives were formulated:

1. To determine the extent of use and general acceptance of the DE II Course of Study.
2. To determine the adequacy of the DE II Course of Study in teaching occupational competencies.
3. To determine whether materials are flexible enough to be used easily.
4. To determine the acceptance of individual components of a unit of instruction.
5. To determine whether teachers want curriculum developed for DE I and III using the same format as in DE II.

6. To identify those areas in which the DE II Course of Study needs revision and improvement.

#### Assumptions Basic to the Study

For the purposes of this study, the following assumptions were accepted:

1. That distributive education teacher-coordinators could provide accurate evaluations of the DE II Course of Study.
2. That instructors responses to statements both favorable and unfavorable to the DE II Course of Study would serve as predictors of their attitudes toward this approach to curriculum development.
3. That the attitudes indicated by the instructors were frank and honest expressions of their opinions.

#### Scope and Limitations of the Study

The information for this study was collected through the use of a questionnaire. The data gathering instrument was sent to all 64 of Oklahoma's distributive education teacher-coordinators who were operating second-year distributive education programs during the 1971-1972 school year.

Although the investigator of this study was personally involved in the development and writing of the DE II Course of Study, every possible attempt was made to objectify the results of this study. A sincere effort was made not to let personal bias influence the analysis and interpretation of the data collected.

## Definitions and Clarification of Concepts

Attachments: The sheets of paper which contain charts, diagrams, and other illustrative material used to supplement various units of instruction.

Attitude: How a person feels toward various aspects of the DE II Course of Study.

Behavioral objective: A statement of expected change in student behavior written in terms of student performance to be exhibited after completing a unit of instruction.

Curriculum: The term used to refer to the general overall plan of content materials for a course of study.

Distributive education: The term used to identify a program of instruction in marketing, merchandising, and distribution.

DECA: Distributive Education Clubs of America.

Group instruction: Instruction that involves broad general content which is applicable to a wide range of distributive occupations.

Individualized instruction: Instruction that involves the knowledges and skills relating directly to the student's present job or to his occupational objectives.

Occupational competencies: The skills and abilities needed for entry and advancement in a field of distribution; i.e., communications skills, mathematical skills, or social skills.

Unit of instruction: A specific area of instruction within the DE II Course of Study.

Vocational instruction: The term used to identify a program of instruction which provides persons with the skills and knowledges necessary for employment in a specific area.

## CHAPTER II

### REVIEW OF THE LITERATURE

#### Introduction

Strategies for developing curriculum materials have centered around various approaches. Ashmun and Larson (5) explained the four main strategies around which the distributive curricula have been developed. The "cluster" approach toward curriculum development dealt with the identification of skills and knowledges needed for training in a family of occupations. The "transferability" approach referred to the development of curricula to have high transfer value to many different kinds of jobs, not necessarily jobs from the same "cluster" or family. The "competency pattern approach" referred to curricula developed by first determining the tasks or competencies needed in various occupational categories. The "curriculum guide approach" referred to the preparation of a curriculum guide or manual for instruction in various content areas.

The DE II Course of Study was developed using a combination of the "cluster approach," the "competency pattern approach," and the "curriculum guide approach." The knowledges and skills included in the course of study were those felt to be necessary for employment in the marketing and distribution job cluster. The specific tasks and competencies needed in the field of distribution were identified and integrated into the curriculum guide itself. Specific content materials



for the DE II Course of Study were developed around the following broad content areas: Orientation, Human Relations, Basic Selling, Knowing Merchandise, Sales Promotion, Visual Merchandising, Readyng Merchandise, Store Location and Layout, Store Organization, and The American Market.

The remainder of this chapter was divided into the following sections: how curriculum should be developed, what should be included, evaluation of curriculum materials, and a brief summary of the research.

#### How Curriculum Materials Should Be Developed

##### Method of Development

Bruce (6) stated that a key principle to curriculum development was to make sure that the materials would be used. To make sure that the materials were usable, he felt that a number of different people should be involved in their development. People who should be involved in the curriculum planning are: vocational teachers, state directors, teacher educators, curriculum materials specialists, and representatives from business and industry. As a publication by the University of California Vocational Education Division, A Guide for the Development of Curriculum in Vocational and Technical Education (7), pointed out, "the only curriculum a teacher is likely to take seriously is one he has helped plan." Curriculum development, therefore, requires the involvement of teachers in the development, utilization, and evaluation of the curriculum materials.

A seminar report by the Minnesota Research Coordinating Unit for Vocational Education, Process and Techniques of Vocational Curriculum

Development (8) described the most desirable sequencing of steps involved in curriculum development as follows:

1. Specification of training to be provided;
2. Identification of tasks that comprise the role;
3. Selection of the tasks to be taught;
4. Analyzing the selected tasks;
5. Stating the performance objectives; and
6. Specifying the instructional sequence.

Sherrill (9) described the procedures for curriculum development followed by the U.S. Army as follows:

job identification, task inventory construction, job data collection, selection of curriculum material, skill and task analysis, criterion test design, design (trial and error) or instructional materials, and the application of quality control (continuous).

A research report by the state of Illinois (10) explained the systems approach to curriculum development as a method whereby the selection of content materials began with the course or job title and progressed to the job description or occupational analysis. From there the behavioral objectives were developed, the course's content, equipment and facilities determined and an evaluation was performed to determine what areas of the curriculum materials needed revision. Following is a schematic diagram of the systems approach to curriculum development used by the Oklahoma State Department of Vocational and Technical Education.

### Behavioral Objectives

Vivian (11) found that the most generally accepted steps in curriculum development for distributive education were: formulation

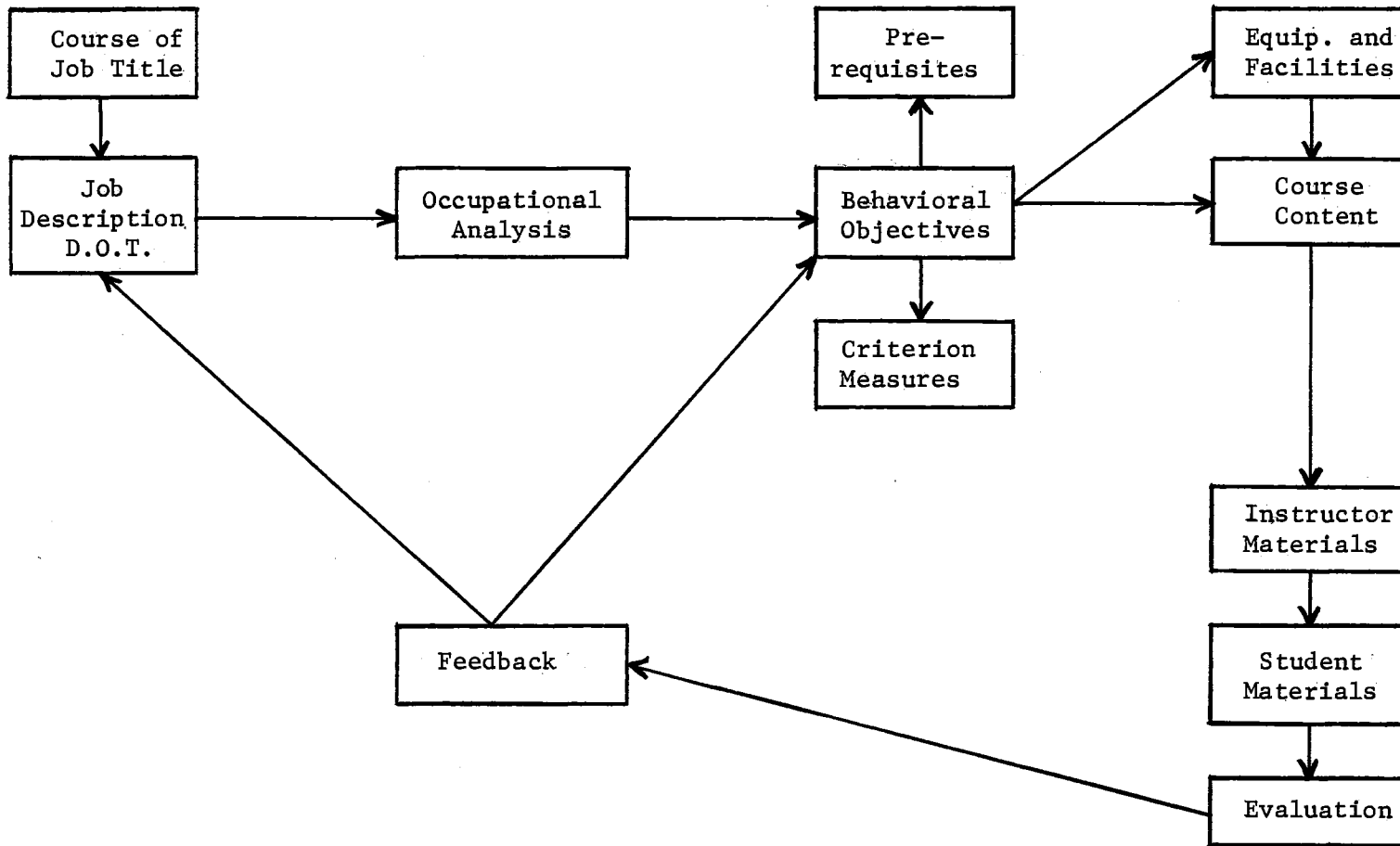


Figure 1. Model for Curriculum Materials Development

of objectives, organization of learning experiences (content materials), and evaluation. Although the specific sequence of steps involved in curriculum development varied from one author to another, most references consulted for this study agreed that specific content materials should be based on clearly stated, behavioral type objectives.

Luter (12) felt that a good curriculum must be based on well-written, precisely stated behavioral objectives. He felt that objectives were best when stated in terms of individual accomplishment. Crawford (13), Nagle (14), and Mager (15), also supported this view.

