

A SURVEY OF THE RELATIONSHIP BETWEEN
ECONOMIC EDUCATION IN OKLAHOMA
SECONDARY SCHOOLS AND AT THE
NATIONAL LEVEL

By

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CHAPTER I

INTRODUCTION

In the last decade, the American people have encountered many significant economic phenomena such as oil embargoes, double-digit inflation, record high interest rates, a deep recession, and a growing federal deficit just to mention a few. These economic events have caused people to reevaluate the role of economic education in secondary schools.

It might have been acceptable back in the '60's for only about 25 percent of all high school students to have taken an economics course (Anderson et al. 1964). But many of the important decisions that students will be forced to make in the future will necessitate a comprehensive understanding of the economic nature of our society. The National Survey of Economic Education 1981 Grades Six Through Twelve (Phillips Petroleum Company, 1981) indicated that there had been a growing interest in economic education over the decade of the '70's. However, the survey pointed out that two-thirds of economic teachers spent less than half their time teaching economics. Clark and Barron (1981), cited the Phillips-sponsored survey which pointed out that 68 percent of high school economic teachers reported that economics was a secondary responsibility.

Oklahoma showed further expression of its interest in economic education in public schools when the legislature passed the Economic Education Act of 1974 (Senate Bill No. 499), which mandated the teaching of economic education in Oklahoma public schools. Later legislation (House Bill No. 1816), was passed which diminished the objective of economic literacy for students in Oklahoma public schools.

Economic educators have stated, that our nation's schools must provide for the study of economics if we want everyone to have a viable understanding of the economy (Calderwood et al., 1970). For those teachers and administrators concerned about economic education in Oklahoma, two important questions are: What is the present status of economic education in Oklahoma secondary schools? And, how does economic education in Oklahoma secondary schools compare to the national level?

Statement of Problem

The problem of this study was to show the comparative relationship between the present status of economic education in Oklahoma secondary schools and economic education at the national level based upon the following questions: (1) Who is teaching economics?; (2) When is economics first introduced into the classroom?; (3) What is the percentage of students studying economics now as compared to three years ago?; (4) Is economics the main or secondary responsibility of the teacher as reflected in his/her

teaching load?; (5) What are the hours spent teaching economics each week?; (6) What is the number of students being taught economics each week?; (7) What are the names of classes that include economics?; (8) Is the focus of economic classes primarily theoretical and/or practical?; (9) How do teachers rank specified goals in economic education?; (10) How do teachers specify the particular economic topics being taught?; (11) What are the extra teaching materials used?; (12) How do teachers obtain teaching materials?; (13) What are the types of teaching materials that teachers would like to get?; and (14) What additional types of training would economics teachers like to have? The recommendations of the Master Curriculum Guide in Economics (Saunders et al., 1984) were applied to the assessment.

Purpose of the Study

The purpose of the study was to contribute knowledge to economic education in Oklahoma secondary schools by:

1. Determining the status of economic education as it compares to the national level and relating the findings to the principles in the Master Curriculum Guide (Saunders et al., 1984) when relevant.
2. Providing information that will help teachers and administrators to incorporate economic education in the curriculum.

3. Acquiring information that will help in drawing conclusions and making recommendations for future study.

Delimitations and Limitations

The study was limited to those Oklahoma independent secondary schools that were listed in the Oklahoma Educational Directory for the school year 1984-85. Those questions which will be used to compare economic education in Oklahoma secondary schools to the national level were determined by those questions in the National Survey of Economic Education 1981 Grades Six Through Twelve (Phillips Petroleum Company, 1981). Responses to the questions on the questionnaire were limited to the ability of the participants to answer appropriately. Generalizations apply only to economic education as taught in Oklahoma secondary schools.

Assumptions

The study was based upon the following assumptions:

1. The methodology, statistical design and analysis in the National Survey of Economic Education 1981 Grades Six Through Twelve (Phillips Petroleum Company, 1981) were accurate.
2. That all responses to the questionnaire are accurate to the best knowledge of the respondents.

Definitions

Economic Education. Instruction in the facts, concepts, principles, theories, issues, and problems of economics to provide the student with an objective non-political set of analytical tools which can be applied to economic issues at a personal and societal level (Trujillo, 1977). The study of economics being taught under any of its guises, either as a separate subject or as part of another subject. To prepare students for effective decision-making while they participate in society as responsible consumers, workers and voters.

Secondary School or Senior/4-Year High School. For the purpose of this study, "secondary school" or "senior/4-Year high school" was defined to include grades 9 through 12 publicly accredited in Oklahoma.

National Level. For the purpose of this study the "national level" will refer to those findings reported in the National Survey of Economic Education 1981 Grades Six Through Twelve (Phillips Petroleum Company, 1981).

Hypotheses

The following null hypotheses were formulated for this study:

Hypothesis I. There will be no significant difference between who is teaching economics in Oklahoma secondary schools and the national level according to selected factors

such as (a) age; (b) sex; (c) race; (d) education; (e) length of time teaching; (f) length of time teaching economics; (g) grades taught; and (h) average size class taught.

Hypothesis II. There will be no significant difference between the position of economic education in Oklahoma secondary schools and the national level according to selected factors such as (a) when economics is first introduced into the classroom; and (b) the change in the percentage of students studying economics over the last three years.

Hypothesis III. There will be no significant difference between how much economics comprises the teacher's teaching load in Oklahoma secondary schools and the national level according to selected factors such as (a) whether economics is a main or secondary responsibility; (b) hours spent teaching economics each week; and (c) the number of students taught economics each week.

Hypothesis IV. There will be no significant difference between how economics is taught in Oklahoma secondary schools and the national level according to selected factors such as (a) the name given to classes which include economics; (b) the focus of economics classes; and (c) importance of different goals in economic education.

Hypothesis V. There will be no significant difference between what economics teachers are teaching in Oklahoma secondary schools and the national level.

Hypothesis VI. There will be no significant difference between what teaching aids and materials teachers are using in economic education in Oklahoma secondary schools and the national level according to selected factors such as (a) extra teaching materials used in addition to the assigned materials; and (b) how teachers obtain teaching materials.

Hypothesis VII. There will be no significant difference between what economics teachers say they need in Oklahoma secondary schools and the national level according to selected factors such as (a) types of teaching materials that teachers would like to get; and (b) additional types of training economics teachers would like to have.

CHAPTER II

REVIEW OF RELATED LITERATURE

Historical Background of Economic Education

The growth and industrialization of the American economy, in the twentieth century, gave rise to the need for economic education. Previously, the basic economic unit consisted of the farm family. Much of the economic realities, at the turn of the century, were learned through direct interaction with the economy of a local community. Baker (1951) indicates that people involved with public issues were often personally acquainted with legislators who dealt with legislation affecting economic issues. As the American economy grew, the population shifted from being agrarian to an urban society. The dynamic changes of the economy necessitated that citizens be able to make much more complex economic decisions. The economic well-being of the individual was related to economic opportunities of the American economy. Conversely, the economic performance of the economy became growingly dependent upon a knowledgeable citizenry in the marketplace and the voting booth (Millington, 1964). During this time of economic transformation, there was still opposition to allowing economics to be taught as a separate discipline (Gooch, 1940).

Nevertheless, many prominent economists such as John R. Commons and Frank W. Taussig strongly advocated that economics be taught as a separate discipline (Baker, 1960). Gooch (1940) reported that after the National Education Association Proceedings of 1901, no formal opposition was made to allowing economics, as a separate discipline, in the high school curriculum.

With the advent of the Great Depression, in the 1930's, the hoped for impetus in economic education failed to become a reality. Perhaps due to the Classical view of economic thinking in the country,

a more functional approach to economic education for the citizen gave special rise to the movement for consumer education, which flourished particularly during the '40's (Baker, 1960, p. 124).

The Educational Policies Commission

The Educational Policies Commission (1938), helped to further focus attention on consumer economics by stating that its four major objectives were self-realization, human relationship, economic efficiency, and civic responsibility. Later, the Educational Policies Commission (1940), gave needed attention to economic education by stating:

. . . as long as economics and modern problems remain elective, it will unfortunately be possible for the majority of students to graduate from high school without any systematic instruction in the economic aspects of our civilization should be required no less than study of the political and cultural (p. 90).

Growing concern was made evident in the post-war years following World War II with regard to the economic illiteracy

of the average citizen. Frankel (1965), stated:

. . . economic education is a prime concern among thinking people throughout our country. Economic illiteracy has been a continuing concern to educators, business, labor, and agricultural leaders, and government officials for many years (p. v).

Development of the Joint Council
on Economic Education

In 1949, the Joint Council on Economic Education was formed. The Joint Council in affiliation with the state Councils was designed to

bring together the varied resources to be found in any community so that all, working together, may agree upon and underwrite a dynamic, objective program for economic education (Joint Council on Economic Education, 1962, p. 5)

The following organizational principles were established for the Joint Council on Economic Education (1962) and affiliated state councils:

1. Membership consists of representative individuals from the schools, colleges and universities, and all sectors of the economy.
2. Programs are designed to stress the goal of objectivity, to be nonpartisan and nonpolitical.
3. Leadership, and the planning and development of programs lies in the hands of the teaching profession so that the special needs of the community and its youth are met.
4. Final responsibility for the programs resides with the state and local institutions and professional and lay boards of education.
5. Program emphasis is on improving the ability of teachers to use the tools of economic analysis in attempting to solve economic problems. No one

'package' or single text prescribes the right answers to economic problems.

6. Programs are local in character as reflected in their leadership, finances, community and teacher involvement (pp. 5-7).

The Report of the National Task Force
on Economic Education

In 1960 the American Economic Association appointed a National Task Force on Economic Education to study the need for economics in our nation's schools. Bach and Saunders (1965) indicated that "the need for such a statement from the profession had been widely voiced by school teachers and administrators, school boards, and leading citizens" (p. 330).

The National Task Force on Economic Education made the following recommendations that it believed high schools should consider:

1. That more time be devoted in school curricula to development of economic understanding.
2. That all students take a high school course in economics or its equivalent . . . and that in all schools of substantial size there be at least an elective senior-year course in economics.
3. That courses in problems of American Democracy devote a substantial portion of their time to development of economic understanding of the kind outlined in chapters II and III.
4. That more economic analysis be included in history courses.
5. That all business education curricula include a required course in economics.

6. That economic understanding be emphasized at several other points in the entire curriculum.
7. That central emphasis [be placed] on the rational way of thinking presented in Chapter II
8. That examination of controversial issues be included, wherever appropriate, in teaching economics.
9.
 - a. That teacher certification requirements in all states require a minimum of one full year (6 unit) course in college economics for all social studies and business education teachers. . . .
 - b. That school boards and administrators consider these certification standards as minimum requirements. . . . and that the high school economics teacher have at least a college minor in economics.
 - c. That increased use [be made of] summer workshops, participation in the national television economics course, and college evening and summer courses in economics.
 - d. That colleges preparing teachers improve the economics courses offered for this purpose.
10. That steps be taken to provide for more effective high school teaching materials.
11. That professional economists play a more active part in helping raise the level of economics in the schools.
12. That [there be] widespread public support, both private and governmental, for the improvement of economics in the schools (Committee for Economic Development, 1961, pp. 64-77).

Eugene Swearingen (1962), in speaking to the Annual Conference of the Southern Economic Association, stated that

in ten years, we have come from a position in which a young economist had seriously to ask himself whether or not an active interest in economic education would hamper his career, over to a situation in which some of the nation's most respected economists are deeply involved and personally committed to this program.

The establishment of the Task Force on Economic Education was the first step of a four-part national program to encourage the development of economic education. The second phase dealt with evaluating supplementary reading materials for the high school level.

The Materials Evaluation Committee published its annotated listing of recommended publications which met the following criteria:

1. Were the materials genuinely concerned with economic matters,
2. Were they analytical in nature, and
3. Were they appropriate for high school use
(Committee for Economic Development, 1961, p. 4)?

In 1961 phase three was implemented when the American Economic Association agreed to serve as co-sponsor for the national television course entitled "The American Economy" which was carried on the CBS series "College of the Air" and most educational television stations during 1962-63 (Bach and Saunders, 1965).

The Committee for Measurement of Economic Understanding developed the "Test of Economic Understanding" which was designed to assess student understanding of the basic economic concepts essential for good citizenship. This constituted the fourth phase of the national plan.

The Developmental Economic
Education Program

The publication of The National Task Force on Economic Education led the Joint Council on Economic Education to develop the Developmental Economic Education Program (DEEP). The DEEP program began in 1964 and was designed to establish the minimum economic understanding to be expected of high school students by the time of graduation. The Developmental Economic Education Program brochure (Joint Council on Economic Education, brochure) points out how the DEEP program endeavored to discover effective ways:

1. To build economic understandings into school curricula at all grade levels.
2. To improve teacher preparation in economics.
3. To develop and evaluate new teaching materials at all grade levels.
4. To disseminate the results.

Master Curriculum Guide in Economics

In 1977, the Joint Council on Economic Education developed and published the Master Curriculum Guide in Economics. It was an effort designed to help those who construct curricula and determine grade placement of the appropriate methods of teaching economic concepts at all grade levels. The Master Curriculum Guide in Economics served to meet a growing consensus among economic educators

about the teaching of economics. The consensus embraced the following points:

1. An understanding of basic economic concepts is more important than a heavy dose of factual knowledge.
2. Instructional efforts should concentrate on aiding students to achieve a fundamental understanding of a limited set of economic concepts and their interrelationships.
3. Students should be given a conceptual framework to help them organize their understanding of economics, and they should be exposed to a manner of thinking that emphasizes systematic, objective analysis.
4. The real personal and social advantages of economic understanding become apparent as individuals achieve competence in applying their knowledge to a wide range of economic issues they themselves confront (Saunders et al., 1984, p. 2).

In 1984, the Joint Council on Economic Education revised its Master Curriculum Guide in Economics. The revised edition reflected attempts to improve:

1. A greater consistency and precision in the definitions of various economic concepts.
2. A few alterations in how particular concepts are presented.
3. A special attempt to clarify the measurement concepts and methods.
4. A revised set of examples showing how to apply a reasoned approach to particular economic issues (Saunders et al., 1984, p. 2).