Mager (15) felt further that for behavioral objectives to be properly stated they should contain three characteristics: the action, the conditions, and a standard for achievement. Luter (12) described behavioral objectives suitable for distributive curricula as follows:

Learner behavior is divided into three main categories: (1) What he will know or comprehend, (2) what he will be able to perform physically, and (3) what he will be able to feel emotionally or mentally. These three may be better known as knowledge, skills, and attitudes. In the terminology of educational psychology, they are referred to as the cognitive, psychomotor, and affective domains of learning.

The distributive discipline is almost entirely devoted to knowledge and attitudes. There are very few physical skills involved, except in such specialized jobs as advertising layout, display construction, signcard lettering and printing, typing, and use of special office machines.

Knowledge is classified as the cognitive domain of learning. It includes all those observable, measurable behaviors, such as recall, discrimination, differentiation, comprehension, problem solving, creative thinking and application of knowledge to factual situations.

Sites (16) found that behavioral objectives were useful in developing courses of study and lesson plans. Hawkins (17) found that objectives based on the competencies needed for workers in the sales area

of the general merchandise category of distribution were useful in planning curriculum guides. Further research indicated a general agreement among distributive educators that behaviorally stated objectives should be used as the basis for selection of content materials for curriculum guides or courses of study.

#### What Should Be Included

Vivian (11) felt that the substance of a distributive education curriculum could be identified by analyzing the competencies universally needed for distributive employment: marketing, product or service technology, social skills, basic skills, and distribution in our economy.

Crawford (13) developed lists of tasks according to specific duties and job related duties. She then cross-tabulated these tasks by jobs in which each were performed. Then, she categorized tasks, along with the jobs in which they were performed, according to major distributive education competency areas. These areas included: "(1) advertising, (2) communications, (3) display, (4) human relations, (5) mathematics, (6) merchandising, (7) operations and management, (8) product or service technology and (9) selling." Her studies are considered highly significant in the field of distribution and she has made important contributions to curriculum development in this area.

Ertel (18) attempted to identify the major skills and knowledges required to perform major tasks in the retail field. He interviewed over 900 persons from 33 firms. The identified tasks were categorized into the following areas:

(1) selling, (2) keeping and counting stock; (3) operating checkstand and sales register; (4) receiving, checking, and marking merchandise; (5) delivery; (6) keeping accounts and records; (7) computing information using mathematical skills; (8) planning and arranging interior and window displays; (9) planning, preparing and placing advertisements; (10) buying merchandise for resale; (11) pricing merchandise; and (12) controlling merchandise. There were 332 tasks listed in the 12 categories.

Peck and Denman (19) interviewed businessmen and teacher-coordinators to find out what personal characteristics, knowledges, and skills should be included in distributive curricula. The results of their findings were as follows:

Areas perceived to be important for distributive curricula included: (1) job knowledge; (2) human relations, personal characteristics; (3) communications; (4) mathematics; (5) salesmanship; and (6) internal organization relationships and planning. The relatively unimportant areas were: (1) marketing, (2) business machines, (3) economics, and (4) bookkeeping and accounting.

Ashmun and Larson (5) felt that worker satisfaction and employer satisfaction of the worker should serve as a conceptual framework for determining the integral elements of a curriculum. Also, as pointed out in A Guide for the Development of Curriculum in Vocational and Technical Education (7), vocational-technical educators have had to assume the responsibility for developing basic skills such as reading, written and oral expression, and basic mathematical and scientific processes. The guide stated that vocational-technical educators must share in the development of these skills and that curriculum developers must include them in their planning. It further stated that career orientation and career planning must be included in any vocational-technical curriculum.

## Evaluation of Curriculum Materials

### Need for Evaluation

Gooley and Grotelueschen (20) stated that curriculum developers should be held accountable to the various constituencies who would be affected by the curriculum itself. They emphasized the need for curriculum developers to use a more formalized system of evaluation by: (1) identifying the different audiences affected by the curriculum; and (2) by using a formalized system of collecting and interpreting data concerning how the curricular materials met the needs of these audiences. Vivian (11) found that curriculum development and evaluation rated high on the list of areas needing research in distributive education.

It was found that most research concerned with curriculum evaluation has dealt with the assessment of instructional programs rather than courses of study. The two most obvious exceptions to this finding were reports done by Patton (21) and Lucas (22). They will be discussed more fully in the next section of this chapter. But the very obvious lack of formalized research in this area has pointed to the need for more evaluation of specific curriculum materials.

### Methods of Evaluation

Patton (21) attempted to determine the usefulness and acceptance of the basic core curriculum for Vocational Agriculture I in Oklahoma by using an attitude scale to measure the opinions of instructors concerning the adequacy of these materials for teaching today's agricultural programs. The scale itself consisted of 30 items each of which

attempted to measure the acceptance of various aspects of the vocational agriculture curriculum. Mean response scores were then calculated to determine the extent to which instructors agreed or disagreed with various statements. A similar study conducted by Lucas (22) attempted to determine the overall acceptance of a standardized basic core curriculum for vocational agriculture programs I through IV. He also attempted to determine the acceptance of the general content areas selected for inclusion in the basic core curriculum for vocational agriculture I through IV.

Other methods of curriculum evaluation have been suggested by various persons. Mager (15) stated that the most defensible criterion by which to judge the adequacy of curriculum materials was the degree to which those materials, if used as directed, consistently brought about the desired changes in learner behavior. A Guide for the Development of Curriculum in Vocational and Technical Education (7) confirmed that opinion and further introduced the following schematic approach to the evaluation of curriculum materials:

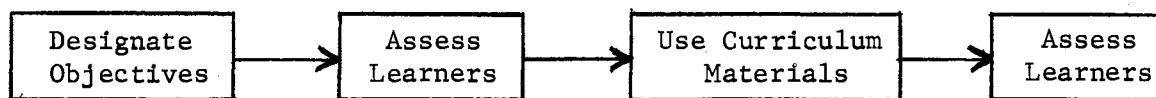


Figure 2. A Scheme for Evaluating Curriculum Materials

The same publication (7) suggested further that criterion referenced tests might be used as a guide for curriculum evaluation.

For example, in reviewing the adequacy of instructional materials in meeting established performance goals, the



developers decide what to revise on the basis of learner performance data, not according to the judgement of consulting experts.

Albracht (23) felt that evaluation instruments should adequately measure the student's accomplishment of the behavioral objectives. He also stated that the conditions of student performance should, as much as possible, approximate actual job conditions. McKinney and Manneback (24) pointed out that assessment should be made of the worth and value of the objectives themselves. "Are they valid?" "Realistic?"

Crane and Abt (25) developed a cost-effectiveness method of evaluating curriculum materials. This method consisted of a guideline for the quantitative measurement of a curriculum based on a scale of 0 to 200. The evaluation model consisted of four major criteria--coverage, appropriateness, motivational effectiveness, and cost--each considered to be of equal importance. These categories were further broken down into major and minor components such as difficulty, graphics, utility, suitability of media and standards. Individual items were assigned a possible total point value to provide a more objective means of evaluating curricular materials.

A research report developed by the Illinois Research and Development Unit (10) stated that: "The real measure of the success of a curriculum project would be determined by the degree to which it satisfied the needs of the educational institutions utilizing it."

The report further described a model for curriculum evaluation which consisted of:

1. A representative group of selected factors affecting occupational curriculum within the real world.
2. Must be designed to gather data that is available and that is feasible to obtain.

3. Criterion for evaluating the model itself is its resultant usefulness to curriculum planners.
4. Field testing should be employed for the purpose of debugging and validating the evaluation model.

#### Summary

Most references consulted for this study agreed that the content of any vocational curriculum should be determined by the use of performance stated behavioral objectives. The references generally felt that the specific content materials of a distributive curriculum should be centered around the universally needed competencies for employment in distributive occupations: marketing, product or service technology, social skills, basic skills, and distribution in our economy. The research indicated a distinct need for the further evaluation of curriculum materials in the area of distributive education. It also indicated that the evaluative devices, to some extent, should measure the student's ability to reach the behaviorally stated objectives and the degree to which the curricular materials meet the needs of the educational institutions utilizing them.

## CHAPTER III

### METHODOLOGY

#### Introduction

The major purpose of this study was to determine the extent to which the DE II Course of Study was used and to assess teacher attitudes about its effectiveness for teaching the occupational skills needed in the field of distribution. The following objectives were formulated to accomplish this purpose: (1) to determine the extent of use and general acceptance of the DE II Course of Study, (2) to determine the adequacy of the DE II Course of Study in teaching occupational competencies, (3) to determine whether the materials were flexible enough to be used easily, (4) to determine the acceptance of individual components of a unit of instruction, (5) to determine whether teachers wanted curricula developed for Distributive Education I and III using the same format as in DE II, and (6) to identify those areas in which the DE II Course of Study needed revision and updating.

In order to describe the methods by which this study was conducted, this chapter was divided into the following sections: (1) selection of the population, (2) development of the instrument, (3) method of data collection, and (4) analysis of the data.

## The Population

Oklahoma has 64 distributive education teacher-coordinators teaching in 58 school systems. Because the number of distributive education instructors was so small, the attitudes of each member of this entire group were investigated. The names of all instructors teaching second-year distributive education in Oklahoma during the 1971-72 school year were compiled from a list provided by the Distributive Education Division of the Oklahoma State Department of Vocational and Technical Education.

## Development of the Instrument

A two-part instrument was used to gather information for this study. The first portion consisted of an attitude scale and four open-ended questions to measure both favorable and unfavorable attitudes toward the DE II Course of Study. (See Appendix B). The second portion consisted of a data-collection form devised to gather personal information that might have some relationship to the attitude section of this study (See Appendix B). The personal items selected for consideration were:

1. Number of years teaching distributive education
2. Age of teacher
3. Highest college degree held
4. Major for highest degree
5. Number of years work experience in a distributive occupation

As stated previously, an opinionnaire or attitude scale was selected to measure the attitudes or beliefs of the respondents in this study. Since the terms "attitude" and "opinion" were not synonymous, a clarification of concepts was necessary.

Kerlinger (26) described an attitude as "a predisposition to think, feel, perceive, and believe toward a cognitive object." In other words, how an individual felt or what he believed was his attitude.