The Master Curriculum Guide in Economics indicates that the key elements of economic understanding are the following:

1. Mastery of the basic concepts of economics.

2. An appreciation of how the principal concepts of economics relate to each other.
3. Comprehension of the structure of the economy.
4. Knowledge about major economic concerns--both public and personal.
5. Exercise of a reasoned approach to economic decisions.
 - a. State the problem or issue.
 - b. Determine the personal or broad social goals to be attained.
 - c. Consider the principal alternative means of achieving these goals.
 - d. Select the economic concepts needed to understand the problem and use them to appraise the merits of each alternative (Saunders et al., 1984, p. 6).

National Surveys on Economic Education

McKee and Moulton Survey of Economic Education

McKee and Moulton (1951, p. 2) conducted a study of economic education in the high schools. Their findings concluded that "less than 5 percent of all high school students take the equivalent of a semester course in economics." The study also indicated that approximately only 25 percent of college students take one or more courses in economics. McKee and Moulton recommended that high schools require the teaching of economics. The McKee and Moulton study served to help focus much needed attention on the void of economic education that existed in the nation's schools.

The National Opinion Research

Center Study

In 1964 the National Task Force and the Learning Resources Institute commissioned the National Opinion Research Center to conduct a national study on dealing with high school economics. The study was to deal with what economics was being taught and those teaching economics courses.

Their findings concluded that :

1. Nationwide only about 40 per cent of all public high schools offer a separate course in economics, indicating that such courses are rare in the smaller schools outside major metropolitan areas.
2. There is little that economists would recognize as economics in American History courses.
3. Economics that is taught in 'business education programs' are generally weighted with elementary personal finance, bookkeeping, office practice, and the like, although some broader courses are appearing.
4. The coverage is generally descriptive and nonanalytical even in courses called 'economics.'
5. The study of comparative economic systems was considered far and away the most important area of economics teach.
6. Teachers who cover any economics in their courses indicated that they used the descriptive-institutional approach the most.
7. All economics and problems of democracy teachers have had at least one college course in economics and that 58 per cent have had three or more.
8. Eighty per cent of high school social studies teachers are men. The median age was 33.5.
9. About 40 per cent of all social studies teachers have earned some degree beyond the Bachelor's.

10. About a third of social studies teachers have been teaching less than five years, while 43 per cent have been teaching at least 10 years.
11. About 13 per cent of social studies teachers teach a separate course in economics or economic institutions (Bach and Saunders, 1965, pp. 338-343).

The National Survey of Economic
Education 1981 Grades Six through
Twelve.

The National Survey was commissioned by the Phillips Petroleum Company and conducted by the opinion research firm of Yankelovich, Skelly and White. The survey indicated:

1. Economics is now available to virtually all students on many different levels.
 - a. Fifty-four percent of senior high school teachers report that economic is introduced in the ninth and tenth grades.
 - b. . . . students in 87 percent of the nation's junior and senior high schools can take economics.
2. . . . roughly half of the economics teachers reported that the percent of students taking economics was up compared to three and five years ago.
3. The emphasis of most teachers was shaded toward practical economics.
 - a. Forty-seven percent of teachers stressed both practical, how-to economics and theoretical economics.
4. Virtually all high school economics teachers reported bringing current events into their lessons.
5. Economics teachers believe they have enough topics in the subject matter to teach.
6. Sixty-eight percent of high school economics teachers report that economics is a secondary responsibility for them.

7. The number of teachers who teach economics an hour or less each week has dropped from 27 percent to 14 percent, while the number who teach it from two to five hours a week has risen from 25 percent to 34 percent.
8. Most economics continues to be presented as part of courses in other subjects . . .
9. The survey's composite portrait of economics teachers showed them to be typically over 35 (61 percent) and male (67 percent). Eighty-four percent have had college or graduate-level courses in economics.
10. Sixty-six percent, of teachers surveyed, have been teaching for ten years or longer. However, they have usually been teaching economics for less than that time.
11. Economics teachers liked to use a wide variety of teaching materials.
12. Eighty-four percent of economics teachers considered themselves amply familiar with economics teaching materials, and nearly three-quarters of all high school economics teachers reported that they obtained the materials themselves.
13. Teachers also said they would like to be better trained to teach economics. Teachers opted mainly for in-service seminars in the subject matter and in how to teach economics (Clark and Barron, 1981, pp. 45-50).

Major Issues in Economic Education

Professional Preparation of

Economics Teachers

In 1965 M. L. Frankel reported about the state of preparation that existed among those teaching high school economics. Frankel (1965) noted that

1. Sixty percent of the social studies teachers had only a baccalaureate degree, but half of these were working for advanced degrees.

2. Only 2 1/2 percent of high school economics teachers majored in economics for their last degree.
3. Eleven percent of the teachers had a physical education degree for their last degree.
4. Sixteen percent of the high school teachers had never taken an economics course at college and 40 percent had had only one or two courses.
5. Only 22 states had any requirements at all in economics and in most instances only three hours were specified (pp. 63-64).

More recent state surveys dealing with the issues of teacher preparation in economic education indicates little progress being made. Daniel Harrison (1980) found that 31 percent of Kentucky high school teachers teaching a "basic" economics course had no college course work, and 20 percent had only 1 course. The Oregon Department of Education (1982) requires high school graduates to have taken economics. However, 11 percent of teachers had no economics and 13 percent had only 3 hours. G. D. Grossman (1982) reported that Arizona mandated the teaching of "free enterprise" but provided little or no assistance for teacher preparedness in the subject matter. Ninety-two percent of Arizona "free enterprise" teachers have not had any economics training.

Sapinsley (1980) reported that 8 percent of Rhode Island economics teachers had no previous course work, 6 percent had 1 to 2 college hours, and 55 percent had 3 to 6 college hours. C. B. Hart Jr. (1980) in assessing the

economic literacy of New Hampshire teachers reported that 69 percent of economics teachers felt that they were not adequately trained to teach economics. The Ohio Department of Education (1980) surveyed its teachers in grades K-12 and found that 54 percent had no undergraduate course work in economics and 25 percent had only 1 course. Bowman and Draayer (1979) revealed that 48 percent of high school teachers in Idaho had no course work in economics even though they were teaching areas related to economic content. A Wisconsin study (Schug, 1983) stated that 11 percent of secondary teachers had no course work in economics, 18 percent had only 1 course and 33 percent had only 2 courses.

Bach and Saunders (1965, p. 354) stated that "better-trained high school teachers are critical in improving economic-understanding provided by the schools." Walstad and Watts (1985) point out that

the picture that emerges from the synthesis of state and national information is disturbing. Teacher training in economics is limited, and there is little interest on the part of most teachers in correcting this deficiency (p. 136).

In-Service Training

Studies by Dawson and Davidson (1973), Thornton and Vredevelde (1977) and Walstad (1980) show that there is a positive relation that exists between teacher achievement and participation in in-service workshops. The National Survey of Economic Education (Phillips Petroleum Company,

1981, p. 87) showed that 59 percent of secondary economics teachers showed a preference for taking in-service seminars and workshops in the subject matter of economics, and 47 percent in how to teach economics.

Howard Schober conducted a study involving teacher participants in seven in-service workshops offered by the Louisiana Council on Economic Education in the summer of 1981. Schober (1984) concluded:

1. Participation in an economics workshop has a significant positive impact on the economics achievement of the teachers involved.
2. Participations in a workshop has a significant positive impact on teacher opinions about economics as a subject.
3. There is no significant simultaneous relationship between economics achievement and economics opinions of both teachers and students.
4. Teacher participation in an economics in-service workshop has a significant, though direct, positive impact on the economics achievement of students in subsequent economics classes that they teach (p. 292).

Buckles, Strom and Walstad (1984, p.107) indicated that in-service programs will have limited impact when "teachers perceive that there is not enough time in the school day to teach the [economics] subjects, [and when] there is a lack of administrative support." Teachers also indicated a preference for in-service programs that presented new materials rather than just content.

Bach and Saunders (1965) emphasize that summer institutes and in-service programs should stress quality of instruction and teaching materials to really help teachers.

Richard Cyert (1984) makes the point that universities and economists must work more closely with secondary schools in an effort to improve economic education. One way to do this is through in-service programs that help teachers improve their understanding of economic concepts and the methods of introducing new materials that can assist teachers in the classroom.

The Infusion Approach to
Economic Education

Bach and Saunders (1965) reported that most high school course offerings that integrate the study of economics are institutionally descriptive and nonanalytical in nature.

The Ohio Department of Education (1980, pp. 7-9) found that only 3 1/2 percent of teachers K-12 taught the seven basic Master Curriculum Guide (Hansen et al., 1977) concepts dealing with the macroeconomic circular flow model.

B. J. Armento (1983) conducted a national study dealing with the curriculum guides in DEEP schools that incorporate the infusion approach of economic concepts. Armento (1983) stated that

it appears from an examination of these 43 guides that concepts are dealt with at the introductory, definitional level--whether the guide is intended for 9th or 12th grade. If this is the case, there must be an assumption by curriculum builders that prior instruction in economic education has not occurred (p.26).

Walstad and Watts (1985) indicate that there are problems associated with teaching economics through the

infusion approach. They point out that

without good instructional materials, scarce teacher time must be invested in the preparation of new materials that will incorporate economics in other subjects. . . . [T]eachers may not have the skills to develop new materials or the motivation to integrate economics into an already crowded curriculum (p. 142).

Summary

Economic education has made marked improvements in the public schools over the last several decades. The greatest area of improvements can be directly contributed to the development of the Joint Council on Economic Education and its state affiliated Councils. The creation of the Developmental Economic Education Program (DEEP) helped to further increase economic understanding in the classroom and curriculum. The development of the Master Curriculum Guide in Economics served to help implement the appropriate methods of teaching economic concepts at all grade levels.

However, continued national and state surveys indicate that economic education in secondary schools shows serious weaknesses in the areas of teacher preparation, in-service training programs, understanding of basic economic concepts and principles by students, and the integration of economics in other coursework.

More time and resources will have to be devoted to economic education in order to alleviate these shortcomings. School supervisors and administrators will need to further their efforts if any meaningful improvements in economic understanding among students is to take place.

CHAPTER III

RESEARCH DESIGN AND PROCEDURES

The study was designed to obtain data from teachers teaching economic education in the independent secondary schools as defined by the Oklahoma State Department of Education. Teachers were teaching economic education in the general areas of business education, the social sciences and home economics. The objective was to show how economic education in Oklahoma secondary schools compared to the national level as determined by the National Survey of Economic Education 1981 Grades Six Through Twelve (Phillips Petroleum Company, 1981).

The study used the descriptive form of research design. As defined by Best (1970), the descriptive research design

. . . is concerned with conditions or relationships that exist, opinions that are held, processes that are going on, effects that are evident or trends that are developing (p. 116).

The method that was used in the descriptive research design was the survey. According to Best (1970)

the survey gathers data from a relatively large number of cases at a particular time. . . It is not as concerned with characteristics of individuals as statistics that result when data are abstracted from a number of individual cases (p. 120).

Data Collection

The population consisted of the 475 independent secondary schools in Oklahoma as listed in the Oklahoma Educational Directory for the school year 1984-85. The questionnaire was mailed to the respective principals of each high school the week of November 18, 1985. Each mailing included a cover letter by Rita Geiger, Social Studies Specialist, from the Oklahoma State Department of Education endorsing the study. Another cover letter was included to explain the purpose of the study and assured strict confidentiality for participating respondents (see Appendix A). Instructions were provided for properly completing the accompanying questionnaire. Each school principal was asked to forward the questionnaire to the one teacher most informed about teaching economics under any of its guises, either as a separate subject or as part of another subject. A self-addressed stamped envelope was provided to the respondent to return the completed questionnaire.

The return rate of the first mailing was 155 useable questionnaires (33 percent). Twelve principals indicated that no economics was being taught in their particular school system (3 percent).

A follow-up mailing was made during the week of January 6, 1986 to those school systems who did not reply in the first mailing. To make a determination as to which school systems participated and who did not, each questionnaire was

numbered to represent the respective school system. The return rate of the second mailing was 22 useable questionnaires. This resulted in a total of 177 useable questionnaires which constituted 37 percent of the 475 school systems.

Methodology

The type of instrument used was the questionnaire.

Best (1970) stated,

A questionnaire is used when factual information is desired (p. 161). . . . It is easy to fill out, takes little time, keeps the respondent on the subject, is relatively objective, and is fairly easy to tabulate and analyze (p. 162).

The questionnaire used was adapted from the one developed by the National Survey of Economic Education 1981 Grades Six Through Twelve (Phillips Petroleum Company, 1981) (see Appendix A). According to the research group Yankelovich, Skelly and White, Inc., who conducted the survey, seven experts in the field of economic education were interviewed to develop the questionnaire. The pilot national questionnaire was administered to 30 carefully selected economics teachers, from different geographical areas, to insure that the questionnaire would be "relevant to the respondents." The sample consisted of 500 randomly selected junior and senior high schools using a fixed sampling interval out of a universe of 31,550 schools in the United States; public, private, and parochial. There were 510 per-

sonal interviews and 273 self-administered questionnaires for a total of 783 respondents. The reported margin of error for this size sample was approximated to be plus or minus 3.5%.

The level of school for the Oklahoma survey dealt only with senior/4-year high schools which consisted of grades 9 through 12.

Statistical Measurement

The data were collected from the participating population and the responses were analyzed using the non-parametric statistical measurement of chi square (χ^2).

Best (1970) stated,

the chi square test applies only to discrete data. The test is based upon the concept of independence, the idea that one variable is not affected by, or related to another (p. 278).

The formula for the chi square test (Siegel, 1956, p. 43)

was:

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

where:

O_i = observed number of cases categorized in the i th category

E_i = expected number of cases in i th category under H_0

$\sum_{i=1}^k$ directs one to sum over all (k) categories

The technique is of the goodness-of-fit type in that it may be used to test whether a significant difference exists between an observed number of objects or responses falling in each category and an expected number based on the null hypothesis (Siegel, 1956, p. 43).

The .05 significance level was used as the confidence level.

The number of degrees of freedom in a chi-square goodness-of-fit test is equal to the number of cells minus the number of quantities obtained from the observed data, which are used in the calculations of the expected frequencies (Walpole, 1980, p. 334).

CHAPTER IV

PRESENTATION OF ANALYSIS OF DATA

The purpose of this chapter is to report on the findings of the study. The chi-square goodness-of-fit test between observed and expected frequencies was used to determine the relationship between economic education in Oklahoma and at the national level.

The information presented was organized according to the survey questionnaire and the appropriate tables presented in the National Survey of Economic Education 1981 Grades Six Through Twelve (Phillips Petroleum Company, 1981).

Hypothesis I: Economics Teachers:
Who Are They?

Demographic Profile of Economics Teachers

Table I showed 49 percent of Oklahoma economics teachers are between the ages of 35 to 49 years, 33 percent between the ages of 18 to 34 and 18 percent was 50 years and older. The national survey showed 42 percent of teachers between the ages of 35 to 49 years, 37 percent between the ages of 18 to 34 and 21 percent was 50 years and older. The

TABLE I

A CHI-SQUARE GOODNESS-OF-FIT TEST ON THE DEMOGRAPHIC
PROFILES OF ECONOMICS TEACHERS BETWEEN OKLAHOMA
SECONDARY SCHOOLS AND THE NATIONAL LEVEL

	National %	Oklahoma %	O _i	E _i	$\frac{(O_i - E_i)^2}{E_i}$
<u>Age</u> (N = 163)					
18 - 34	37	33	54	60	0.60
35 - 49	42	49	79	69	1.45
50 and over	21	18	30	34	0.47
$X^2 = 2.52$					
df = 2					
X^2 at .05 = 5.99					
<u>Sex</u> (N = 165)					
Male	69	61	100	114	1.72
Female	31	39	65	51	3.84
$X^2 = 5.56$					
df = 1					
X^2 at .05 = 3.84					
<u>Race</u> (N = 162)					
White	92	96	156	149	0.33
Black & Other	8	4	6	13	3.77
$X^2 = 4.10$					
df = 1					
X^2 at .05 = 3.84					
<u>Education</u> (N = 165)					
College graduate	10	17	28	16	9.00
Some graduate work	27	33	55	45	2.22
Master's Degree and Doctorate	63	50	82	104	4.65

TABLE I (Continued)

	National %	Oklahoma %	O _i	E _i	$\frac{(O_i - E_i)^2}{E_i}$
$\chi^2 = 15.88$ $df = 2$ χ^2 at .05 = 5.99					
<u>Economics Course</u>					
(N = 165)					
Yes	86	78	128	142	1.38
No	14	22	37	23	8.52
$\chi^2 = 9.90$ $df = 1$ χ^2 at .05 = 3.84					
<u>How to Teach Economics</u>					
(N = 149)					
Yes	32	26	38	48	2.08
No	68	74	111	101	0.99
$\chi^2 = 3.07$ $df = 1$ χ^2 at .05 = 3.84					

question on teacher age was answered by 163 respondents and not by two others. The chi-square test with 2 degrees of freedom showed a $X^2 = 2.52$ which was within the .05 significance level of 5.99. This indicated that there was no significant difference between economics teachers in Oklahoma secondary schools and the national level according to age.

Sixty-one percent of economics teachers were male while 39 percent were female. The national survey indicated that 69 percent of economic teachers were male and 31 percent were female. There were 165 useable questionnaires. The chi-square test with 1 degree of freedom showed a $X^2 = 5.56$ which was greater than the .05 significance level of 3.84. This indicated a poor fit and that there was a significant difference between the sex of economics teachers in Oklahoma secondary schools and economic teachers at the national level.

Ninety-six percent of economics teachers in Oklahoma secondary schools are White while only 4 percent represented Blacks and other races. The national survey showed that 92 percent were White and 8 percent represented Blacks and other races. There were 162 useable questionnaires with 3 unuseable. The chi-square test with 1 degree of freedom showed a $X^2 = 4.10$ which was greater than the .05 significance level of 3.84. This indicated that there was a significant difference between race among economic teachers

in Oklahoma secondary schools and economic teachers at the national level.

Fifty percent of economics teachers in Oklahoma secondary schools had at least a Master's Degree, while 33 percent had some graduate work above the Bachelor's Degree and 17 percent had only a Bachelor's Degree. There were 165 useable questionnaires. The national level showed that 63 percent of economic teachers had at least a Master's Degree, while 27 percent had some graduate work above the Bachelor's Degree and only 10 percent had a Bachelor's Degree. The chi-square test showed a $\chi^2 = 15.88$ which was much greater than the .05 significance level of 5.99. This represented a poor fit and that there was a significant difference in education between economics teachers in Oklahoma secondary schools and the national level.

Only 78 percent of economics teachers in Oklahoma secondary schools have had a college or graduate level course in economics and 22 percent had not. The national level showed that 86 percent of secondary teachers have had a college or graduate level economics course and 14 percent had not. The chi-square test with 1 degree of freedom showed a $\chi^2 = 9.90$ which was greater than the .05 significance level of 3.84. This indicated that there was a significant difference between Oklahoma teachers and the national level.

Seventy-four percent of Oklahoma secondary teachers have had no college courses in how to teach economics. The

national level showed that 68 percent of secondary teachers have had no college course in how to teach economics. There were 149 useable questionnaires and 16 unuseable. With 1 degree of freedom the chi-square test showed a $X^2 = 3.07$ which was within the .05 significance level of 3.84. This showed that there was no significant difference.

Teaching Profile of Economics Teachers

Table II showed that 57 percent of economics teachers in Oklahoma secondary schools had taught for 10 years or more, 24 percent had taught 6 to 9 years and 19 percent had taught 5 years or less. This compares to 69 percent of economics teachers at the national level who had taught 10 years or more, 15 percent had taught 6 to 9 years and 16 percent had taught for 5 years or less. There were 165 useable questionnaires. The chi-square goodness-of-fit test showed a $X^2 = 13.47$. The .05 significance level with 2 degrees of freedom was 5.99. This indicated a poor fit of the data and that there was a significant difference in the length of time teaching between economics teachers in Oklahoma secondary schools and economics teachers at the national level.

Fifty-one percent of economics teachers in Oklahoma secondary schools had taught economics for 5 years or less, 18 percent had taught economics 6 to 9 years and 30 percent had taught economics for 10 years or more. The national survey showed that 42 percent had taught economics 5 years

TABLE II
 A CHI-SQUARE GOODNESS-OF-FIT TEST ON THE TEACHING
 PROFILES OF ECONOMICS TEACHERS BETWEEN OKLAHOMA
 SECONDARY SCHOOLS AND THE NATIONAL LEVEL

	National %	Oklahoma %	O _i	E _i	$\frac{(O_i - E_i)^2}{E_i}$
<u>Length of Time Teaching</u> (N = 165)					
5 years or less	16	19	31	26	0.96
6 - 9 years	15	24	40	25	9.00
10 years or more	69	57	94	114	3.51
$X^2 = 13.47$ $df = 2$ X^2 at .05 = 5.99					
<u>Length of Time Teaching Economics</u> (N = 158)					
5 years or less	42	51	81	67	2.93
6 - 9 years	16	18	29	25	0.64
10 years or more	42	30	48	66	4.91
$X^2 = 8.48$ $df = 2$ X^2 at .05 = 5.99					
<u>Grade(s) Taught^a</u> (N = 165)					
9th grade	24	51	84	40	48.40
10th grade	54	80	132	89	20.78
11th grade	73	91	150	121	6.95
12th grade	87	90	149	144	0.17
$X^2 = 76.30$ $df = 3$ X^2 at .05 = 7.82					

TABLE II (Continued)

	National %	Oklahoma %	O _i	E _i	$\frac{(O_i - E_i)^2}{E_i}$
<u>Average Size Class^b</u>					
<u>Taught (N = 164)</u>					
19 or less students	8	63	103	13	623.08
20 - 29 students	63	32	52	103	25.25
30 or more students	29	5	9	48	31.69
$\chi^2 = 680.02$					
df = 2					
χ^2 at .05 = 5.99					

^aAdd to more than 100% due to multiple answers

^bHad to combine cells because some E_i's were less than 5

or less, 16 percent had taught economics 6 to 9 years and 42 percent had taught economics for 10 years or more. There were 158 useable questionnaires with 7 unuseable. The chi-square test showed a $\chi^2 = 8.48$ which was greater than the .05 significance level of 5.99 with 2 degrees of freedom. This indicated that the length of time teaching economics was significantly different between economics teachers in Oklahoma secondary schools and the national level.

Oklahoma teachers with 10 years or more of teaching were the least likely to have taught economics. Oklahoma teachers with 5 years or less of teaching were most likely to have taught economics.

Fifty-one percent of Oklahoma economics teachers taught the 9th grade, 80 percent taught the 10th grade, 91 percent taught the 11th grade and 90 percent taught the 12th grade. The national survey showed that 24 percent of economics teachers taught the 9th grade, 54 percent taught the 10th grade, 73 percent taught the 11th grade and 87 percent taught the 12th grade. The chi-square test showed a $\chi^2 = 76.30$ for grade(s) taught. With 3 degrees of freedom the .05 significance level was 7.82. This indicated that a significant difference existed between economics teachers in Oklahoma and the national level. There were 165 useable questionnaires.

Teachers were asked to indicate the average size class they had taught by checking one of the three categories that follows: 19 or fewer students; 20 to 29 students; and 30 or

more students. Sixty-three percent of Oklahoma teachers reported their average class size was 19 or fewer, 32 percent between 20 to 29 students and 5 percent taught 30 or more students. The national survey showed that 8 percent of economics teachers taught 19 or fewer students, 63 percent taught 20 to 29 students and 29 percent taught 30 or more students. There were 164 of 165 useable questionnaires. The chi-square test showed a $\chi^2 = 680.02$. This showed a significant difference between Oklahoma and the national level where at 2 degrees of freedom the .05 significance level was 5.99.

Hypothesis II: The Position of Economic Education

When Economics is First Introduced into the Classroom

Table III showed that 33 percent of Oklahoma students are first introduced to economics in the 9th grade, 42 percent in the 10th grade, 16 percent in the 11th grade, 6 percent in the 12th grade and 2 percent of teachers indicated no answer.

The national survey ranked grades from K-12. Since this study deals only with grades 9-12 some computational adjustments had to be made. The sum of the percentages in the national survey dealing with grades 9-12 and those responding with no answer was 88 percent. To equally dis-

TABLE III

A CHI-SQUARE GOODNESS-OF-FIT TEST ON WHEN ECONOMICS
IS FIRST INTRODUCED INTO THE CLASSROOM BETWEEN
OKLAHOMA SECONDARY SCHOOLS AND
THE NATIONAL LEVEL

(N = 165)	National ^a %	Oklahoma %	O _i	E _i	$\frac{(O_i - E_i)^2}{E_i}$
9th grade	30.4	33	55	50	0.50
10th grade	28.4	42	70	47	11.26
11th grade	19.4	16	27	32	0.78
12th grade	15.4	6	10	25	9.00
No answer	6.4	2	3	11	5.82

$\chi^2 = 27.36$
 $df = 4$
 χ^2 at .05 = 9.49

^a2.4 percent added to each category

tribute the missing 12 percent 2.4 percent was added to each of the 5 grade categories.

The .05 significance level with 4 degrees of freedom was 9.49. With 165 useable questionnaires the chi-square test showed a $X^2 = 27.36$ which indicated a significant difference existed when economics was first introduced into the classroom between Oklahoma and the national level.

Percentage of Students Studying Economics Now Compared to Three Years Ago

Sixty-three percent of Oklahoma economics teachers reported that there was no change or a smaller change in the percentage of students studying economics in Oklahoma now as compared to 3 years ago; 35 percent reported that a larger percentage of students are studying economics now as compared to 3 years ago and 2 percent reported they are not sure. The national survey showed 46 percent of economics teachers reported that there was no change or a smaller change in the percentage of students studying economics now as compared to 3 years ago; 51 percent reported that a larger percentage of students are studying economics now as compared to 3 years ago and 3 percent reported they are not sure. This information was obtained from 165 questionnaires. The chi-square test showed that a significant difference existed when economics was first introduced into the classroom between Oklahoma and the national level with

$\chi^2 = 21.10$. The .05 significance level with 3 degrees of freedom was 7.82 (Table IV).

TABLE IV

A CHI-SQUARE GOODNESS-OF-FIT TEST ON THE PERCENTAGE OF STUDENTS STUDYING ECONOMICS NOW COMPARED TO THREE YEARS AGO BETWEEN OKLAHOMA SECONDARY SCHOOLS AND THE NATIONAL LEVEL

N = 165	National %	Oklahoma %	O _i	E _i	$\frac{(O_i - E_i)^2}{E_i}$
Larger	51	35	57	84	8.68
Smaller	14	22	37	23	8.52
No change	32	41	67	53	3.70
Not sure	3	2	4	5	0.20

$\chi^2 = 21.10$
 $df = 3$
 χ^2 at .05 = 7.82

Hypothesis III: Economics is What
Portion of the Teacher's Load?

Whether Teaching Economics is Main or
Secondary Responsibility

Table V showed that an overwhelming 88 percent of economics teachers in Oklahoma secondary schools indicated that

the teaching of economics was a secondary responsibility while 12 percent indicated it as their primary responsibility.

TABLE V

A CHI-SQUARE GOODNESS-OF-FIT TEST ON WHETHER TEACHING ECONOMICS IS THE MAIN OR SECONDARY RESPONSIBILITY OF ECONOMICS TEACHERS IN OKLAHOMA SECONDARY SCHOOLS AND AT THE NATIONAL LEVEL

N = 165	National %	Oklahoma %	O _i	E _i	$\frac{(O_i - E_i)^2}{E_i}$
Main	35	12	19	58	26.22
Secondary	62	88	145	102	18.13
No answer	3	1	1	5	3.20
$X^2 = 47.56$ $df = 2$ X^2 at .05 = 5.99					

The national level showed that 62 percent of teachers indicated the teaching of economics as a secondary responsibility and 35 percent indicated it as their primary responsibility. The .05 significance level with 2 degrees of freedom was 5.99. With 165 useable questionnaires the chi-square test showed a $X^2 = 47.56$ which indicated a significant difference existed.