Best (27) stated that it was difficult if not impossible to describe and measure attitudes. Further, he stated that the researcher must depend upon what an individual said were his beliefs and feeling. This was the realm of opinion.

According to Thurston (28), an opinion is a verbal expression of an attitude. Thus, respondents' expressed opinions were used as a measurement of their attitudes.

The objectives of this study were used as a basis for developing items for the attitude section of the instrument. Each item or statement clearly indicated a position for or against a particular issue pertaining to the DE II Course of Study. Approximately half of the items were written to indicate favorable attitudes while the other half indicated unfavorable attitudes.

A panel of experts was used to edit and refine items to be included in the final form of the instrument. Panel members were also asked to classify each statement as either favorable or unfavorable toward the DE II Course of Study. The following persons served as members of this panel:

Mr. Ronald Meek, Coordinator, Curriculum and Instructional Materials Center, State Department of Vocational and Technical Education;

Dr. Irene Clements, Curriculum Specialist, Curriculum and Instructional Materials Center, State Department of Vocational and Technical Education;

Mr. W. Charles Henderson, Curriculum Specialist, Curriculum and Instructional Materials Center, State Department of Vocational and Technical Education;

Mr. Don Hiebert, Curriculum Specialist, Curriculum and Instructional Materials Center, State Department of Vocational and Technical Education;

Mr. Bob Patton, Curriculum Specialist, Curriculum and Instructional Materials Center, State Department of Vocational and Technical Education;

Dr. Donald S. Phillips, Professor and Head, Technical Education Department, Oklahoma State University;

Dr. Cecil W. Dugger, Associate Professor, Technical Education Department, Oklahoma State University;

Dr. Walter L. Starks, Director of Graduate Studies in Distributive Education, Business Education Department, Oklahoma State University;

Dr. James P. Key, Associate Professor, Agricultural Education Department, Oklahoma State University;

Mr. M. J. DeBenning, State Supervisor for Distributive Education, State Department of Vocational and Technical Education;

Dr. Lucille Patton, Teacher Educator, School of Business, Central State University;

Mr. Roy Peters, State Educational Center for Marketing Technology;

Miss Eleanor Hrabe, Coordinator, Resource Materials Library, Central Oklahoma Area Vocational-Technical School;

Mr. Ralph Ross, Coordinator of Evaluation, State Department of Vocational and Technical Education; and

Mr. Ted Best, Assistant State Supervisor for Distributive Education, State Department of Vocational and Technical Education.

The favorable and unfavorable statements were then randomly placed on the instrument to break up any set pattern of responses that might develop.

Respondents had the opportunity to indicate the strength of their opinions toward a particular statement by selecting any position on a five-point continuum. Possible responses were strongly agrees, agrees, is neutral, disagrees, or strongly disagrees.

A study by Patton (21) was used as a guide in designing the attitude scale. The final instrument resembled a Likert-type scale with the exception of four open-ended questions selected to gather data for objective number six of this study--to identify those areas in which the DE II Course of Study needed revision and improvement.

The open-ended questions were similar to what Kerlinger (26) described as a funnel. They were actually a set of questions directed at getting information on how the DE II Course of Study could be revised and improved.

#### Collection of the Data

Each of Oklahoma's 64 distributive education teacher-coordinators was mailed an introductory letter (See Appendix A) and a copy of the complete instrument (See Appendix B). They were asked to complete the forms as frankly and honestly as possible and to return the instrument in the stamped self-addressed envelope which was provided. A follow-up

card was sent two weeks after the initial mailing to encourage a greater number of responses.

#### Analysis of the Data

Both Kerlinger (26) and Van Dalen (29) identified the Likert-Scale as a summated rating scale. Therefore, the weights of one to five were arbitrarily assigned to each possible response to the attitude scale. Items stated as unfavorable toward the DE II Course of Study were numbered as follows: one equals strongly agrees to five equals strongly disagrees. Items stated as favorable toward the DE II Course of Study were numbered: five equals strongly agrees to one equals strongly disagrees. Therefore, a numerical weight of five revealed a favorable attitude toward the DE II Course of Study whether the item itself was stated as favorable and unfavorable.

The numerical values of all teachers' responses to each statement were totaled and averaged. Prior to the receipt of data to be analyzed, a numerical range for each response category was determined as follows: strongly agrees - 4.6 to 5.0; agrees - 3.6 to 4.5; is neutral - 2.6 to 3.5; disagrees - 1.6 to 2.5; and strongly disagrees - 1.5 and below.

The six personal items were categorized and the mean response scores for each category were compared to determine each item's relationship to the attitude section of the study.

Responses to the open-ended questions were categorized and summarized whenever possible. Additional comments were listed.



## CHAPTER IV

### PRESENTATION AND ANALYSIS OF DATA

#### Introduction

This study was designed to assess the effectiveness of the DE II Course of Study in meeting the instructional needs of Oklahoma's instructors teaching in the field of distributive education. To accomplish this purpose, the following objectives were formulated:

- (1) to determine the extent of use and general acceptance of the DE II Course of Study,
- (2) to determine the adequacy of the DE II Course of Study in teaching occupational competencies,
- (3) to determine whether the materials were flexible enough to be used easily,
- (4) to determine the acceptance of individual components of a unit of instruction,
- (5) to determine whether teachers wanted curricula developed for Distributive Education I and III using the same format as in DE II, and
- (6) to identify those areas in which the DE II Course of Study needed revision and updating.

The data presented in this chapter were gathered from 47 distributive education teacher-coordinators across the state of Oklahoma. In March of 1972, questionnaires were mailed to all 64 distributive education instructors teaching second-year distributive education in Oklahoma. Although 49 instructors returned their questionnaires (for a 77 percent return), two of these did not complete their questionnaires stating that they had not used the materials enough to make adequate

evaluation. The returned questionnaires were collected; the data was analyzed and summarized.

In order to arrive at an average response for each statement, numerical values were assigned to the response categories as follows:

<u>Positive Statement</u>	<u>Negative Statement</u>
Strongly Agree - 5	Strongly Agree - 1
Agree - 4	Agree - 2
Neutral - 3	Neutral - 3
Disagree - 2	Disagree - 4
Strongly Disagree - 1	Strongly Disagree - 5

Before being mailed to teachers, questions on the questionnaire were ranked as favorable or unfavorable statements by a panel of experts (See Chapter III).

The numerical values of the negative statements were reversed to allow the investigator to sum all statements. A negative statement which received a "strongly disagree" rating reflected a positive attitude. The numerical values of all teachers' responses to each statement were totaled and averaged. Prior to analysis the actual numerical value range for each response category was assigned as follows: strongly agree - 4.6 to 5.0; agree - 3.6 to 4.5; neutral - 2.6 to 3.5; disagree - 1.6 to 2.5; and strongly disagree - 1.5 and below.

The items in the questionnaire were grouped under each objective. The criterion for grouping was that the individual statement requested data pertinent to the objective under consideration. Although items were placed in the questionnaire by objective, the favorable and unfavorable statements were randomly placed under each objective to break up any set response pattern that might develop.

Questions grouped under Objective I which attempted to determine the extent of use and general acceptance of the DE II Course of Study

were as follows:

The open-ended question, "Are you using the DE II Course of Study?" Yes \_\_\_ No \_\_\_

A favorable response to that question qualified the respondent to complete the attitude portion of the study. (For more information concerning the extent of use of the curriculum, refer to the open-ended questions at the end of this chapter.) Questions relating to general acceptance are listed below:

1. Using a standardized course of study prevents a teacher from teaching other areas of interest.
2. Local communities vary to such an extent that I cannot fit the DE II Course of Study into my program.
3. I feel that my teaching has been greatly improved by using the DE II Course of Study.
4. An experienced teacher has little need for standardized DE II Course of Study.
5. Students like having their own instructional materials that correspond with topics being studied.
6. The DE II Course of Study is adequate, but should be supplemented with other instructional materials.

Objective II attempted to determine the adequacy of the DE II Course of Study in teaching occupational competencies. Two specific competencies were not included in this section--social competency and civic consciousness--as these were specific goals of the Distributive Education Clubs of America (DECA) and not the curriculum itself. Questions grouped under this objective were as follows:

7. Students have less trouble learning mathematics for distribution when integrated into each unit of instruction than when taught as one large unit.
8. Assignment sheets provide the student with sufficient opportunity to develop his communications skills.
9. The DE II Course of Study provides the student with little opportunity to apply his knowledge.

Objective III attempted to determine whether the curricular materials were flexible enough to be used easily. Questions grouped under this objective were:

10. Using the DE II Course of Study makes it easier to integrate DECA activities into the classroom situation.
11. More teaching preparation is needed when using the DE II Course of Study than when using materials developed from other sources.
12. Individual units from the DE II Course of Study could be used for individualized instruction.
13. I find it difficult to supplement units of instruction with additional teaching materials.
14. I can teach more material in less time using the DE II Course of Study.
15. Topic outlines are more difficult to teach from than sentence or paragraph types.

Determining the general acceptance of the individual components of a unit of instruction (Objective IV) required the following statements:

16. I find that once students understand the behavioral objectives of a unit, they learn the materials quickly.
17. Using behavioral objectives enables the teacher and the student to identify the most important elements of the topic being studied.
18. The suggested activity page is of little help in planning my daily lessons.
19. Information sheets should be restricted to subject outlines leaving specific content to the individual instructor.
20. The transparency masters provided in each unit provide adequate illustration of the unit's main points.
21. The attachments included in each unit are of little help in explaining or illustrating the unit's key points.
22. Assignment sheets provide appropriate practice enabling most students to reach the unit's objectives.

23. Tests provided in each unit are an adequate basis for evaluating a student's achievement of the objectives.
24. Many students are unable to achieve 85 percent accuracy on the unit tests.

Objective V attempted to determine whether teachers wanted curricula developed for Distributive Education I and III using the same format as in DE II. Two point blank statements were used to meet this objective.

They were:

25. Curriculum should be developed for DE III using the same format as in DE II.
26. A DE I course of study should be developed using the same format as in DE II.