Hours Spent Teaching Economics Each Week

Table VI showed 19 percent of Oklahoma economics teachers reported that they taught economics 1 hour or less a week, 50 percent taught economics 2-5 hours, 27 percent taught economics 6-12 hours and 4 percent taught economics 13 or more hours.

The national survey showed that 12 percent of teachers taught economics 1 hour or less a week, 33 percent taught economics 2-5 hours, 19 percent taught economics 6-12 hours and 33 percent taught economics 13 or more hours. This information was obtained from 165 questionnaires. The chi-square goodness-of-fit test showed a $\chi^2 = 68.47$ which showed a significant difference from the .05 significance level with 3 degrees of freedom of 7.82 (Table VI).

Number of Students Taught Economics

Each Week

Fifty-four percent of economics teachers in Oklahoma indicated that 19 or less students are taught economics each week; 26 percent reported 20-39 students are taught economics each week; 11 percent reported 40-59 students are taught economics each week; 4 percent reported 60-79 students are taught economics each week; and 4 percent reported 80 or more students are taught economics each week (Table VII).

The national survey showed 13 percent of economics teachers who taught 19 or less students economics each week;

TABLE VI
 A CHI-SQUARE GOODNESS-OF-FIT TEST ON THE HOURS
 SPENT TEACHING ECONOMICS EACH WEEK BETWEEN
 OKLAHOMA SECONDARY SCHOOLS AND
 THE NATIONAL LEVEL

N = 161	National %	Oklahoma %	O _i	E _i	$\frac{(O_i - E_i)^2}{E_i}$
1 hour or less	12	19	31	19	7.58
2 - 5 hours	33	50	80	53	13.76
6 - 12 hours	19	27	44	31	5.45
13 hours or more	33	4	6	53	41.68
$\chi^2 = 68.47$ $df = 3$ χ^2 at .05 = 7.82					

23 percent taught 20-39 students; 12 percent taught 40-59 students; 11 percent taught 60-79 students; and 39 percent taught 80 or more students. The information came from 164 of 165 useable questionnaires. The chi-square test showed a $\chi^2 = 278.54$ which indicated a significant disparity between Oklahoma and the national level where the .05 significance level with 4 degrees of freedom was 9.49 (Table VII).

TABLE VII

A CHI-SQUARE GOODNESS-OF-FIT TEST ON THE NUMBER
OF STUDENTS TAUGHT ECONOMICS EACH WEEK
BETWEEN OKLAHOMA SECONDARY SCHOOLS
AND THE NATIONAL LEVEL

N = 164	National %	Oklahoma %	O _i	E _i	$\frac{(O_i - E_i)^2}{E_i}$
0 - 19 students	13	54	89	21	220.19
20 - 39 students	23	26	43	38	0.66
40 - 59 students	12	11	18	20	0.20
60 - 79 students	11	4	7	18	6.72
80 or more	39	4	7	64	50.77
$\chi^2 = 278.54$ $df = 4$ χ^2 at .05 = 9.49					

Hypothesis IV: How Economics is Taught

What Classes Which Include Economics
are Called

Forty-six percent of Oklahoma economics teachers reported that the subject of economics was simply taught as Economics; 24 percent reported that economics was taught in U. S. History; 17 percent reported that economics was taught in U. S. Government; 22 percent reported that economics was taught in Consumer Economics/Education; 6 percent reported that economics was taught in Social Studies; 17 percent

reported that economics was taught in World History; 3 percent reported that economics was taught in Free Enterprise; and 9 percent reported that economics was taught in World Geography (Table VIII). There were 165 useable questionnaires. The .05 significance level with 7 degrees of freedom was 14.07. The chi-square test showed a $\chi^2 = 38.29$ which indicated that there was a significant difference between economic classes in Oklahoma and at the national level (Table VIII).

The Focus of Economics Classes

Twelve percent of economics teachers in Oklahoma secondary schools primarily stressed theoretical economics; 43 percent emphasized practical or "how to" economics; 44 percent stressed both theoretical and practical economics; and 2 percent stressed neither theoretical or practical economics. The national survey indicated that 16 percent of economics teachers primarily stressed theoretical economics; 32 percent stressed practical or "how to" economics; 49 percent stressed both; and 1 percent stressed neither theoretical or practical economics (Table IX).

The .05 significance level with 3 degrees of freedom was 7.82. The chi-square test showed a significant difference existed in the focus of economics classes between Oklahoma and the national level with a $\chi^2 = 8.88$.

TABLE VIII

A CHI-SQUARE GOODNESS-OF-FIT TEST ON WHAT
ECONOMICS CLASSES ARE CALLED IN
OKLAHOMA SECONDARY SCHOOLS
AND AT THE NATIONAL LEVEL

N = 165	National %	Oklahoma %	O _i	E _i	$\frac{(O_i - E_i)^2}{E_i}$
Economics	34	46	76	56	7.14
U. S. History	24	24	40	40	0.00
U. S. Government	21	17	28	35	1.40
Consumer Economics/ Education	21	22	36	35	0.03
Social Studies	10	6	9	17	3.77
World History	11	17	28	18	5.56
Free Enterprise	12	3	5	20	11.25
World Geography	4	9	15	7	9.14
$\chi^2 = 38.29$ $df = 7$ χ^2 at .05 = 14.07					

TABLE IX
 A CHI-SQUARE GOODNESS-OF-FIT TEST ON THE FOCUS
 OF ECONOMICS CLASSES BETWEEN OKLAHOMA
 SECONDARY SCHOOLS AND THE
 NATIONAL LEVEL

N = 160	National %	Oklahoma %	O _i	E _i	$\frac{(O_i - E_i)^2}{E_i}$
Theoretical Economics	16	12	19	26	1.89
Practical Economics	32	43	68	51	5.67
Both	49	44	70	78	0.82
Neither	1	2	3	2	0.50
$\chi^2 = 8.87$ $df = 3$ χ^2 at .05 = 7.82					

Importance of Different Goals in
Economic Education

The national survey defined six broad goals dealing with student competencies to be developed before graduation by separate grade levels but; instead, it grouped the data from all respondents that included grades 6-12. As the Oklahoma included grades 9-12 the comparison was therefore made with data from the national study based upon grades 6-12. This necessary adjustment would not cause any significant difference of the treatment of the data.

The cells entitled "not a goal" and "not sure" in the national survey were combined in this study because the E_i 's in the "not sure" cells were too small.

Table X showed that 79 percent of economics teachers in Oklahoma secondary schools indicated that preparing students to make intelligent decisions was very important; 19 percent indicated it was somewhat important; and 3 percent reported that it was either not a goal or they were not sure. The national survey showed that 90 percent of economics teachers indicated that preparing students to make intelligent decisions was very important; 9 percent indicated it was somewhat important; and 1 percent reported that it was either not a goal or they were not sure. There were 165 useable questionnaires for all cells. The .05 significance level with 2 degrees of freedom was 5.99. The chi-square test showed a $\chi^2 = 21.49$ which demonstrated that there was a significant difference in the importance of the

TABLE X

A CHI-SQUARE GOODNESS-OF-FIT TEST ON THE IMPORTANCE
OF DIFFERENT GOALS IN ECONOMIC EDUCATION
BETWEEN OKLAHOMA SECONDARY SCHOOLS
AND THE NATIONAL LEVEL

N = 165	National ^a %	Oklahoma ^b %	O _i	E _i	$\frac{(O_i - E_i)^2}{E_i}$
<u>To prepare students to make intelligent decisions</u>					
Very important	90	79	130	149	2.42
Somewhat important	9	19	31	15	17.07
Not a Goal/Not sure	1	3	4	2	2.00
$\chi^2 = 21.49$ $df = 2$ χ^2 at .05 = 5.99					
<u>To help students understand the current problems facing the country</u>					
Very important	66	48	79	109	8.26
Somewhat important	30	46	75	50	12.50
Not a goal/Not sure	4	7	11	7	2.29
$\chi^2 = 23.05$ $df = 2$ χ^2 at .05 = 5.99					
<u>To teach students practical skills that they need in their everyday lives . . .</u>					
Very important	65	71	117	107	0.94
Somewhat important	21	15	25	35	2.86
Not a Goal/Not sure	14	14	23	23	0.00

TABLE X (Continued)

N = 165	National %	Oklahoma %	O _i	E _i	$\frac{(O_i - E_i)^2}{E_i}$
$\chi^2 = 3.80$ $df = 2$ χ^2 at .05 = 5.99					
<u>To give students the analytical tools to maximize their own personal financial/economic positions</u>					
Very important	63	62	103	104	0.01
Somewhat important	32	34	56	53	0.17
Not a goal/Not sure	5	4	6	8	0.50
$\chi^2 = 0.68$ $df = 2$ χ^2 at .05 = 5.99					
<u>To increase understanding of the free enterprise system</u>					
Very important	62	61	100	102	0.04
Somewhat important	34	36	60	56	0.29
Not a goal/Not sure	4	3	5	7	0.57
$\chi^2 = 0.90$ $df = 2$ χ^2 at .05 = 5.99					
<u>To teach students about alternative economic systems</u>					
Very important	30	18	30	50	8.00
Somewhat important	52	66	109	86	6.15
Not a goal/Not sure	18	16	26	30	0.53

TABLE X (Continued)

N = 165	National %	Oklahoma %	O _i	E _i	$\frac{(O_i - E_i)^2}{E_i}$
---------	---------------	---------------	----------------	----------------	-----------------------------

$\chi^2 = 14.68$
 $df = 2$
 χ^2 at .05 = 5.99

^aDeals with grade levels 6-12.

^bNot a goal and not sure cells were combined.

economic education goal to prepare students to make intelligent decisions.

Forty-eight percent of Oklahoma economics teachers reported that the economic education goal to help students understand the current problems facing the country was very important. Forty-six percent indicated that it was somewhat important and 7 percent indicated that it was either not a goal or they were not sure. The national survey showed that 66 percent of economics teachers reported the goal to help students understand the current problems facing the country was very important. Thirty percent indicated that it was somewhat important and 4 percent indicated that it was either not a goal or they were not sure. The chi-square test showed a $\chi^2 = 23.05$ which was greater than the .05 significance level with 2 degrees of freedom of 5.99. This showed that there was a significant difference between Oklahoma and the national level.

Seventy-one percent of economics teachers in Oklahoma secondary schools reported that it was a very important goal in their classes to teach students practical skills that they need in their everyday lives, such as balancing a checkbook, using credit cards, shopping wisely, etc. Fifteen percent reported that it was somewhat important and 14 percent reported that it was either not a goal or were not sure. The national survey reported that 65 percent of economics teachers thought it was a very important goal to

teach students practical skills that they need in their everyday lives. Twenty-one percent reported that it was somewhat important and 14 percent reported that it was either not a goal or were not sure. The .05 significance level with 2 degrees of freedom was 5.99. The chi-square test showed a $\chi^2 = 3.80$. This indicated that there was no significant difference between Oklahoma and the national level.

Sixty-two percent of economics teachers in Oklahoma secondary schools revealed that they consider the goal of giving students the analytical tools to maximize their own personal financial/economic positions very important in their classes. Thirty-four percent reported it as somewhat important and 4 percent reported that it was either not a goal or were not sure. The national survey indicated that 63 percent of economics teachers consider the goal of giving students the analytical tools to maximize their own personal financial/economic positions as very important. Thirty-two percent reported it as somewhat important and 5 percent reported that it was either not a goal or were not sure. There showed to be no significant difference between Oklahoma secondary schools and the national level with a .05 significance level with 2 degrees of freedom of 5.99 and the $\chi^2 = 0.68$.

Sixty-one percent of economics teachers in Oklahoma secondary schools indicated that the classroom goal to increase understanding of the free enterprise system was

very important, 36 percent indicated that it was somewhat important and 3 percent indicated that it was either not a goal or were not sure. The national survey showed that 62 percent of economics teachers indicated that the goal of increasing the understanding of the free enterprise system was very important, 34 percent indicated that it was somewhat important and 4 percent indicated that it was either not a goal or were not sure. There was no significant difference between Oklahoma secondary schools and the national level with a $\chi^2 = 0.90$ and the .05 significance level with 2 degrees of freedom of 5.99.

Eighteen percent of economics teachers in Oklahoma secondary schools considered teaching students about alternative economic systems as very important, 66 percent considered it as somewhat important and 16 percent considered it as either not a goal or were not sure. The national survey reported that 30 percent of economics teachers thought that teaching students about alternative economic systems was very important, 52 percent thought it was somewhat important and 18 percent thought that it was either not a goal or were not sure. There was a significant difference with a $\chi^2 = 14.68$ and the .05 significance level with 2 degrees of freedom of 5.99.

Hypothesis V: What Economics Teachers
are Teaching

Aspects of Economics Currently

Being Taught

Eighty percent of economics teachers in Oklahoma secondary schools reported that they taught about the monetary system. Over 70 percent taught about the concepts of supply and demand and how to look for a job, manage personal finances, balance a checkbook, shop wisely, rent an apartment, etc. Over 60 percent taught on such economic topics as the tax system, business, comparative economic systems, the free enterprise system, decision-making, consumer issues, and government controls. Over 50 percent taught on current economic issues, the production of goods, scarcity, and government statistics. Over 40 percent taught about natural resources, opportunity costs, and labor management. Over 30 percent taught about the price structure and trade-offs. Over 20 percent taught about economic history, international economics and economic theory (Table XI).