To identify those areas in which the DE II Course of Study needed revision and updating (Objective VI) the following open-ended questions were developed:

27. What units have you taught using the DE II Course of Study? (Please list them below.)
28. Of the units you have taught, which were the strongest? Why?
29. Of the units you have taught, which were the weakest? Why?
30. What suggestions would you make for improving the DE II Course of Study or for developing future curricular materials? (Content, objectives, format, evaluation, etc.)

Additional comments were also solicited.

Table I is a summary of teacher response to statements by degree categories. The largest variation in mean score was only five-tenths of one point as indicated in response to item number 26 which read: A DE I course of study should be developed using the same format as in DE II. Although teachers from both bachelors and masters degree categories agreed with this statement, those holding masters degrees indicated slightly stronger "agreement."

TABLE I

## COMPARISON OF MEAN RESPONSES TO STATEMENTS BY DEGREE CATEGORIES

Highest Degree Held	Statement Numbers																									
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
B.S. (N = 31)	3.8	4.3	4.0	4.1	3.8	4.0	3.5	3.4	3.9	3.6	3.7	3.7	4.1	3.6	3.5	3.5	3.9	3.7	3.4	3.7	3.8	3.5	3.4	3.1	4.4	3.8
M.S. (N = 16)	3.6	4.3	3.6	3.9	3.8	3.8	3.9	3.5	3.9	3.4	3.4	3.7	4.1	3.6	3.4	3.4	4.2	3.8	3.3	3.8	3.9	3.6	3.4	3.3	4.2	4.3

Teacher response to statements by age categories is summarized in Table II. A considerable difference in opinion was noted on items seven, eight, nine, fourteen, eighteen, and nineteen.

Students have less trouble learning mathematics for distribution when integrated into each unit of instruction than when taught as one large unit. Teachers from 25 to 39 agreed with this statement by indicating a 3.7 response to item seven. Instructors 40 or older also agreed with this statement accumulating a 3.9 response while those between the ages of 20 and 24 amassed only a neutral 3.2 response to that statement.

Item eight stated that assignment sheets provided the student with sufficient opportunity to develop his communications skills. Again teachers from 20 to 24 years of age indicated only neutral response to that statement as did respondents from the 40 or older category. Their mean scores were 2.9 and 3.4 respectively. However, teachers from age group 25 to 39 "agreed" with this statement accumulating a 3.7 mean score.

Respondents from 20 to 24 years of age indicated a 3.3 neutral response to the statement that the DE II Course of Study provided the student with little opportunity to apply his knowledge. Respondents from the other two age categories disagreed with this statement by accumulating mean scores of 4.1 and 4.0. They evidently felt that the curricular materials provided sufficient opportunity for the student to apply his knowledge.

I can teach more material in less time using the DE II Course of Study. So read item 14. While respondents from age group 40 plus accumulated 3.9 agreement with this statement, respondents from the

**TABLE II**  
**COMPARISON OF MEAN RESPONSE TO STATEMENTS BY AGE CATEGORIES**

Age	Statement Numbers																									
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
20-24 (N = 9)	3.8	4.1	3.7	3.7	3.4	4.2	3.2	2.9	3.3	3.6	3.3	4.1	4.0	3.2	3.2	3.4	3.8	3.1	2.6	3.6	3.6	3.2	3.2	3.0	4.0	3.9
25-39 (N = 20)	3.8	4.3	3.9	4.2	3.9	3.9	3.7	3.7	4.1	3.7	3.7	3.7	4.1	3.5	3.7	3.6	4.0	3.9	3.7	3.7	4.1	3.6	3.6	3.4	4.6	4.1
40+ (N = 18)	3.7	4.4	3.9	4.0	3.8	3.9	3.9	3.4	4.0	3.4	3.7	3.6	4.1	3.9	3.4	3.3	4.2	3.9	3.4	3.9	3.8	3.7	3.4	3.0	4.2	3.9



other two age categories remained neutral to that statement obtaining mean scores of 3.2 and 3.5 respectively.

Item 18 read: The suggested activity page is of little help in planning my daily lessons. Teachers from both the 25 to 39 and the 40 plus categories registered a 3.9 disagreement with this statement. They found the suggested activity page helpful in planning daily lessons. However, respondents from age group 20 to 24 accumulated only neutral response to this statement.

Item 19 stated that information sheets should be restricted to subject outlines leaving specific content to the individual instructor. Respondents from both the 20 to 24 and the 40 plus categories remained neutral to that statement by indicating mean scores of 2.6 and 3.4 respectively. Instructors from age group 25 to 39 accumulated a 3.7 mean score indicating that information sheets should not be restricted to subject outlines.

Table III is a summary of teacher response to statements by teaching experience categories. Only item 19 concerning whether information sheets should be restricted to topic outlines created a range in response scores of more than seven-tenths of one point. Instructors with from three to five years teaching experience indicated that information sheets should be restricted to subject outlines while teachers with from zero to two or with six or more years of teaching experience remained neutral in response to that statement.

Considerable variation in mean response was also noted on items six and twenty-two. Item six stated that the DE II Course of Study was adequate but should be supplemented with other instructional materials. Instructors with six or more years teaching experience

TABLE III

COMPARISON OF MEAN RESPONSE TO STATEMENTS BY TEACHING EXPERIENCE CATEGORIES

Years Teaching Experience	Statement Numbers																									
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
0-2 (N = 22)	3.6	4.3	4.0	4.0	3.7	4.1	3.7	3.3	3.9	3.7	3.6	3.7	4.0	3.5	3.4	3.5	3.9	3.6	3.1	3.5	3.8	3.5	3.4	3.1	4.3	3.9
3-5 (N = 12)	3.9	4.3	3.7	4.0	4.2	4.1	3.5	3.8	4.0	3.5	3.6	3.5	4.1	3.7	3.5	3.5	3.9	3.8	3.9	4.1	3.8	3.3	3.5	3.3	4.6	3.9
6+ (N = 13)	3.8	4.3	3.7	4.1	3.6	3.5	3.7	3.4	3.8	3.3	3.6	3.7	4.3	3.6	3.6	3.4	4.2	3.8	3.2	3.7	4.0	3.9	3.5	3.1	4.2	4.1

accumulated a neutral 3.5 response to that statement while respondents from both other teaching experience categories indicated 4.1 agreement with that statement. Item number twenty-two read: Assignment sheets provide appropriate practice enabling most students to reach the unit's objectives. Instructors with six or more years teaching experience agreed with this statement accumulating a 3.9 mean response. Respondents from the remaining two teaching experience categories indicated neutral 3.5 and 3.3 responses respectively to that statement.

Table IV summarizes teacher response to statements by work experience categories. Items four and nineteen drew considerable variation in response. Item number four stated that an experienced teacher had little need for a standardized DE II Course of Study. It appeared that the more work experience respondents had, the more they disagreed with that question. To illustrate, instructors with from zero to two years work experience recorded only a 3.6 disagreement while those with from three to five years experience accumulated a 4.0 disagreement and teachers with six or more years of work experience indicated a strong 4.3 disagreement to that statement. Respondents from all work experience categories, therefore, indicated that experienced teachers do need a standardized course of study.

Item number nineteen said that information sheets should be restricted to subject outlines leaving specific content to the individual instructor. Again the number of years work experience a respondent had and his extent of agreement seemed to have negative correlation. Instructors with from zero to two years work experience in a distributive occupation accumulated a neutral 2.8 mean response. Those with from three to five years work experience indicated a neutral 3.2

TABLE IV  
COMPARISON OF MEAN RESPONSE TO STATEMENTS BY WORK EXPERIENCE CATEGORIES

Years Work Experience	Statement Numbers																									
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
0-2 (N = 8)	3.9	4.4	4.1	3.6	3.8	4.0	3.8	3.5	3.8	3.8	3.8	4.0	4.3	3.6	3.0	3.3	4.3	3.8	2.8	4.0	4.1	3.4	3.3	3.3	4.1	4.1
3-5 (N = 21)	3.8	4.2	3.7	4.0	3.8	3.9	3.7	3.3	4.0	3.4	3.4	3.6	4.1	3.4	3.6	3.5	3.9	3.7	3.2	3.8	3.9	3.7	3.4	3.2	4.3	3.9
6+ (N = 18)	3.7	4.3	3.9	4.3	3.8	4.0	3.6	3.6	3.8	3.6	3.7	3.8	3.9	3.8	3.6	3.5	4.1	3.7	3.8	3.6	3.7	3.4	3.5	3.1	4.4	3.9

response, and those with six or more years work experience disagreed with the statement by accumulating a 3.8 mean response. They indicated that information sheets should not be restricted to subject outlines.

Extent of Use and General Acceptance  
(Refer to Objective I)

As mentioned earlier in this chapter, a total of 47 instructors responded to the attitude section of this study. While one instructor admitted point blank that she was not using the curricular materials, another stated that she used the course of study, but only for individualized instruction for her students placed in distributive occupations. (She was a cooperative vocational education instructor under distributive education supervision.) So although a total of 49 questionnaires were returned, only 47 of these contained pertinent information toward the evaluation of the DE II Course of Study.

As shown in Table V, mean response scores ranged from 3.9 to 4.0 for work experience averages and from 3.8 to 4.0 for degree averages. The overall average of these two categories indicated a 3.9 general acceptance of the DE II Course of Study. Teachers with a masters degree and six or more years work experience tended to accept the idea of using a standardized course of study more readily than did other respondents by accumulating a mean score of 4.1. On the other hand, those teachers holding masters degrees and having three to five years work experience seemed least inclined to accept the basic core curriculum by amassing a 3.6 mean response.