The national survey reported that over 80 percent of economics teachers taught supply and demand and about the monetary system. Seventy percent or more of teachers taught about governmental controls, free enterprise, current economic issues, business, and comparative economics systems. Sixty percent or more taught about the tax system, consumer issues, the production of goods, government

TABLE XI

A CHI-SQUARE GOODNESS-OF-FIT TEST ON THE ASPECTS
OF ECONOMICS CUURENTLY BEING TAUGHT BETWEEN
OKLAHOMA SECONDARY SCHOOLS AND THE
NATIONAL LEVEL

N = 165	National %	Oklahoma %	O _i	E _i	$\frac{(O_i - E_i)^2}{E_i}$
Supply and demand	82	79	130	135	0.19
Monetary system/ banking system/ federal reserve/ loans/interest rates	81	80	132	134	0.03
Government controls/ regulation of the economy/ social security system	78	62	102	129	0.38
Free enterprise/ market/laissez- faire system	77	66	109	127	2.55
Current economic issues/controveries (OPEC, trade deficit, inflation, etc.)	75	56	92	124	8.26
Business (cycles, profits, stock market, etc.)	74	67	110	122	1.18
Comparative economic systems/philosophies (capitalism, social- ism, etc.)	70	67	111	116	0.22
Tax system/taxes/ tax forms	69	69	114	114	0.00
Consumer issues/ consumerism	67	66	108	111	0.08
Production of goods (automation, tech- nology, social aspects of, factors in, etc.)	66	56	93	109	2.35

TABLE XI (Continued)

N = 165	National %	Oklahoma %	O _i	E _i	$\frac{(O_i - E_i)^2}{E_i}$
Government statistics (unemployment, GNP, government revenues, spending, etc.)	66	52	86	109	4.85
Scarcity	64	53	87	106	3.41
Decision making	63	66	108	104	0.15
Natural resources (depletion/scarities)	60	47	78	99	4.46
How to: look for a job, manage personal finances, balance a checkbook, shop wisely, rent an apart- ment, etc.	59	75	124	97	7.52
Labor-management relations	57	42	70	94	6.13
Price structure	48	38	62	79	3.66
International eco- nomics (international trade, balance of pay- ments, multinational corporations, etc.)	44	25	41	73	14.03
Economic history	40	27	44	66	7.33
Opportunity cost	40	47	78	66	2.18
Economic theory (Keynes, Friedman, etc.)	39	21	34	64	14.06
Trade-offs	27	32	52	45	1.09
$\chi^2 = 84.11$ $df = 21$ χ^2 at .05 = 32.67					

statistics, scarcity, decision making and natural resources. Over 50 percent taught about how to look for a job, manage personal finances, balance a checkbook, shop wisely, rent an apartment, etc. and labor management. Forty percent or more taught about the price structure, international economics, economic history and opportunity cost. Thirty-nine percent taught about economic theory and 27 percent taught about trade-offs. The chi-square test showed a $\chi^2 = 84.11$. The .05 significance level with 21 degrees of freedom was 32.67. This indicated that there was a significant difference between Oklahoma and the national level. There were 165 useable questionnaires for all cells.

Hypothesis VI: Teaching Aids and Materials

Extra Teaching Materials Used in Ad- dition to the Assigned Materials

Over 60 percent of economics teachers in Oklahoma secondary schools used charts, films, graphs, and tables in addition to assigned materials in their classrooms. Fifty percent or more economics teachers used filmstrips, pamphlets and other texts. Forty-seven percent of economics teachers used games, 39 percent used maps and video tapes, 20 percent used audio tapes and 14 percent used slides. Forty-two percent used overhead transparencies (not included in national survey) (Table XII).

TABLE XII

A CHI-SQUARE GOODNESS-OF-FIT TEST ON EXTRA TEACHING
MATERIALS USED IN ADDITION TO THE ASSIGNED
MATERIALS BETWEEN ECONOMICS TEACHERS
IN OKLAHOMA SECONDARY SCHOOLS
AND THE NATIONAL LEVEL

N = 165	National %	Oklahoma %	O _i	E _i	$\frac{(O_i - E_i)^2}{E_i}$
Charts	77	69	113	127	1.54
Films	76	61	101	125	4.61
Graphs	71	67	110	117	0.42
Tables	69	66	108	113	0.22
Filmstrips	69	54	89	114	5.48
Pamphlets	66	50	83	109	6.20
Texts other than assigned ones	58	51	84	96	1.50
Maps	42	39	64	69	0.36
Games	37	47	78	61	4.74
Audio tapes	30	20	33	50	5.78
Video tapes	31	39	65	51	3.84
Slides	20	14	23	33	3.03
Overhead transparancies ^a	--	42	70	--	--
$\chi^2 = 37.72$ $df = 11$ χ^2 at .05 = 19.68					

^aNot included in national survey

Over 70 percent of teachers in the national survey indicated that they used graphs, films and charts in addition to assigned materials in the classrooms. Over 60 percent of teachers used tables, filmstrips and pamphlets. Fifty-eight percent used other texts other than the assigned ones; 42 percent used maps; 30 percent or more used games, video tapes and games; and 20 percent used slides. The chi-square test showed a $\chi^2 = 37.72$ and the .05 significance level with 11 degrees of freedom was 19.68. This showed that a significant difference existed between Oklahoma and the national level. There were 165 useable questionnaires for all cells (Table XII).

How Teachers Obtain Teaching Materials

The national survey defined ten categories dealing with how teachers obtain teaching materials by separate grade level but; instead, it grouped the data from all respondents that included grades 6-12. As the Oklahoma study included grades 9-12 the comparison was therefore made with data from the national study based upon grades 6-12. This necessary adjustment would not cause any significant difference of the treatment of the data.

Table XIII showed how economics teachers in Oklahoma secondary schools and the national level obtained teaching materials, i.e., newspapers, magazines, free loan films, etc. Twenty-six percent of economics teachers in Oklahoma secondary schools acquired their own teaching materials, 39

TABLE XIII

A CHI-SQUARE GOODNESS-OF-FIT TEST ON HOW ECONOMICS
TEACHERS OBTAIN TEACHING MATERIALS BETWEEN
OKLAHOMA SECONDARY SCHOOLS AND THE
NATIONAL LEVEL

N = 165	National ^a %	Oklahoma %	O _i	E _i	$\frac{(O_i - E_i)^2}{E_i}$
<u>I Get Them Myself</u>					
A lot	39	26	43	64	6.90
Some	34	39	65	56	1.45
Few	16	30	49	26	20.35
None/no answer	11	5	8	18	5.56
$\chi^2 = 37.25$ $df = 3$ χ^2 at .05 = 7.82					
<u>Supplied by Centers on Economic Edu- cation</u>					
A lot	9	4	7	15	4.27
Some	29	23	38	48	2.08
Few	26	32	53	43	2.33
None/no answer	36	41	67	59	1.09
$\chi^2 = 9.77$ $df = 3$ χ^2 at .05 = 7.82					
<u>Supplied by State Department of Education</u>					
A lot	7	9	14	12	0.33
Some	26	42	70	43	16.95
Few	23	30	50	38	3.79
None/no answer	44	19	31	73	24.16

TABLE XIII (Continued)

N = 165	National %	Oklahoma %	Oi	Ei	$\frac{(O_i - E_i)^2}{E_i}$
$X^2 = 45.23$ $df = 3$ X^2 at .05 = 7.82					
<u>Supplied by the Federal Government</u>					
A lot	6	0.1	1	10	8.10
Some	32	30	49	53	0.30
Few	25	35	58	41	7.05
None/no answer	37	35	57	61	0.26
$X^2 = 15.71$ $df = 3$ X^2 at .05 = 7.82					
<u>Supplied by Local Business Community</u>					
A lot	5	3	5	8	1.13
Some	28	24	39	46	1.07
Few	27	29	48	45	0.20
None/no answer	40	44	73	66	0.74
$X^2 = 3.14$ $df = 3$ X^2 at .05 = 7.82					
<u>Supplied by National Businesses</u>					
A lot	4	1	1	7	5.14
Some	22	12	19	36	8.03
Few	30	32	52	50	0.08
None/no answer	44	56	93	73	5.48

TABLE XIII (Continued)

N = 165	National %	Oklahoma %	Oi	Ei	$\frac{(O_i - E_i)^2}{E_i}$
$X^2 = 18.73$ $df = 3$ X^2 at .05 = 7.82					
<u>Supplied by National Business Community</u>					
A lot	3	0	0	5	5.00
Some	17	10	16	28	5.14
Few	27	20	33	45	3.20
None/no answer	53	70	116	88	8.91
$X^2 = 22.25$ $df = 3$ X^2 at .05 = 7.82					
<u>Supplied by Public Interest Groups</u>					
A lot	3	1	2	5	1.80
Some	18	15	25	30	0.83
Few	28	25	41	46	0.54
None/no answer	51	59	97	84	2.01
$X^2 = 5.18$ $df = 3$ X^2 at .05 = 7.82					
<u>Supplied by Non-profit Organizations</u>					
A lot	3	2	3	5	0.80
Some	22	12	19	36	8.03
Few	28	35	58	46	3.13
None/no answer	47	52	85	78	0.63

TABLE XIII (Continued)

N = 165	National %	Oklahoma %	O _i	E _i	$\frac{(O_i - E_i)^2}{E_i}$
$\chi^2 = 12.59$ $df = 3$ χ^2 at .05 = 7.82					
<u>Supplied by Colleges and Universities</u>					
A lot	2	1	2	3	0.33
Some	15	23	38	25	6.76
Few	24	29	48	40	1.60
None/no answer	59	47	77	97	4.12
$\chi^2 = 12.81$ $df = 3$ χ^2 at .05 = 7.82					

^aNone and no answer cells were combined for simplicity

percent got some, 30 percent got a few and 5 percent got none or gave no answer. Thirty-nine percent of economics teachers at the national level got their own materials, 34 percent got some, 16 percent got a few and 11 percent got none or gave no answer. The .05 significance level with 3 degrees of freedom was 7.82 which indicated that there was a significant difference with a $\chi^2 = 37.25$.

Table XIII showed that 4 percent of economics teachers received a lot of teaching materials from centers on economic education, 23 percent acquired some, 32 percent acquired a few and 41 percent acquired none or had no answer. The national survey showed that 9 percent of economics teachers received a lot of materials from centers on economic education, 29 percent acquired some, 32 percent acquired a few and 41 percent acquired none or had no answer. The chi-square test showed a $\chi^2 = 9.77$. The .05 significance level with 3 degrees of freedom was 7.82. This indicated that a significant difference existed between economics teachers in Oklahoma secondary schools and the national level.

Nine percent of economics teachers in Oklahoma secondary schools indicated that they received a lot of materials from the state department of education, 42 percent received some materials, 30 percent received a few and 44 percent received none or had no answer. The national survey indicated that 7 percent of economics teachers received a lot of materials from the state department of education, 26 percent received some materials, 23 percent received a few and 44

percent received none or had no answer. A significant difference existed which was evidenced by the $\chi^2 = 45.23$. The .05 significance level with 3 degrees of freedom was 7.82.

The Oklahoma survey showed that 1/10 of 1 percent of economics teachers in secondary schools indicated that they received a lot of materials from the federal government, 30 percent received some, 35 percent received a few and 35 percent received none or had no answer. The national survey showed that 6 percent received a lot of material from the federal government, 32 percent received some, 25 percent received a few and 37 percent received none or had no answer. The .05 significance level with 3 degrees of freedom was 7.82 and the $\chi^2 = 15.71$. This indicated that a significant difference existed between Oklahoma and the national level.

There was no significant difference between Oklahoma and the national level in materials received by local business communities. Three percent of economics teachers in Oklahoma secondary schools received a lot of materials from local business communities, 24 percent received some, 29 percent received a few and 44 percent received none or had no answer. The national survey showed that 5 percent of economics teachers received a lot of materials from local business communities, 28 percent received some, 27 percent received a few and 40 percent received none or had no answer. The .05 significance level with 3 degrees of freedom was 7.82 and the $\chi^2 = 3.14$.

There was a significant difference between economics teachers in Oklahoma secondary schools and the national level in materials received by national businesses. One percent of economic teachers in Oklahoma secondary schools reported that they received a lot of materials from national businesses, 12 percent received some, 32 percent received a few and 56 percent received none or had no answer. The national survey reported that 3 percent of economics teachers were supplied a lot of materials from national businesses, 18 percent were supplied some, 28 percent were supplied a few and 51 percent were not supplied any or had no answer. The .05 significance level with 3 degrees of freedom was 7.82 and the $\chi^2 = 18.73$.

There was no significant difference between economics teachers in Oklahoma secondary schools and the national level in materials received by public interest groups. One percent of economics teachers in Oklahoma secondary schools received a lot of materials from public interest groups, 12 percent received some, 35 percent received a few and 52 percent received none or had no answer. The national survey showed that 3 percent of economics teachers received a lot of materials from public interest groups, 18 percent received some, 28 percent received a few and 51 percent received none or had no answer. The .05 significance level with 3 degrees of freedom was 7.82 and the $\chi^2 = 5.18$.

Two percent of economics teachers in Oklahoma secondary schools were supplied a lot of materials by nonprofit

organizations, 12 percent were supplied some, 35 percent were supplied a few and 52 percent were supplied none or had no answer. The national survey reported that 3 percent of economics teachers were supplied a lot of materials by nonprofit organizations, 22 percent were supplied some, 28 percent were supplied a few and 47 percent were supplied none or had no answer. There was a significant difference between Oklahoma and the national level. The .05 significance level with 3 degrees of freedom was 7.82 and the $\chi^2 = 12.59$.

Only 1 percent of economics teachers in Oklahoma secondary schools were supplied a lot of materials by colleges and universities, 23 percent were supplied some, 29 percent were supplied a few and 47 percent were supplied none of had no answer. The national survey reported that 3 percent of economics teachers received a lot of materials from colleges and universities, 22 percent received some, 28 percent received a few and 47 percent received none or had no answer. The chi-square test showed a $\chi^2 = 12.81$ and the .05 significance level with 3 degrees of freedom was 7.82. This indicated a significant difference existed between Oklahoma and the national level.

Hypothesis VII: What Economics Teachers
Say They Need

Types of Teaching Materials that
Teachers Would Like to Get

The greatest percentage (55 percent) of economics teachers in Oklahoma secondary schools reported that they would like to get more games, and simulation techniques for their classes. Forty-two percent would like to get more graphs, tables and charts, 41 percent wanted more films, 40 percent wanted additional video tapes, 38 percent wanted more workbooks, 37 percent wanted more pamphlets, 35 percent wanted more filmstrips, 29 percent wanted more self-paced materials and overhead transparencies (not included in national survey), 20 percent wanted more textbooks, maps and slides and 12 percent wanted more audio tapes. The national survey reported that 44 percent of economics teachers wanted to get more films, 42 percent wanted more games, 36 percent wanted more filmstrips, 35 percent wanted more graphs, 33 percent wanted more workbooks, 29 percent wanted more pamphlets, 27 percent wanted more self-paced materials and video tapes, 18 percent wanted more textbooks, 17 percent wanted more maps, 16 percent wanted more slides and 10 percent wanted more audio tapes (Table XIV).

The .05 significance level with 11 degrees of freedom was 19.68. The chi-square goodness-of-fit test showed a $\chi^2 = 26.72$. This indicated that there was a significant

TABLE XIV

A CHI-SQUARE GOODNESS-OF-FIT TEST ON THE TYPES OF
TEACHING MATERIALS THAT ECONOMICS TEACHERS
WOULD LIKE TO GET BETWEEN OKLAHOMA
SECONDARY SCHOOLS AND THE
NATIONAL LEVEL

N = 159	National %	Oklahoma %	O _i	E _i	$\frac{(O_i - E_i)^2}{E_i}$
Films	44	41	65	70	0.36
Games	42	55	88	67	6.58
Filmstrips	36	35	56	57	0.02
Graphs	35	42	66	56	1.79
Workbooks	33	38	61	52	1.56
Pamphlets	29	37	59	46	3.67
Self-paced materials	27	29	46	43	0.21
Video tapes	27	40	63	43	9.30
Textbooks	18	20	32	29	0.31
Maps	17	20	32	27	0.93
Slides	16	20	31	25	1.44
Audio tapes	10	12	19	16	0.56
Overhead transparancies ^a	--	29	46	--	--
$\chi^2 = 26.73$ $df = 11$ χ^2 at .05 = 19.68					

^aNot included in national survey

difference in the types of teaching materials that teachers would like to get between economics teachers in Oklahoma secondary schools and the national level. There were 159 useable questionnaires.

Additional Types of Training Economics

Teachers Would Like to Have

Fifty-three percent of economics teachers in Oklahoma secondary schools revealed that they would like to attend in-service seminars/workshops in how to teach economics; 45 percent revealed that they wanted in-service seminars/workshops in the subject matter of economics; 43 percent wanted more clearly defined guidelines on how to teach economics; 24 percent wanted summer courses in the subject matter of economics; 22 percent indicated that they wanted college/graduate credit courses in how to teach economics; 21 percent wanted summer courses in how to teach economics; 19 percent reported that they want college/graduate credit courses in the subject matter of economics; 12 percent indicated that they did not want any additional training in economics and 3 percent indicated that they wanted some "other" types of training and 12 percent indicated they wanted no additional training (Table XV).

The national survey reported that 59 percent of economics teachers wanted in-service seminars/workshops in the subject matter of economics; 47 percent wanted in-service

TABLE XV

A CHI-SQUARE GOODNESS-OF-FIT TEST BETWEEN OKLAHOMA
SECONDARY SCHOOLS AND THE NATIONAL LEVEL ON THE
ADDITIONAL TYPES OF TRAINING ECONOMICS
TEACHERS WOULD LIKE TO HAVE

N = 165	National %	Oklahoma %	O _i	E _i	$\frac{(O_i - E_i)^2}{E_i}$
In-service seminars/ workshops in the subject matter of economics	59	45	74	97	5.45
In-service seminars/ workshops in how to teach economics	47	53	87	78	1.04
More clearly defined guidelines on how to teach economics	35	43	71	58	2.91
College/graduate credit courses in the subject matter of economics	29	19	32	48	5.33
Summer courses in the subject matter of economics	26	24	39	43	0.37
College/graduate credit courses in how to teach economics	24	22	37	40	0.23
Summer courses in how to teach economics	22	21	34	36	0.11
Other	3	3	5	5	0.00
None	12	12	19	20	0.05
$\chi^2 = 15.49$ $df = 8$ χ^2 at .05 = 15.51					

seminars/workshops in how to teach economics; 35 percent wanted more clearly defined guidelines on how to teach economics; 29 percent wanted college/graduate credit courses in the subject matter of economics; 26 percent wanted summer courses in the subject matter of economics; 24 percent wanted college/graduate credit courses in how to teach economics; 22 percent wanted summer courses in how to teach economics; 3 percent wanted some "other" types of training and 12 percent indicated they wanted no additional training.

There was no significant difference between economics teachers in Oklahoma secondary schools and the national level. The chi-square test showed a $\chi^2 = 15.49$ and the .05 significance level with 8 degrees of freedom was 15.51. There were 165 useable questionnaires.

Summary of Findings

The chi-square goodness-of-fit test was used to analyze the data in conjunction with the hypotheses of the study. The test compared the relationship between economics teachers in Oklahoma secondary schools (grades 9 thru 12) and the national level which was determined by the National Survey of Economic Education 1981 Grades Six Through Twelve (Phillips Petroleum Company, 1981).

Hypothesis I. There will be no significant difference between who is teaching economics in Oklahoma secondary schools and the national level according to selected factors

such as (a) age; (b) sex; (c) race; (d) education; (g) grades taught; and (h) average size class taught.

The composite portrait of economics teachers in Oklahoma secondary schools found 63 percent were 35 years of age and older, 61 percent were male and that 92 percent were white. Fifty percent of economics teachers had at least a Master's Degree or more, 78 percent had a college or graduate level course in economics, and only 26 percent had a college course in how to teach economics. The National Task Force indicated

[That most high school teachers] have apparently had only one or two college courses in economics. Virtually none have undergraduate majors in economics, even those teaching special courses in economics in the high school. . . . teachers who have inadequate preparation cannot be expected to do an adequate job in the classroom (Calderwood et al., 1970, p. 158).

A majority of economics teachers (57%) have taught 10 years or more and over half (51%) have taught economics 5 years or less. A majority of economics teachers taught all grades 9 thru 12 but most taught grades 11 (91%) and 12 (90%). It should be pointed out that some of the colleagues of the respondents also taught economics. With most teachers teaching economics at the 11th and 12th grade level, this becomes a critical area for the graduating student particularly if there are shortcomings in his/her economic understanding. Over six out of ten teachers (63%) had an average class size which was 19 or fewer students.

The chi-square goodness-of-fit test showed that there was a significant difference between economics teachers in Oklahoma secondary schools and teachers at the national level according to such factors as sex, race, and teacher completion of college economics courses. There was no significant difference between Oklahoma teachers and those at the national level in average age, or in having taken a methods course on how to teach economics.

What was particularly significant was that 22 percent of teachers that taught economics in Oklahoma secondary schools have had no college economics course and 74 percent had no college/graduate level course in how to teach economics. To the extent that no teaching methodology is taught in college/university economics courses economics teachers in secondary schools need an economics methods course. These findings were consistent with the consensus of national and state surveys that have indicated that teacher preparation in economic education was particularly weak and limited (Frankel, 1965; Bach and Saunders, 1965; Harrison, 1980; Grossman, 1982; Sapinsley, 1980; Bowman and Draayer, 1979; Schug, 1983; Walstad and Watts, 1985). The National Task Force on Economic Education (Calderwood et al., 1970) recommended a minimum of six semester hours of economics for all high school social studies teachers and a minimum of eighteen semester hours for those teaching a course in economics.

Hypothesis II. There will be no significant difference between the position of economic education in Oklahoma secondary schools and the national level according to selected factors such as (a) when economics is first introduced into the classroom; and (b) the percentage of students studying economics now compared to three years ago.

There was a significant difference between the position of economic education in Oklahoma secondary schools and the national level according to when economics was first introduced into the classroom; and the percentage of students that studied economics now compared to three years ago. Three fourths (75%) of teachers first introduced economics in ninth and tenth grades which was notably higher than the national level of approximately 58.8%. However, 63 percent of economics teachers reported that there was either a smaller percentage or no change in the percentage of students studying economics now as compared to three years ago. The apparent lack of growth in the number of students studying economics according to Walstad and Watts (1985, p. 142) may be due to scarce teacher time, the lack of teachers skills and an already crowded curriculum.

Hypothesis III. There will be no significant difference between how much economics comprises the teacher's teaching load in Oklahoma secondary schools and the national level according to selected factors such as (a) whether economics is the main or secondary responsibility; (b) hours

spent teaching economics each week; and (c) the number of students taught economics each week.

There was a significant difference between how much economics comprises the teacher's teaching load in Oklahoma secondary schools and the national level according to whether economics was the main or secondary responsibility; the hours spent teaching economics each week; and the number of students taught economics each week. Eighty-eight percent of economics teachers in Oklahoma secondary schools reported that the teaching of economics was a secondary responsibility as compared to 62 percent of economics teachers at the national level. Almost seven out of ten teachers (69%) reported that they spent less than six hours teaching economics each week. Over half (52%) of teachers at the national level spent more than six hours teaching economics. Eight out of ten (80%) economics teachers in Oklahoma reported that they taught fewer than 40 students economics each week as compared to 36 percent for the national level.

Hypothesis IV. There will be no significant difference between how economics is taught in Oklahoma secondary schools and the national level according to selected factors such as (a) what classes which include economics are called; (b) the focus of economics classes; and (c) importance of different goals in economic education.

There was a significant difference between how economics was taught in Oklahoma secondary schools and the national

level according to what classes which included economics are called; the focus of economics classes; and the importance of different goals in economic education that dealt with how

To prepare students to make intelligent decisions.

To help students understand the current problems facing the country.

To teach students about alternative economic systems.

There was no significant difference in the importance of different goals in economic education dealing with how:

To teach students practical skills that they need in their everyday lives . . .

To give students the analytical tools to maximize their own personal financial/economic positions

To increase understanding of the free enterprise system.

The Oklahoma study showed that the teaching of economics is most likely to be called "Economics" (46%), "U. S. History" (24%), "Consumer Economics/Education" (22%), "U. S. Government" (17%) or "World History" (17%). Economic educators (Buckles, Strom, Walstad, 1981; Bach and Saunders, 1965; Frankel, 1965; Oliverio, 1982) have expressed concerns that the infusion approach to teaching economics has shown to be weak and inadequate. The coverage of economics in these classes are generally descriptive and nonanalytical.

More Oklahoma economics teachers (43%) stressed practical ("how to") economics than theoretical economics (12%) in their classes. Forty-four percent of Oklahoma economics teachers stressed a combination of theoretical and practical economics in their classes.

Only 79 percent of economics teachers in Oklahoma as compared to 90 percent of economics teachers at the national level thought it was very important to prepare students to make intelligent decisions. Less than half (48%) of economics teachers in Oklahoma while 66 percent of economics teachers at the national level thought it was very important to help students understand the current problems facing the country. Eighteen percent of economics teachers in Oklahoma as compared to 30 percent at the national level thought it was very important to teach students about alternative economic systems.

The findings of the Oklahoma survey dealing with the focus of economics classes and the importance of different goals in economic education are inconsistent with the concepts specified in the Master Curriculum Guide in Economics (Saunders et al., 1984, p. 3) which stated that "the objective of economic education [is] to . . . prepare students for effective decision-making and responsible citizenship" (see Appendix B). The Master Curriculum Guide in Economics stated that the broad consensus of economic educators embraced the following points:

1. An understanding of basic economic concepts is more important than a heavy dose of factual knowledge.
2. Instructional efforts should concentrate on aiding students to achieve a fundamental understanding of a limited set of economic concepts and their relationships.
3. Students should be given a conceptual framework to help them organize their understanding of economics, and they should be exposed to a manner of thinking that emphasizes systematic, objective analysis.

4. The real personal and social advantages of economic understanding become apparent as individuals achieve competence in applying their knowledge to a wide range of economic issues they themselves confront (Saunders et al., 1984 p. 2).

Hypothesis V. There will be no significant difference between what economics teachers are teaching in Oklahoma secondary schools and the national level.

There was a significant difference between what economics teachers taught in Oklahoma secondary schools and the national level. Seventeen of the twenty-two teaching aspects dealt with in the surveys were ranked lower by economics teachers in Oklahoma in comparison to the national level, four teaching aspects were ranked higher and one was the same. Economics teachers in Oklahoma were more likely to have taught about the monetary system, banking system, federal reserve, loans and interest rates (80%); supply and demand (79%); how to look for a job, manage personal finances, balance a checkbook, shop wisely, rent an apartment, etc. (75%); the tax system (69%); business (67%) and comparative economic systems (67%). They were least likely to have taught about economic theory (21%); international economics (25%); economic history (27%); trade-offs (32%); the price structure (38%); labor-management relations (42%); and opportunity cost (47%).

The findings on the different aspects of economics taught in Oklahoma secondary schools are inconsistent with what economic educators indicate should be taught (see Ap-

pendix B). The Master Curriculum Guide in Economics

stated that

Economic concepts are the bases of economic understanding and reasoned decision-making. Economic concepts provide the analytical tools needed to understand and make reasoned decisions about economic issues--both personal and social (Saunders et al., 1984, p.10).

Walstad and Watts (1985) observed that

Teachers tend not to teach concepts they feel they do not understand, even if they are presented in student materials. . . . most teachers know little economics, thereby influencing the concepts taught (p. 140).

Hypothesis VI. There will be no significant difference between what teaching aids and materials teachers are using in economic education in Oklahoma secondary schools and the national level according to selected factors such as (a) extra teaching materials used in addition to the assigned materials; and (b) how teachers obtain teaching materials.

There was a significant difference between what teaching aids and materials teachers used in economic education in Oklahoma secondary schools and the national level that dealt with extra materials used in addition to the assigned materials. There was a significant difference in how teachers obtained teaching materials specifically in the areas of teachers getting their own; being supplied by centers on economic education, the state department of education, the federal government, national businesses, national business community, non-profit organizations and by colleges and universities. There was no significant difference in how teachers obtained teaching materials specifically in the

areas being supplied by the local business community and by public interest groups.

Economics teachers in Oklahoma secondary schools used a wide variety of teaching aids in addition to the assigned materials in their classes. The respondents were asked to choose which of the twelve listed teaching materials they used. A respondents could choose all twelve. In comparison with the national level, a lower percentage of Oklahoma teachers chose ten of the twleve materials. Economic educators such as Wallace (1970) have observed that such materials are available.