TABLE V

MEAN RESPONSE INDICATING USE AND GENERAL ACCEPTANCE  
OF CURRICULAR MATERIALS BY DEGREE AND  
YEARS WORK EXPERIENCE

Highest Degree Held	Mean Response by Years Work Experience			Degree Average
	0-2	3-5	6+	
B.S.	3.9 (N = 6)	4.0 (N = 13)	4.0 (N = 12)	4.0 (N = 31)
M.S.	3.8 (N = 2)	3.6 (N = 8)	4.1 (N = 6)	3.8 (N = 16)
Work Experience Average	3.9 (N = 8)	3.9 (N = 21)	4.0 (N = 18)	3.9 (N = 47)

Table VI summarizes responses to Objective I by years teaching experience and teacher age. Mean scores ranged from 3.8 to 4.0 for both age and teaching experience averages. Instructors from the 40 plus age group with between zero and two years teaching experience responded a 4.1 agreement with the idea of using a standardized course of study. So did respondents from age group 25 to 39 with from three to five years teaching experience. Respondents between the ages of 25 and 39 with six or more years teaching experience demonstrated the least acceptance of the DE II Course of Study with only a 3.6 mean response. It was interesting also to note that, as a group, teachers from 20 to 24 years of age with between zero and two years of teaching experience responded less favorably to the idea of having a basic core

core curriculum than did any other single group except those 25 to 39 with six or more years teaching experience.

TABLE VI  
MEAN RESPONSE INDICATING USE AND GENERAL ACCEPTANCE  
OF THE CURRICULAR MATERIALS BY TEACHER AGE  
AND YEARS WORK EXPERIENCE

Teacher Age	Mean Response by Years Teaching Experience			Age Average
	0-2	3-5	6+	
20-24	3.8 (N = 9)	-	-	3.8 (N = 9)
25-39	4.0 (N = 10)	4.1 (N = 7)	3.6 (N = 3)	4.0 (N = 20)
40+	4.1 (N = 3)	4.0 (N = 5)	3.9 (N = 10)	4.0 (N = 18)
Teaching Experience Average	3.9 (N = 22)	4.0 (N = 12)	3.8 (N = 13)	3.9 (N = 47)

Adequacy in Teaching Occupational Competencies  
(Refer to Objective II)

Table VII summarizes the response of teachers concerning the adequacy of the DE II Course of Study in teaching occupational competencies. Mean scores ranged from 3.6 to 3.8 for degree averages and were 3.7 across the board for work experience averages. Although teachers from both the bachelors and the masters degree categories

agreed that the curriculum materials were adequate for teaching occupational competencies, those with masters degrees agreed more strongly. An overall mean response of 3.7 revealed that teachers generally felt the DE II Course of Study was adequate for teaching occupational competencies.

TABLE VII

MEAN RESPONSE INDICATING ADEQUACY OF THE CURRICULUM  
IN TEACHING OCCUPATIONAL COMPETENCIES BY  
DEGREE AND YEARS WORK EXPERIENCE

Highest Degree Held	Mean Response by Years Work Experience			Degree Average
	0-2	3-5	6+	
B.S.	3.6 (N = 6)	3.6 (N = 13)	3.6 (N = 12)	3.6 (N = 31)
M.S.	3.8 (N = 2)	3.8 (N = 8)	3.8 (N = 6)	3.8 (N = 16)
Work Experience Average	3.7 (N = 8)	3.7 (N = 21)	3.7 (N = 18)	3.7 (N = 47)

Table VIII shows mean scores indicating adequacy of the DE II Course of Study in teaching occupational competencies as perceived by respondents from age and teaching experience categories. As a group, teachers from 20 to 24 years of age with from zero to two years teaching experience accumulated only a neutral 3.1 response to Objective II. However, teachers with from zero to two years teaching experience from



both other age categories indicated rather strong agreement to this objective by obtaining 4.0 and 4.1 mean scores. It appeared that the more teaching experience respondents had, the less they tended to agree that the curricular materials were adequate for teaching occupational competencies. For example, while respondents from 25 to 39 years of age with zero to two years teaching experience accumulated a mean response of 4.0, those with from three to five years obtained a 3.7 and those with six or more years teaching experience collected only a neutral 3.4 response to that statement. However, the overall mean response to Objective II was a 3.7 which indicated that teachers generally "agreed" that the DE II Course of Study was adequate to teach the occupational competencies needed in the field of distribution.

Flexibility and Ease of Use  
(Refer to Objective III)

According to the findings in Table IX, teachers "agreed" that the DE II instructional materials were flexible enough to be used easily. Very little noticeable difference was found between mean scores by degree categories or by work experience categories. The range of mean response was from 3.6 to 3.8 for work experience averages and from 3.6 to 3.7 for degree averages. The overall mean score was a 3.7 indicating that the curricular materials were flexible enough to be used easily.

As shown in Table X teachers "agreed" that the DE II Course of Study was flexible enough to be used easily. Mean scores for both age and teaching experience averages ranged only from 3.6 to 3.7. Respondents from two categories indicated neutral response to this objective. Teachers 40 or older with from zero to two years teaching experience

TABLE VIII  
 MEAN RESPONSE INDICATING ADEQUACY OF THE CURRICULUM  
 IN TEACHING OCCUPATIONAL COMPETENCIES BY TEACHER  
 AGE AND YEARS TEACHING EXPERIENCE

Teacher Age	Mean Response by Years Teaching Experience			Age Average
	0-2	3-5	6+	
20-24	3.1 (N = 9)	-	-	3.1 (N = 9)
25-39	4.0 (N = 10)	3.7 (N = 7)	3.4 (N = 3)	3.8 (N = 20)
40+	4.1 (N = 3)	3.8 (N = 5)	3.7 (N = 10)	3.8 (N = 18)
Teaching Experience Average	3.7 (N = 22)	3.8 (N = 12)	3.6 (N = 13)	3.7 (N = 47)

TABLE IX  
 MEAN RESPONSE INDICATING FLEXIBILITY AND EASE  
 OF USE BY DEGREE AND YEARS  
 TEACHING EXPERIENCE

Highest Degree Held	Mean Response by Years Work Experience			Degree Average
	0-2	3-5	6+	
B.S.	3.7 (N = 6)	3.6 (N = 13)	3.8 (N = 12)	3.7 (N = 31)
M.S.	3.8 (N = 2)	3.6 (N = 8)	3.6 (N = 6)	3.6 (N = 16)
Work Experience Average	3.7 (N = 8)	3.6 (N = 21)	3.8 (N = 18)	3.7 (N = 47)

amassed a 3.4 response while those 25 to 39 with six or more years teaching experience accumulated a 3.5 mean response. The overall mean score for Objective III was a favorable 3.7.

TABLE X  
MEAN RESPONSE INDICATING FLEXIBILITY AND EASE  
OF USE BY TEACHER AGE AND YEARS  
TEACHING EXPERIENCE

Teacher Age	Mean Response by Years Teaching Experience			Age Average
	0-2	3-5	6+	
20-24	3.6 (N = 9)	-	-	3.6 (N = 9)
25-39	3.9 (N = 10)	3.6 (N = 7)	3.5 (N = 3)	3.7 (N = 20)
40+	3.4 (N = 3)	3.7 (N = 5)	3.8 (N = 10)	3.7 (N = 18)
Teaching Experience Average	3.7 (N = 22)	3.6 (N = 12)	3.7 (N = 13)	3.7 (N = 47)

Acceptance of the Components of an Instructional Unit  
(Refer to Objective VI)

As seen in Table XI, mean scores ranged from 3.3 to 3.9 for component averages with tests receiving the least acceptance and attachments receiving the most. Mean scores for bachelors and masters degree averages ranged only from 3.5 to 3.6. To behavioral objectives,

respondents accumulated a 3.7 mean response indicating that they thought using behavioral objectives not only helped both students and teachers to identify a unit's most important elements, but also helped students to learn the materials quickly.

A 3.7 mean response indicated that instructors found the suggested activity page helpful in planning their daily lessons. No agreement could be reached on whether information sheets should be restricted to subject outlines leaving specific content to the individual instructor. The component average for the information sheets was only a neutral 3.4.

Instructors indicated that transparency masters provided adequate illustration of a unit's main points by accumulating a 3.7 mean response to item twenty. Respondents indicated a rather strong 3.9 disagreement with the statement that attachments were of little help in explaining and illustrating a unit's key points. This indicated that instructors found the attachments helpful and generally favored their being a part of an instructional unit.

Assignment sheets collected a 3.6 mean response indicating that respondents thought they provided appropriate practice enabling most students to reach the unit's objectives. Respondents again did not agree on whether the tests provided adequate evaluation of a unit's objectives or even on whether many students were able to achieve 85 percent accuracy on the units' tests. The mean response for this component was a neutral 3.3. Overall, the various components of a unit of instruction received a 3.6 mean response indicating that teachers generally accepted the various components.

TABLE XI  
 MEAN RESPONSE INDICATING ACCEPTANCE OF THE COMPONENTS  
 OF AN INSTRUCTIONAL UNIT BY HIGHEST DEGREE HELD

Component	Mean Response by Highest Degree Held		
	B.S. (N = 31)	M.S. (N = 16)	Component Average (N = 47)
Objectives	3.7	3.8	3.7
Suggested Activities	3.7	3.8	3.7
Information Sheets	3.4	3.3	3.4
Transparency Masters	3.7	3.8	3.7
Attachments	3.8	3.9	3.9
Assignment Sheets	3.5	3.6	3.6
Tests	3.2	3.4	3.3
Degree Average	3.5 (N = 31)	3.6 (N = 16)	3.6 (N = 47)

Table XII summarizes mean response to the components of an instructional unit by age categories. While mean scores ranged from 3.3 to 3.7 for age averages, they ranged from 3.3 to 3.9 for component averages. Again, attachments met with the most acceptance while tests met with the least. (Overall averages were naturally the same for each component of an instructional unit because the total respondent group was the same.) An interesting difference of opinion was found when mean scores were compared by respondent age. Respondents from age group 20 to 24 not only registered lower mean scores in response to each component of a unit of instruction than did respondents from the other two age categories, but also they registered strikingly different scores in response to two items--suggested activities and information sheets. As a group, respondents 20 to 24 years of age accumulated only a 3.1 neutral response to the statement that the suggested activity page was of little help in planning their daily lessons. Respondents from both other age group categories indicated 3.9 disagreement with this statement. Evidently they found the suggested activity page helpful. Respondents from 20 to 24 years of age accumulated only a 2.6 in response to the statement that information sheets should be restricted to subject outlines. Instructors 40 or older indicated a 3.4 neutral response to that statement while instructors from 25 to 39 accumulated a 3.7 disagreement indicating that they thought information sheets should contain more than just subject outlines. Again, the overall response to the components of an instructional unit was an "agreement" of 3.6.