Excellent teaching materials have been made available for use in . . . secondary schools. Numerous trenchant and incisive supplementary materials are also produced for teacher and student use: a number of teaching games, programmed instruction materials, and many fine films, filmstrips, records, chart-type presentations, and similar teaching aids (p. 69-70).

Secondary schools do not have the necessary funding to take advantage of additional materials in the classroom. Some of the additional materials could be provided by the Oklahoma Council on Economic Education in Stillwater, Oklahoma.

Oklahoma teachers were more likely to use charts (69%), graphs (67%), tables (66%) and films (61%) in addition to assigned materials. They were least likely to use slides (14%), audio tapes (20%), video tapes (39%) and maps (39%).

Economics teachers in Oklahoma obtained "a lot" or "some" teaching materials by themselves (65%) or by the state department of education (51%). Less than a majority

of teachers reported obtaining materials in other ways. In order for the Oklahoma Council on Economic Education to supplement teaching guides and television lessons from the Oklahoma State Department of Education additional funding would be necessary.

Hypothesis VII. There will be no significant difference between what economics teachers say they need in Oklahoma secondary schools and the national level according to selected factors such as (a) types of teaching materials that teachers would like to get; and (b) additional types of training economics teachers would like to have.

There was a significant difference between what economics teachers say they need in Oklahoma secondary schools and the national level according to the types of teaching materials that teachers would like to get. There was no significant difference between Oklahoma and the national level according to the additional types of training economics teachers would like to have.

The respondents were asked to choose which of the twelve listed teaching materials they would like to have. A respondent could choose all twelve. In comparison with the national level, a higher percentage of Oklahoma teachers chose ten of the twelve materials. This was a very strong indication that Oklahoma teachers wanted additional teaching materials in the classroom. Economic educators and researchers (Buckles, Strom, and Walstad, 1984; Thorton and

Vredeveld, 1977; Bach and Saunders, 1965) had consistently showed that teachers needed and wanted educational materials that they could use to improve economic education in the classroom.

More Oklahoma teachers emphasized that they wanted in-service seminars/workshops in how to teach economics (53%); in-service seminars/ workshops in the subject matter of economics (45%); and more clearly defined guidelines on how to teach economics (43%). This is consistent with the findings that 74 percent of Oklahoma teachers have not had a methods course in how to teach economics. The least emphasis was on college/graduate credit courses in the subject matter of economics (19%); summer courses in how to teach economics (21%); and college/graduate credit courses in how to teach economics (22%).

Since colleges/universities are not getting tuition revenue from credit courses some alternate revenue sources becomes essential for providing non-credit instruction. This would mean that the Oklahoma Council on Economic Education would need to generate significant increases in contributions.

These findings were consistent with other studies that surveyed economics teacher preference for in-service workshops (O'Toole, 1980; Hart, 1980; Dalton, 1979). Research had showed that in-service workshops positively affect teacher achievement (Dawson and Davison, 1973; Thornton and

Vredeveld, 1977; Walstad, 1980). Howard Schober (1984)

concluded that

. . . participation in an economics workshop has a significant positive impact on the economics achievement of the teachers involved.

. . . participation in a workshop has a significant positive impact on teacher opinions about economics as a subject.

. . . teacher participation in an economics inservice workshop has a significant . . . positive impact on the economics achievement of students in subsequent economics classes that they teach (p. 292).

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study was to contribute knowledge to economic education in Oklahoma secondary schools by (1) determining the status of economic education as it compares to the national level; (2) providing information that will help teachers and administrators in developing economic education courses; and (3) acquiring information that will help in drawing conclusions and making recommendations for future study.

The data used in the study was acquired by a survey questionnaire which was developed from the one used by the National Survey of Economic Education 1981 Grades Six Through Twelve (Phillips Petroleum Company, 1981). The questionnaires were mailed out to principals of 475 independent secondary schools in Oklahoma as listed in the Oklahoma Educational Directory for the school year 1984-85. The principals were asked to forward the questionnaire to the one teacher most informed about teaching economics under any of its guises, either as a separate subject or as part of another subject. One hundred and seventy-seven useable questionnaires were obtained. Twelve principals indicated that no economics was being taught in their school system.

The chi-square goodness-of-fit test was used to analyze the comparison between data received by economics teachers in Oklahoma secondary schools and the national level.

Conclusions

The findings of the study would seem to indicate the following conclusions:

1. Economics teachers in Oklahoma secondary schools were weaker in the basic concepts and analytical skills of economics as compared to the national level.
2. Fewer students were being taught economics as compared to the national level. There were fewer students taught economics today as compared to three years ago in Oklahoma secondary schools. It would appear that Oklahoma secondary schools are losing ground in economic education excellence.
3. Economics was not in the academic mainstream of the curriculum in Oklahoma secondary schools. Most economics was presented as descriptive and non-analytical by an infusion approach in other disciplines.
4. Economics teachers in Oklahoma secondary schools emphasized more practical economics skills (manage personal finances, balance a checkbook, loans, taxes, etc.) as compared to the national level.

5. Oklahoma secondary schools have compared unfavorably with those at the national level over the past three years in terms of the aspects of economics being taught (see Appendix B).
6. The teaching of economics was more of a secondary responsibility for economics teachers in Oklahoma secondary schools as compared to the national level.
7. Economics teachers in Oklahoma secondary schools used fewer additional materials to teach economics in the classroom as compared to the national level.
8. Economics teachers in Oklahoma secondary schools were supplied fewer teaching materials by most sources than were schools at the national level.
9. A higher percentage of economics teachers in Oklahoma secondary schools indicated that they wanted more of most kinds of teaching materials for the classroom than did teachers at the national level.
10. Economics teachers in Oklahoma secondary schools wanted many types of additional training mainly via in-service seminars and workshops.

Recommendations

This study endeavored to determine the present status of economic education in Oklahoma secondary schools and how it compared to the national level. On the basis of this the

following recommendations were made:

1. The need for economic education in our secondary schools becomes more apparent in light of the multiplicity of economic issues that confronts our society today. If we want our students to be effective decision-makers and responsible citizens, economics should be in the mainstream of the curriculum in Oklahoma secondary schools.
2. Teachers integrating economics should complete a minimum of 6 credit hours of college economics and those who teach a specific economics course should complete 18 hours.
3. There should be a greater awareness and commitment by school administrators emphasizing the need for further improvements in economic education.
4. College/university economists should provide more active assistance to improving the study of economic education in Oklahoma secondary schools. To accomplish this objective more private and public funding is needed.
5. There should be more resource materials made available for those teaching economics. Financial resources should be made available for this purpose.
6. All Oklahoma secondary schools should be affiliated with the Developmental Economic Education Program which comes under the auspices of the Oklahoma

Council on Economic Education and the Joint Council on Economic Education.

7. A separate course in economics should be instituted rather than an infusion approach that overlaps many disciplines.
8. More in-service seminars and workshops should be made available in the subject matter of economics and how to teach economics in Oklahoma secondary schools by the Oklahoma Council on Economic Education and other educational agencies.
9. The Oklahoma State Department of Education should provide research in order to determine what Oklahoma secondary students are learning in economics. The use of pretest and posttest could be used under a controlled setting.
10. The Oklahoma State Department of Education should provide mandatory requirements for the teaching of economics in secondary schools. Established guidelines for economic education should be in line with the Master Curriculum Guide in Economics (Saunders et al., 1984).
11. Research is needed to determine just how much economics Oklahoma secondary teacher have had.
12. Continued periodic studies should be conducted to monitor the progress in economic education.

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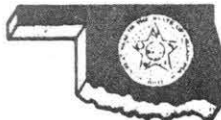
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APPENDIXES

APPENDIX A

CORRESPONDENCE AND QUESTIONNAIRE



Oklahoma State Department of Education

2500 North Lincoln Boulevard • Oklahoma City, Oklahoma 73105-4599

JOHN M. FOLKS
Superintendent
LLOYD GRAHAM
Deputy Superintendent

October 23, 1985

Dear Educator:

This is to introduce Mr. Marvin Hankins to you. He is in the process of preparing a doctoral dissertation in Economic Education at Oklahoma State University, Stillwater, Oklahoma.

Mr. Hankins' study is designed to determine the state of economic education in Oklahoma public schools. This study is designed to identify who economics teachers are, what they are teaching, and what teaching aids they are using.

I hope you will join me in giving Mr. Hankins your full cooperation and assistance.

Yours truly,

Rita Geiger
Social Studies Specialist

df



Oklahoma State University

COLLEGE OF BUSINESS ADMINISTRATION

STILLWATER, OKLAHOMA 74078
(405) 624-5064

November 14, 1985

Dear Principal,

How would you like to improve the quality of economic education in Oklahoma high schools? You can. A doctoral dissertation is being conducted to determine the state of economic education among Oklahoma high schools. As shown in the accompanying letter, this study has the approval of Rita Geiger, Social Studies Specialist, State Department of Education. I would appreciate your help in selecting the one teacher in your high school most responsible for teaching economics under any of its guises, either as a separate subject or as part of another subject to fill out the accompanying questionnaire. By "economics" I mean any aspect of the American economic system--for example, American business, the free enterprise system, consumer economics, practical "how to" economics, and so on.

The questions in the accompanying questionnaire are easy to answer and mostly require a simple check mark by the appropriate response. The questions cover a wide range of areas investigating the state of economic education in Oklahoma high schools.

The purpose of this study is to show how economic education in Oklahoma high schools compares to the national level as determined by the National Survey of Economic Education 1981 Grades Six Through Twelve (Phillips Petroleum Company, 1981). There will be no attempt to evaluate individual programs. All answers to the questionnaire will be kept strictly confidential.

If you would like a summary report of this study, mark the designated box on the last page of the questionnaire. Please have the appropriate teacher fill out the accompanying questionnaire and place it within the stamped, self-addressed envelope within the next 10 days. Your cooperation is gratefully acknowledged and appreciated.

Sincerely,

Marvin R. Hankins
Marvin R. Hankins
Doctoral Candidate
Economic Education

Clayton Millington
Clayton B. Millington
Major Advisor and
Professor of Business
Education

ECONOMIC EDUCATION STUDY

INSTRUCTIONS: IN FILLING OUT THE QUESTIONNAIRE, JUST CHECK OFF THE BOX NEXT TO YOUR ANSWER. WE WILL APPRECIATE YOUR USING PENCIL. IN SEVERAL INSTANCES, YOU WILL SEE THAT THERE ARE SPACES FOR YOU TO ADD OTHER ANSWERS. IF YOU DO SO, PLEASE CHECK THE BOX OPPOSITE YOUR ADDITIONS.

NOTE: WE HAVE USED THE TERM "ECONOMICS" THROUGHOUT THE QUESTIONNAIRE TO DESCRIBE THE CLASS THAT YOU TEACH DEALING WITH ECONOMICS. WE REALIZE THAT IT MAY, IN FACT, BE CALLED SOMETHING DIFFERENT IN YOUR SCHOOL, BUT THIS HAS BEEN DONE FOR EASE OF QUESTION WORDING.

SECTION I - ECONOMIC EDUCATION TODAY

Let's start out by talking about economic education in junior and senior high schools as it is today.

- 1a. How many hours do you currently teach each week? (PLEASE CHECK ONE BOX ONLY BELOW UNDER Q.1a)
- 1b. Approximately how many hours a week do you currently spend teaching economics or an economics-related subject? (PLEASE CHECK ONE BOX ONLY BELOW UNDER Q1.b)
- 1c. And, from what you can remember, roughly how many hours a week did you spend teaching economics 3 years ago? (PLEASE CHECK ONE BOX ONLY UNDER Q1.C)

	<u>Q.1a</u>	<u>Q.1b</u>	<u>Q.1c</u>
	<u>Total</u>	<u>Hours Teach-</u>	<u>Hours 3</u>
	<u>Hours</u>	<u>ing Economics</u>	<u>Years Ago</u>
1 hour or less	<input type="checkbox"/> 1-1	<input type="checkbox"/> 2-1	<input type="checkbox"/> 3-1
2 - 3 hours	<input type="checkbox"/> -2	<input type="checkbox"/> -2	<input type="checkbox"/> -2
4 - 5 hours	<input type="checkbox"/> -3	<input type="checkbox"/> -3	<input type="checkbox"/> -3
6 - 7 hours	<input type="checkbox"/> -4	<input type="checkbox"/> -4	<input type="checkbox"/> -4
8 - 12 hours	<input type="checkbox"/> -5	<input type="checkbox"/> -5	<input type="checkbox"/> -5
13 - 18 hours	<input type="checkbox"/> -6	<input type="checkbox"/> -6	<input type="checkbox"/> -6
19 - 24 hours	<input type="checkbox"/> -7	<input type="checkbox"/> -7	<input type="checkbox"/> -7
25 or more	<input type="checkbox"/> -8	<input type="checkbox"/> -8	<input type="checkbox"/> -8
Wasn't teaching then	<input type="checkbox"/> -8	<input type="checkbox"/> -8	<input type="checkbox"/> -8

- 2a. How many students do you teach altogether each week? (PLEASE CHECK ONE BOX ONLY BELOW UNDER Q.2a)
- 2b. And how many students do you teach economics each week? (PLEASE CHECK ONE BOX BELOW UNDER Q.2b)

	<u>Q.2a</u>	<u>Q2.b</u>
	<u>Total Students</u>	<u>Economics Students</u>
0 - 19	<input type="checkbox"/> 4-1	<input type="checkbox"/> 5-1
20 - 39	<input type="checkbox"/> -2	<input type="checkbox"/> -2
40 - 59	<input type="checkbox"/> -3	<input type="checkbox"/> -3
60 - 79	<input type="checkbox"/> -4	<input type="checkbox"/> -4
80 or more	<input type="checkbox"/> -5	<input type="checkbox"/> -5

3. Compared to 3 years ago, would you say that a larger percentage of students in schools like yours are now studying economics, a smaller percentage, or hasn't there been any change? (PLEASE CHECK ONE BOX BELOW UNDER Q3)