Table XIII summarizes mean response to components of a unit of instruction by years teaching experience. Mean scores ranged from 3.5 to 3.7 for teaching experience averages. Again scores ranged from 3.3

TABLE XII  
 MEAN RESPONSE INDICATING ACCEPTANCE OF THE COMPONENTS  
 OF AN INSTRUCTIONAL UNIT BY TEACHER AGE

Component	Mean Response by Teacher Age			Component Average (N = 47)
	20-24 (N = 9)	25-39 (N = 20)	40+ (N = 18)	
Objectives	3.6	3.8	3.8	3.7
Suggested Activities	3.1	3.9	3.9	3.7
Information Sheets	2.6	3.7	3.4	3.4
Transparency Masters	3.6	3.7	3.9	3.7
Attachments	3.6	4.1	3.8	3.9
Assignment Sheets	3.2	3.6	3.7	3.6
Tests	3.1	3.5	3.2	3.3
Age Average	3.3 (N = 9)	3.7 (N = 20)	3.6 (N = 18)	3.6 (N = 47)

TABLE XIII  
 MEAN RESPONSE INDICATING ACCEPTANCE OF THE COMPONENTS  
 OF AN INSTRUCTIONAL UNIT BY YEARS  
 TEACHING EXPERIENCE

Component	Mean Response by Years Teaching Experience			Component Average (N = 47)
	0-2 (N = 22)	3-5 (N = 12)	6+ (N = 13)	
Objectives	3.7	3.7	3.8	3.7
Suggested Activities	3.6	3.8	3.8	3.7
Information Sheets	3.1	3.9	3.2	3.4
Transparency Masters	3.5	4.1	3.7	3.7
Attachments	3.8	4.1	4.0	3.9
Assignment Sheets	3.5	3.3	3.8	3.6
Tests	3.3	3.4	3.3	3.3
Teaching Experience Average	3.5 (N = 22)	3.7 (N = 12)	3.6 (N = 13)	3.6 (N = 47)



(for testing) to 3.9 (for attachments) for component averages. The largest variation in response between teaching experience categories was noted in response to item 19 which said: Information sheets should be restricted to subject outlines leaving specific content to the individual instructor. Instructors with from zero to two years teaching experience registered a neutral 3.1 response to this question. Instructors having six or more years teaching experience also accumulated neutral 3.2 response to the statement on information sheets. However, respondents with from three to five years teaching experience indicated that information sheets should not be restricted to subject outlines by accumulating a 3.9 disagreement with this statement. Mean scores varied little in response to the additional components of a unit of instruction.

Instructors generally accepted the various components of a unit of instruction as they amassed a 3.6 response to this objective. Teachers also accumulated a 3.6 response across the board when their opinions were analyzed by years work experience (See Table XIV). Again number 19 concerning subject outlines obtained noticeable variation in teacher response. It appeared that the more work experience the respondent had, the more he disagreed with this statement. Respondents having between zero and two years work experience indicated a neutral 2.8 response while those with from three to five years work experience collected a 3.2 neutral response and those with six or more years experience amassed a 3.8 disagreement with the statement. They indicated that information sheets should not be restricted to subject outlines leaving specific content to the individual instructor. Again, as seen in the three previous charts, instructors indicated neutral attitudes toward testing

TABLE XIV  
 MEAN RESPONSE INDICATING ACCEPTANCE OF THE VARIOUS  
 COMPONENTS OF AN INSTRUCTIONAL UNIT  
 BY YEARS WORK EXPERIENCE

Component	Mean Response by Years Work Experience			Component Average (N = 47)
	0-2 (N = 8)	3-5 (N = 21)	6+ (N = 18)	
Objectives	3.8	3.7	3.8	3.7
Suggested Activities	3.8	3.7	3.7	3.7
Information Sheets	2.8	3.2	3.8	3.4
Transparency Masters	4.0	3.8	3.6	3.7
Attachments	4.1	3.9	3.7	3.9
Assignment Sheets	3.4	3.7	3.3	3.6
Tests	3.3	3.3	3.3	3.3
Work Experience Average	3.6 (N = 8)	3.6 (N = 21)	3.6 (N = 18)	3.6 (N = 47)

and towards the amount of information that should be included in the information sheets. They "agreed" with all other components of a unit of instruction--behavioral objectives, suggested activities, transparency masters, attachments, and assignment sheets. They responded most favorably to attachments indicating a 3.9 response. And an overall 3.6 agreement score was received by the components of an instructional unit.

Continuation of Curriculum Development  
(Refer to Objective V)

A summary of teacher's response to statements on the continuation of curriculum development for Distributive Education I and III appear in Table XV. Teachers generally agreed that curricular materials should be developed for Distributive Education I and III using the same format as in DE II. Little variation was noted in either degree or work experience averages and the overall mean score for this objective was a 4.1 "agreement."

Table XVI summarizes teachers response to Objective V by age and years teaching experience. Mean scores ranged from 3.9 to 4.3 for age averages and from 4.1 to 4.3 for teaching experience averages. An overall mean score of 4.1 indicated that teachers wanted curricular materials developed for Distributive Education I and III using the same format as in DE II.

Areas Needing Revision and Improvement  
(Refer to Objective VI)

The information needed to meet objective six was collected from four open-ended questions designed to obtain the following types of information: (1) identify which units the respondents had actually

TABLE XV

MEAN RESPONSE BY DEGREE AND YEARS WORK EXPERIENCE  
INDICATING THAT CURRICULUM DEVELOPMENT  
SHOULD BE CONTINUED

Highest Degree Held	Mean Response by Years Work Experience			Degree Average
	0-2	3-5	6+	
B.S.	4.1 (N = 6)	4.0 (N = 13)	4.2 (N = 12)	4.1 (N = 31)
M.S.	4.3 (N = 2)	4.3 (N = 8)	4.2 (N = 6)	4.2 (N = 16)
Work Experience Average	4.1 (N = 8)	4.1 (N = 21)	4.2 (N = 18)	4.1 (N = 47)

TABLE XVI

MEAN RESPONSE BY AGE AND YEARS TEACHING EXPERIENCE  
INDICATING THAT CURRICULUM DEVELOPMENT  
SHOULD BE CONTINUED

Teacher Age	Mean Response by Years Teaching Experience			Age Average
	0-2	3-5	6+	
20-24	3.9 (N = 9)	-	-	3.9 (N = 9)
25-39	4.3 (N = 10)	4.4 (N = 7)	4.2 (N = 3)	4.3 (N = 20)
40+	3.8 (N = 3)	4.1 (N = 5)	4.1 (N = 10)	4.1 (N = 18)
Teaching Experience Average	4.1 (N = 22)	4.3 (N = 12)	4.1 (N = 13)	4.1 (N = 47)

taught; (2) identify those units perceived by instructors to be the strongest or weakest and determine why; and (3) obtain specific suggestions for improving the DE II Course of Study. The remainder of this chapter was arranged to facilitate handling of the information gathered.

#### Units Taught

The DE II Course of Study was divided into the following units of instruction which are listed in the order that they appear in the curriculum guide: Orientation, Human Relations, Basic Selling, Knowing Merchandise, Store Location and Layout, Store Organization, and The American Market.

At the time this study was conducted (March 10, 1972), none of the respondents had taught The American Market; only six percent had taught Store Organization; nine percent had taught Store Location and Layout; and only 13 percent had taught Readyng Merchandise. In contrast, 45 percent of the instructors had taught Visual Merchandising, 60 percent had taught both Sales Promotion and Knowing Merchandise, and 90 percent had taught Basic Selling while 72 and 81 percent respectively had taught Human Relations and Orientation.

Although it might appear to the casual observer that the units from Readyng Merchandise through the completion of the course of study were received less favorably by instructors than were the others, the fact that almost two and one-half months were left in the school year should discount that theory. One large question remains, however. Why did 19 percent of the distributive education teacher-coordinators not use the Orientation Unit when it came first in the course of study? Perhaps even more important, why did 28 percent of these instructors not see fit

to teach from the second unit, Human Relations? Does it not seem logical that if the DE II Course of Study were meeting most instructor's needs that they would start at the beginning (perhaps varying slightly the sequence in which units were taught to accommodate student needs and the local situation) and teach from every possible unit provided in the guide? Hopefully more insight into these questions has been provided in the next section.

### Strongest and Weakest Units

Orientation. Of the 38 persons who had taught Orientation only eight (or 21 percent) felt that this was one of the stronger units. Thirty-two percent (or 12 persons) felt that it was one of the weaker units. Below are listed the reasons given for both opinions.

Strongest. Some teachers felt that the unit itself was complete-- that it provided a good overview of distributive education and how it operates. Others felt that it related well to all students regardless of their on-the-job training. One respondent stated that since there was no text developed in this area, that the course of study was particularly important in teaching this unit.

Weakest. On the negative side, respondents felt that Orientation was too long, contained too much material in too much detail, and was redundant at times. Several mentioned that the range of materials covered was too broad and diversified. Others specifically mentioned that tests were too long or that attachments were too disorganized. One respondent simply said that he felt it was hard to standardize such information to meet the needs of various local situations.

Human Relations. Thirty-four of the 47 respondents had taught Human Relations. Twenty-four percent (eight persons) cited it as one of the stronger units while only 12 percent (four persons) said it was a weaker unit. Reasons why are given below.

Strongest. One instructor said the unit was beautifully done and that students actually accepted it. Another stated that emphasis and depth were placed in the right areas. Others indicated that the unit related directly to all students and that the materials were easy to supplement.

Weakest. One instructor indicated that this unit was too short while others thought it was too long and redundant. One person thought the unit was too basic and that it did not apply to most of his students. Another simply stated that the unit was so important it would always need improvement.

Basic Selling. Ninety percent of the respondents had taught Basic Selling and 48 percent (20 persons) felt it was one of the stronger units. Only two out of the 42 instructors cited it as a weaker unit. Reasons are given below.

Strongest. Almost any way one looked at it, this unit got applause. Respondents said the unit was clear and precise, that it was thorough, had depth of content and contained excellent examples. They felt that the unit was covered in logical steps that could be easily understood by students. The unit was said to contain complete objectives, good subject matter, good supplementary materials and transparency masters and good tests. More important, some instructors indicated that after completion of this unit their students demonstrated an unusual amount

of knowledge in this area and that many even increased their sales quotas on the job.

**Weakest.** The most important objection to the salesmanship unit was that too much material was covered in one unit.

**Knowing Merchandise.** Three of the 28 persons who taught Knowing Merchandise labeled it as one of the stronger units. Five labeled it one of the weaker units. Those percentages equalled 11 and 18 percent respectively. An attempt at justification of these opinions was given below.

**Strongest.** According to two sources, Knowing Merchandise contained excellent materials that were easy to expand.

**Weakest.** One respondent felt that it was impossible to give students all the background they needed on all merchandise and that the unit should contain an overview of research on one specific product such as diamonds, tires, shoes, or cameras. Another thought the unit should contain in-depth information on many products so that it could be used for individualized instruction. In general, respondents felt that the unit was too broad and that it was difficult to pull together for all students.

**Sales Promotion.** Nine of the 28 instructors (32 percent) who had taught Sales Promotion identified it as a stronger unit. Three of those persons (or 11 percent) identified it as a weaker unit. Their defense is presented below.

**Strongest.** Instructors indicated that the materials section was complete and that the information was covered in logical steps that were easily understood by students. One teacher said that the media rates were especially helpful in illustrating the importance of



advertising as big business. Another said that the unit was self-motivating and that the completion of newspaper ad layouts made the unit especially meaningful.

Weakest. Teachers cited no specific reasons for feeling that this unit was weak. However, two instructors stated that they were just weak in this area. Another stated that he just liked to teach this unit in his own way.

Visual Merchandising. Twenty-four percent of the respondents who taught this unit thought it a strong one. Fourteen percent (three persons) felt it was weak. Their reasons are given below.

Strongest. Respondents indicated that this unit was thorough, detailed and specific. They felt that the resource materials (slides and transparency masters) and the student activities were good. The creation of displays by students was an especially strong point.

Weakest. The only specific complaints on this unit dealt with technical errors. The poor reproduction quality of transparency masters was particularly mentioned. Other instructors either were admittedly weak in this area or just like to teach display their own way.

Readying Merchandise. Only one of the six persons who taught this unit cited it as being a stronger unit while three said it was a weaker unit. Reasons are given below.

Strongest. One instructor felt that this unit related directly to most of his students' immediate jobs.

Weakest. Other respondents felt that the content of this unit did not relate directly to all students. One instructor said specifically that more practice was needed in calculating mark ups, mark downs, and percentages.

No other units were cited as being particularly weak or strong. One item in particular was noted, however, concerning whether or not a unit received a particularly "strong" rating. Units that contained "hands on" or participating activities seemed to fare better than did those that were concluded by written projects. This is evidenced by the strong ratings achieved by Basic Selling, Sales Promotion, and Visual Merchandising.

Two items seemed to reflect in those units receiving "lower" ratings. One, the units themselves were too broad to be covered logically or easily. Two, respondents' personal interests and strengths or weaknesses appeared to influence their judgment. Refer to the "weakest" ratings received by Sales Promotion and Visual Merchandising.

#### Suggestions for Improvement

Suggestions for improving the DE II Course of Study fell logically into the following categories: Testing, Visual Aids, Supplementary Materials, Student Materials, Student Activities and Assignments, Revision of Materials and Further Curriculum Development.

Testing. No less than ten instructors (21 percent of the respondents) made specific recommendations on improving the curriculum's evaluation procedures. Respondents indicated that evaluation was too dependent on the student's ability to memorize and repeat specific information. Instructors, therefore, suggested that tests be made more objective by including both true-false and multiple choice type questions. Most instructors also indicated that the tests were too long and some thought they should contain an even number of questions to facilitate grading.

Visual Aids. More visuals and more illustrations were needed. At least that is what 11 instructors told us. One respondent went so far as to suggest that one transparency master be included for each point. Others made suggestions such as: Keep bulletin board ideas simple and easy to construct; enlarge film library; place transparency masters and attachments in order of use; or simply, make all transparency masters of excellent quality.

Supplementary Materials. Only three persons made suggestions concerning supplementary materials. Their ideas are none-the-less important. One area school instructor cited the real need for more materials and for new and creative ideas to keep her students learning. Another requested that answer sheets be provided for attachments and/or assignment sheets. Still another suggested that attachments be eliminated to reduce bulk.

Student Materials. Apparently some teachers still believe in the adage of "keeping secrets from students." Eight of the 11 persons making recommendations in this section indicated in one way or another that the student should not have as much information as the instructor. Their suggestions included such things as: Giving students only broad outlines and space to take notes, not giving students a copy of transparency masters, and not giving students information on teacher demonstrations. One instructor suggested that the cost of student materials be incorporated into the Distributive Education Clubs of America (DECA) dues. Another suggested that DE Forms 8, 9 and 21 be included in each student packet. Still another suggested that student materials be bound or that larger notebooks be ordered.

Student Activities and Assignments. Instructors generally suggested that student activities and problems be improved by providing more and better assignment sheets. They also cited the need for more "hands on" experience to be integrated into the curriculum. One instructor said she thought each unit should end with a project or participating activity. Another requested that some workbook style assignment sheets be included requiring the student to "dig out" information. He said that too much information was provided too easily for the student.

Revision of Materials. Eight instructors indicated specifically that the curriculum should be constantly upgraded and revised. Others thought the materials were too bulky and cumbersome and that they should be reduced in size. One respondent suggested that more explanation be given on each main topic. Still another thought the inclusion of a separate unit on Distributive Education Clubs of America (DECA) and the importance of distributive education was needed. One instructor went so far as to suggest that we revise our format by making smaller units according to the Minnesota Plan which includes some fifteen separate units of instruction.

Further Development. Five instructors made recommendations on the development of future curriculum materials. Instructors indicated they wanted to become more involved in curriculum development by suggesting that a part of August conference be used for the development of units of instruction. One teacher suggested that a system of programmed materials be developed for individualized instruction. Most teachers suggested that Distributive Education I and III be developed using the same format as in DE II. One suggested specifically DE III be developed to deal with small business management including games and case studies.

Additional Comments

Following are some interesting comments about the DE II Course of Study as revealed by teachers who used the curriculum this past year.

"Overall I have been pleased with the DE II Course of Study and am looking forward to the materials for DE III."

"The DE materials are excellent and can be kept so with constant revision."

"I use it and enjoy it."

"I think its great the way it is!"

"I have found the DE II Course of Study very helpful...The best idea to come from the State Office yet was this book."

"The DE II Course of Study has been most useful to me because it contains information that would take many hours to develop on my own."

"It relieves some of the load of searching for new materials to supplement."

"Generally, I recommend this type of work highly."

"Loved having pass-outs--saves hours of reproducing."

"It is easy to add or substitute materials as necessary."

"It is wonderful to have all this material compiled for the teacher. In the past I spent weeks compiling a unit and now its done for you."

"Excellent materials, we have needed this all along. Keep up the good work."

"This type of study is really needed in DE I...would be of great help to the students."

"The parts I have used to date have been excellent."

"The students and I enjoy the units because they provide for more discussion on the part of the students."

"The general outline of the course is excellent and perfectly suited to high school instruction."

"I enjoy teaching from the units."

"Very good."

"I wish we had this set up for all three classes (DE I, II, and III)."

"The Course of Study has freed my time to do additional study."

"I found the advertising game excellent as well as amusing because of the titles used."

"This is the best guide for teaching DE II that I have seen. It allows the teacher to check the material that has been covered and make sure he has not missed any important points."

"The curriculum guide is a great start but we have a way to go yet."

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Introduction

The purpose of this study was to assess the acceptance of the DE II Course of Study and to determine how well it met the instructional needs of Oklahoma's distributive education teacher-coordinators. To accomplish this purpose, the following objectives had to be achieved: (1) to determine the extent of use and general acceptance of the DE II Course of Study, (2) to determine the adequacy of the DE II Course of Study in teaching occupational competencies, (3) to determine whether the materials were flexible enough to be used easily, (4) to determine the acceptance of individual components of a unit of instruction, (5) to determine whether teachers wanted curricula developed for Distributive Education I and III using the same format as in DE II, and (6) to identify those areas in which the DE II Course of Study needed revision and updating.

Data were collected by the use of a mailed questionnaire that was sent to all 64 of Oklahoma's distributive education teacher-coordinators. The data gathering instrument consisted of an attitude scale and four open-ended questions plus a data collection form devised to gather personal information about each respondent. A 77 percent return was received on the questionnaire.

### Summary of Findings

The following is a summary of findings based on the objectives of the study:

1. Forty-eight of the 49 teachers who returned questionnaires (or 98 percent of the respondents) stated that they were using the DE II Course of Study. Teachers generally accepted the idea of using a standardized course of study and responded favorably to the DE II curriculum itself.
2. Teachers agreed that the curriculum materials contained in the DE II Course of Study were adequate for teaching the occupational competencies needed in the field of distribution.
3. Teachers agreed that the curriculum materials were flexible enough to be used easily.
4. Teachers indicated overall agreement with the components of a unit of instruction but responded more favorably to some components than to others. Attachments rated strong agreement as did objectives, suggested activities, transparency masters and assignment sheets. Instructors could not agree as to whether or not information sheets should be restricted to subject outlines leaving specific content to the individual instructor. Neither could they reach any degree of agreement or disagreement with the method of testing.
5. Teachers indicated that they wanted curricular materials developed for Distributive Education I and III using the same format as in DE II.
6. Teachers indicated that some slight revisions in format, content, and evaluation procedures should be made. They



specifically suggested that Orientation, Human Relations, and Basic Selling each be made into several smaller units because they were too long and covered too much material in their present form. The unit Knowing Merchandise was said to be too broad in content. It was suggested that this unit be revised in some manner, perhaps by doing in-depth research on one specific product.

Teachers felt that the tests should be more objective and that they should depend less on the student's ability to memorize and repeat information verbatim. Teachers also indicated that many tests were too long. Instructors indicated that more and better visuals were generally needed. They requested that answers be provided to the attachments and assignment sheets. Teachers said that more and better assignment sheets should be provided. They requested specifically that more "hands-on" and more participating projects be included. Also it was pointed out that more mathematical problems were needed on calculating mark ups, mark downs, and on figuring percentages.

It was suggested that these curricular materials be constantly updated and revised. It was further suggested that curricular materials be developed for DE I and III using the same format as in DE II. It was specifically suggested that DE III emphasize small business management and that it include games and case studies.

And finally, instructors indicated that they would like to become more involved in the development of curricular

materials. They suggested that a portion of August Conference be set aside for the development of instructional units.

### Conclusions

Using the analysis of data collected in this study, certain conclusions were made in indicating the acceptance and determining the usefulness of the DE II Course of Study. Those conclusions were as follows:

1. That teachers were using the DE II Course of Study and that they accepted it as a standardized guide to teaching Distributive Education II.
2. That the curriculum content was adequate for teaching the occupational competencies needed in the field of distribution.
3. That the curricular materials were flexible enough to be used easily.
4. That behavioral objectives, suggested activities, transparency masters and assignment sheets were generally accepted components of a unit of instruction. And that the present form of testing was generally not an accepted component of a unit of instruction. (The amount of information which should be included in the information sheets is still to be decided).
5. That the behavioral objectives approach to curriculum development was useful and should be continued for DE I and III.
6. That the DE II Course of Study needed slight revision in format, content, and evaluation procedures.

## Recommendations

After completing this study, the following recommendations were made:

1. More and better visuals should be included in the DE II Course of Study. An effort should be made to insure the quality of the visuals (specifically transparency masters) that are included in the course of study. This might be done by making actual transparencies from the transparency masters included in each unit before the units are printed.
2. Answers should be provided (where necessary) to the assignment sheets and attachments.
3. More assignment sheets should be included in the DE II Course of Study. These should provide more "hands-on" experience and include more participating projects. Also more assignment sheets dealing with mathematical calculations--mark ups, mark downs, and percentages--should be included in the course of study.

It is suggested that whoever revises the DE II Course of Study refer to the project developed through the Mini-Grant No. C.P. 291 written by Eleanor Hrabe for the Research Coordinating Unit, State Department of Vocational and Technical Education, Stillwater, Oklahoma. This project was developed as a "take-off" on the DE II Course of Study. Assignments, projects, and "hands-on" activities were included to meet the needs of instructors teaching distributive education in the area schools.

4. Some method of involving more teachers in the process of curriculum development should be developed. Special workshops might be held for this purpose or a portion of August Conference might be used to develop units of instruction.
5. Although instructors suggested that some large units be broken down into smaller ones and that one particular unit be rewritten, it is hoped that further research would be done in this area before drastic revisions are made. A form of content analysis might be done to determine what specific information should be included in various units of instruction before they are rewritten.

It is hoped that more research would be done in the area of testing and student evaluation. Additional research might be done to determine which specific tests needed revision by determining the level of student achievement on each test. Research might be done in an attempt to measure the difference in the level of students who are given a unit's behavioral objectives and those who are not.

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APPENDIX A





OKLAHOMA STATE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION

FRANCIS TUTTLE, DIRECTOR • 1515 WEST SIXTH AVE., • STILLWATER, OKLAHOMA 74074 • A.C. (405) 377-2000

March 10, 1972

Dear

I am making an independent study to determine the usefulness and effectiveness of the DE II Course of Study. We plan to use the results of this study as a guide not only for revising the DE II curriculum materials but also for developing future distributive education curriculum materials.

We need your help as a DE teacher-coordinator in identifying the strengths and weaknesses of this course of study so that it might be revised to more nearly fit your instructional needs. It is felt that if this study is to be a valuable guide for revising the DE II Course of Study, it is imperative that you give us an honest and frank evaluation of these materials.

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

Thank you for your time and consideration.

Sincerely,

(Mrs.) Linda Nielsen  
Curriculum Specialist

Enclosures

LN/SBL/-01/6

SEE OKLAHOMA FIRST

APPENDIX B

CURRICULUM DATA INFORMATION FORM

Total Number of Years You Have Taught Distributive Education: \_\_\_\_\_

Age: \_\_\_\_\_

Highest College Degree Held: (Circle one)

B.S.      M.S.      M.S.+      Other, please explain

Major for B.S. degree: \_\_\_\_\_

Major for M.S. degree: \_\_\_\_\_

Total Number of Years Work Experience in a Distributive Occupation: \_\_\_\_\_

Please check the correct response below:

Are you using the DE II Course of Study?    Yes                      No

Directions:

- 1. If you answered "Yes" to the above question, please turn the page and complete the enclosed opinionnaire.
- 2. If you answered "No" to the above question, please complete only the information requested below. (You do not need to complete the attitude section of this study.)

a. Please explain below your reasons for not using the DE II Course of Study. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

b. What type of curriculum materials would you most like to see developed by the State Department of Vocational and Technical Education? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

c. Additional comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

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

- |   |    |   |   |   |    |
|---|----|---|---|---|----|
| 1. Using a standardized course of study prevents a teacher from teaching other areas of interest.   | SA | A | N | D | SD |
| 2. Local communities vary to such an extent that I cannot fit the <u>DE II Course of Study</u> into my program.                                       | SA | A | N | D | SD |
| 3. I feel that my teaching has been greatly improved by using the <u>DE II Course of Study</u> .  | SA | A | N | D | SD |
| 4. An experienced teacher has little need for standardized <u>DE II Course of Study</u> .   | SA | A | N | D | SD |
| 5. Students like having their own instructional materials that correspond with topics being studied.  | SA | A | N | D | SD |
| 6. The <u>DE II Course of Study</u> is adequate, but should be supplemented with other instructional materials.                                       | SA | A | N | D | SD |
| 7. Students have less trouble learning mathematics for distribution when integrated into each unit of instruction than when taught as one large unit. | SA | A | N | D | SD |
| 8. Assignment sheets provide the student with sufficient opportunity to develop his communications skills.  | SA | A | N | D | SD |
| 9. The <u>DE II Course of Study</u> provides the student with little opportunity to apply his knowledge.  | SA | A | N | D | SD |
| 10. Using the <u>DE II Course of Study</u> makes it easier to integrate DECA activities into the classroom situation.                                 | SA | A | N | D | SD |
| 11. More teaching preparation is needed when using the <u>DE II Course of Study</u> than when using materials developed from other sources.           | SA | A | N | D | SD |

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|-----|---|----|---|---|---|----|
| 12. | Individual units from the <u>DE II Course of Study</u> could be used for individualized instruction.                                | SA | A | N | D | SD |
| 13. | I find it difficult to supplement units of instruction with additional teaching materials.  | SA | A | N | D | SD |
| 14. | I can teach more material in less time using the <u>DE II Course of Study</u> .   | SA | A | N | D | SD |
| 15. | Topic outlines are more difficult to teach from than sentence or paragraph types.   | SA | A | N | D | SD |
| 16. | I find that once students understand the behavioral objectives of a unit, they learn the materials quickly.                         | SA | A | N | D | SD |
| 17. | Using behavioral objectives enables the teacher and the student to identify the most important elements of the topic being studied. | SA | A | N | D | SD |
| 18. | The suggested activity page is of little help in planning my daily lessons.   | SA | A | N | D | SD |
| 19. | Information sheets should be restricted to subject outlines leaving specific content to the individual instructor.                  | SA | A | N | D | SD |
| 20. | The transparency masters provided in each unit provide adequate illustration of the unit's main points.                             | SA | A | N | D | SD |
| 21. | The attachments included in each unit are of little help in explaining or illustrating the unit's key points.                       | SA | A | N | D | SD |
| 22. | Assignment sheets provide appropriate practice enabling most students to reach the unit's objectives.                               | SA | A | N | D | SD |
| 23. | Tests provided in each unit are an adequate basis for evaluating a student's achievement of the objectives.                         | SA | A | N | D | SD |
| 24. | Many students are unable to achieve 85 percent accuracy on the unit tests.  | SA | A | N | D | SD |
| 25. | Curriculum should be developed for DE III using the same format as in DE II.  | SA | A | N | D | SD |
| 26. | A DE I course of study should be developed using the same format as in DE II.   | SA | A | N | D | SD |

Answer the following questions as completely as possible.

27. What units have you taught using the DE II Course of Study? (Please list them below.)

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28. Of the units you have taught, which were the strongest? Why?

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29. Of the units you have taught, which were the weakest? Why?

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30. What suggestions would you make for improving the DE II Course of Study or for developing future curriculum materials? (Content, objectives, format, evaluation, etc.)

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31. Additional Comments: \_\_\_\_\_  
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\_\_\_\_\_  
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\_\_\_\_\_  
\_\_\_\_\_

VITA

Linda Rae Nielsen

Candidate for Degree of

Master of Science

**Thesis:** AN ASSESSMENT OF TEACHER ATTITUDES RELATIVE TO THE USEFULNESS AND EFFECTIVENESS OF THE DISTRIBUTIVE EDUCATION II COURSE OF STUDY IN OKLAHOMA

**Major Field:** Technical Education

**Biographical:**

**Personal Data:** Born in Purcell, Oklahoma, March 27, 1947, daughter of Ray and Eva McCarther.

**Education:** Graduated from Clinton High School, Clinton, Oklahoma in May, 1965; received the Bachelor of Science degree in Home Economics from Oklahoma State University in July, 1970, with major in Clothing, Textiles, and Merchandising.

**Professional Experience:** Curriculum Specialist, Oklahoma State Department of Vocational and Technical Education, January, 1971, to present.

**Professional Organizations:** Collegiate Distributive Education Clubs of America; National Association of Distributive Education Teachers; Oklahoma Association of Distributive Education Teachers; Oklahoma Vocational Association; American Vocational Association.