	<u>0,3</u>	
	<u>3 Years Ago</u>	
Larger	<input type="checkbox"/>	8-1
Smaller	<input type="checkbox"/>	-2
No change	<input type="checkbox"/>	-3

4. Listed below are a number of different goals for economic education on the junior and senior high school levels. For each one, please indicate whether this is a very important goal of economics as it is taught in your school, a somewhat important goal, or not a goal? (PLEASE CHECK ONE BOX ONLY BELOW NEXT TO EACH GOAL)

	<u>Very</u> <u>Important</u>	<u>Somewhat</u> <u>Important</u>	<u>Not a</u> <u>Goal</u>
A. To prepare students to make intelligent decisions	<input type="checkbox"/> 7-1	<input type="checkbox"/> 8-1	<input type="checkbox"/> 8-1
B. To give students the analytical tools to maximize their own personal financial/economic positions	<input type="checkbox"/> -2	<input type="checkbox"/> -2	<input type="checkbox"/> -2
C. To increase understanding of the free enterprise system	<input type="checkbox"/> -3	<input type="checkbox"/> -3	<input type="checkbox"/> -3
D. To teach students practical skills that they need in their everyday lives, such as balancing a checkbook, using credit cards, how to shop wisely, etc.	<input type="checkbox"/> -4	<input type="checkbox"/> -4	<input type="checkbox"/> -4
E. To help students understand the current problems facing the country	<input type="checkbox"/> -5	<input type="checkbox"/> -5	<input type="checkbox"/> -5
F. To teach students about alternative economic systems	<input type="checkbox"/> -6	<input type="checkbox"/> -6	<input type="checkbox"/> -6
G. Other: _____	<input type="checkbox"/> -7	<input type="checkbox"/> -7	<input type="checkbox"/> -7

(PLEASE SPECIFY)

5. At what secondary grade level in your school is economics first introduced into the classroom? (PLEASE CHECK ONE BOX ONLY BELOW)

9th grade (Freshman)	<input type="checkbox"/>	10-1
10th grade (Sophomore)	<input type="checkbox"/>	-2
11th grade (Junior)	<input type="checkbox"/>	-3
12th grade (Senior)	<input type="checkbox"/>	-4

8. Is economics a required subject or an elective in your school? (PLEASE CHECK ONE BOX ONLY BELOW)

Required subject	<input type="checkbox"/>	11-1
Elective subject	<input type="checkbox"/>	-2

7. Is economics taught in your school as part of other related subjects, such as history, government or business, is it taught as a separate subject, or is it taught both ways? (PLEASE CHECK ONE BOX ONLY BELOW)

Taught as part of related subjects	<input type="checkbox"/>	13-1
Taught as separate subject	<input type="checkbox"/>	-2
Both	<input type="checkbox"/>	-3

SECTION II - WHAT TEACHERS ACTUALLY TEACH

Let's talk a little bit about how you teach economics

8a. Do you teach economics as part of another class or subject, as a separate subject, or both ways? (PLEASE CHECK ONE BOX ONLY BELOW)

Part of another class/subject	<input type="checkbox"/>	14-1
Separate subject	<input type="checkbox"/>	-2
Both	<input type="checkbox"/>	-3

8b. Exactly what is (are) the class (es) called in which you teach economics?

(PLEASE WRITE IN NAMES OF CLASSES ABOVE AND CHECK APPROPRIATE BOXES BELOW UNDER Q.8b)

8c. What other classes or subjects in your school that you personally do not teach include economics?

(PLEASE WRITE IN NAMES OF CLASSES ABOVE AND CHECK APPROPRIATE BOXES BELOW UNDER Q.8c IF "NONE" CHECK APPROPRIATE BOX BELOW).

	<u>Q.8b</u>	<u>Q.8c</u>		<u>Q.8b</u>	<u>Q.8c</u>				
	Teach	Others		Teach	Others				
	Myself	Teach		Myself	Teach				
Accounting	<input type="checkbox"/>	15-1	<input type="checkbox"/>	16-1	Government (U. S. /American)	<input type="checkbox"/>	17-1	<input type="checkbox"/>	18-1
American contemporary problems	<input type="checkbox"/>	-2	<input type="checkbox"/>	-2	Government (comparative/world)	<input type="checkbox"/>	-2	<input type="checkbox"/>	-2
American studies/culture	<input type="checkbox"/>	-3	<input type="checkbox"/>	-3	History (U. S./American)	<input type="checkbox"/>	-3	<input type="checkbox"/>	-3
Anthropology	<input type="checkbox"/>	-4	<input type="checkbox"/>	-4	History (World)	<input type="checkbox"/>	-4	<input type="checkbox"/>	-4
Bookkeeping	<input type="checkbox"/>	-5	<input type="checkbox"/>	-5	Homemaking/home economics	<input type="checkbox"/>	-5	<input type="checkbox"/>	-5
Business law/education	<input type="checkbox"/>	-6	<input type="checkbox"/>	-6	International relations	<input type="checkbox"/>	-6	<input type="checkbox"/>	-6
Career education	<input type="checkbox"/>	-7	<input type="checkbox"/>	-7	Journalism	<input type="checkbox"/>	-7	<input type="checkbox"/>	-7
Civics	<input type="checkbox"/>	-8	<input type="checkbox"/>	-8	Mathematics	<input type="checkbox"/>	-8	<input type="checkbox"/>	-8
Consumer economics/education	<input type="checkbox"/>	-9	<input type="checkbox"/>	-9	Political science/politics	<input type="checkbox"/>	-9	<input type="checkbox"/>	-9
Distributive education/ marketing	<input type="checkbox"/>	-0	<input type="checkbox"/>	-0	Religion	<input type="checkbox"/>	-0	<input type="checkbox"/>	-0
Economics	<input type="checkbox"/>	-a	<input type="checkbox"/>	-a	Social studies	<input type="checkbox"/>	-a	<input type="checkbox"/>	-a
Free enterprise	<input type="checkbox"/>	-b	<input type="checkbox"/>	-b	Sociology	<input type="checkbox"/>	-b	<input type="checkbox"/>	-b
Geography (U. S./American)	<input type="checkbox"/>	-c	<input type="checkbox"/>	-c	Urban studies	<input type="checkbox"/>	-c	<input type="checkbox"/>	-c
Geography (World)	<input type="checkbox"/>	-d	<input type="checkbox"/>	-d	Others: _____	<input type="checkbox"/>	-d	<input type="checkbox"/>	-d
Geology	<input type="checkbox"/>	-e	<input type="checkbox"/>	-e					
					(PLEASE SPECIFY)				
					None	<input type="checkbox"/>	-e		

9. Would you say that teaching economics is your main teaching responsibility — or is it a secondary responsibility for you? (PLEASE CHECK ONE BOX ONLY BELOW)

Main responsibility 18-1
 Secondary responsibility -2

10. Below are four statements about the focus of economics classes. Which statement comes closest to describing the way that you teach economics? (PLEASE CHECK ONE BOX ONLY BELOW)

- A. I primarily stress "theoretical" economics in my economics class, that is, principles, concepts and systems 20-1
- B. I primarily stress practical or "how to" economics in my economics class, that is, knowledge that students need in their everyday lives -2
- C. I stress both theoretical and practical "how to" economics in my economics class -3
- D. I stress neither theoretical nor practical "how to" economics in my economics class -4

11. Listed below are some of the things that teachers of economics like yourself are currently teaching to their students in grades 8 through 12. Please check the boxes next to those items which you are currently teaching to your students. (PLEASE CHECK AS MANY BOXES AS APPLY BELOW)

- | | Currently
Teaching |
|---|-------------------------------|
| Business (cycles, profits, stock market, etc) | <input type="checkbox"/> 21-1 |
| Comparative economic systems/philosophies (capitalism, socialism, etc) | <input type="checkbox"/> -2 |
| Consumer issues/consumerism | <input type="checkbox"/> -3 |
| Current economic issues/controversies (OPEC, trade deficit, inflation, etc) | <input type="checkbox"/> -4 |
| Decisionmaking | <input type="checkbox"/> -5 |
| Economic history | <input type="checkbox"/> -6 |
| Economic theory (Keynes, Friedman, etc) | <input type="checkbox"/> -7 |
| Free enterprise/market/laissez-faire system | <input type="checkbox"/> -8 |
| Government controls/regulation of the economy/social security system | <input type="checkbox"/> -9 |
| Government statistics (unemployment, GNP, government revenues, spending, etc) | <input type="checkbox"/> -0 |
| How to: look for a job, manage personal finances, balance a checkbook, shop wisely, rent an apartment, etc. | <input type="checkbox"/> -a |
| International economics (international trade, balance of payments, multinational corporations, etc) | <input type="checkbox"/> -b |
| Labor-management relations | <input type="checkbox"/> -c |
| Monetary system/banking system/Federal Reserve/loans/interest rates | <input type="checkbox"/> -d |
| Natural resources (depletion/scarcities) | <input type="checkbox"/> -e |
| Opportunity cost | <input type="checkbox"/> -f |
| Price structure | <input type="checkbox"/> -g |
| Production of goods (automation, technology, social aspects of, factors in, etc) | <input type="checkbox"/> -h |
| Scarcity | <input type="checkbox"/> -i |
| Supply and demand | <input type="checkbox"/> -j |
| Tax system/taxes/tax forms | <input type="checkbox"/> -k |
| Tradeoffs | <input type="checkbox"/> -l |
| Others: _____ | <input type="checkbox"/> -m |

(PLEASE SPECIFY)

SECTION III - TEACHING AIDS AND MATERIALS

Let's talk a little about teaching aids and materials in economic education.

12. Below are listed some extra teaching materials that a teacher might use in an economics class in addition to the assigned materials. For each one, please indicate whether you have used it in the last 3 months — or not. [PLEASE CHECK ONE BOX ONLY BELOW NEXT TO EACH ITEM]

	<u>Have Used</u>	<u>Haven't Used</u>
A. Films	<input type="checkbox"/> 22-1	<input type="checkbox"/> 23-1
B. Charts	<input type="checkbox"/> -2	<input type="checkbox"/> -2
C. Tables	<input type="checkbox"/> -3	<input type="checkbox"/> -3
D. Graphs	<input type="checkbox"/> -4	<input type="checkbox"/> -4
E. Games	<input type="checkbox"/> -5	<input type="checkbox"/> -5
F. Texts other than the assigned one(s)	<input type="checkbox"/> -6	<input type="checkbox"/> -6
G. Maps	<input type="checkbox"/> -7	<input type="checkbox"/> -7
H. Audio tapes	<input type="checkbox"/> -8	<input type="checkbox"/> -8
I. Video tapes	<input type="checkbox"/> -8	<input type="checkbox"/> -8
J. Pamphlets	<input type="checkbox"/> -a	<input type="checkbox"/> -a
K. Filmstrips	<input type="checkbox"/> -b	<input type="checkbox"/> -b
L. Slides	<input type="checkbox"/> -c	<input type="checkbox"/> -c
M. Overhead transparencies	<input type="checkbox"/> -d	<input type="checkbox"/> -d
N. Others _____	<input type="checkbox"/> -e	<input type="checkbox"/> -e
_____	<input type="checkbox"/> -f	<input type="checkbox"/> -f

(PLEASE SPECIFY)

13. Below are listed a number of ways that economic teachers like yourself can get free teaching materials and aids. For each one, please indicate whether you get a lot of materials this way, some materials, a few, or none? [PLEASE CHECK ONE BOX ONLY NEXT TO EACH ITEM BELOW]

	<u>A Lot of Materials</u>	<u>Some Materials</u>	<u>Few Materials</u>	<u>No Materials</u>
A. I get them myself	<input type="checkbox"/> 24-1	<input type="checkbox"/> 25-1	<input type="checkbox"/> 26-1	<input type="checkbox"/> 27-1
B. Supplied by centers on economic education	<input type="checkbox"/> -2	<input type="checkbox"/> -2	<input type="checkbox"/> -2	<input type="checkbox"/> -2
C. Supplied by local business community	<input type="checkbox"/> -3	<input type="checkbox"/> -3	<input type="checkbox"/> -3	<input type="checkbox"/> -3
D. Supplied by national businesses	<input type="checkbox"/> -4	<input type="checkbox"/> -4	<input type="checkbox"/> -4	<input type="checkbox"/> -4
E. Supplied by national business community [e.g. Chamber of Commerce of the U. S.]	<input type="checkbox"/> -5	<input type="checkbox"/> -5	<input type="checkbox"/> -5	<input type="checkbox"/> -5
F. Supplied by public interest groups	<input type="checkbox"/> -6	<input type="checkbox"/> -6	<input type="checkbox"/> -6	<input type="checkbox"/> -6
G. Supplied by nonprofit organizations, [e.g. foundations]	<input type="checkbox"/> -7	<input type="checkbox"/> -7	<input type="checkbox"/> -7	<input type="checkbox"/> -7
H. Supplied by my state department of education	<input type="checkbox"/> -8	<input type="checkbox"/> -8	<input type="checkbox"/> -8	<input type="checkbox"/> -8
I. Supplied by the federal government	<input type="checkbox"/> -8	<input type="checkbox"/> -8	<input type="checkbox"/> -8	<input type="checkbox"/> -8
J. Supplied by college and universities	<input type="checkbox"/> -0	<input type="checkbox"/> -0	<input type="checkbox"/> -0	<input type="checkbox"/> -0

14. We are interested in finding out if there are any additional teaching aids or materials that you personally would find useful in your teaching of economics that you cannot get right now. Under Q.14 below, would you please check the boxes next to the types of additional teaching materials that you would find most useful. (PLEASE CHECK AS MANY BOXES AS APPLY UNDER Q.14 BELOW)

- A. Graphs, tables, charts 28-1
- B. Maps -2
- C. Textbooks -3
- D. Pamphlets -4
- E. Filmstrips -5
- F. Slides -6
- G. Films -7
- H. Games, simulation technique -8
- I. Workbooks -9
- J. Self-paced materials -0
- K. Audio tapes -a
- L. Video tapes -b
- M. Overhead transparencies -c

- N. Others: _____ -d
- _____ -e
- _____ -f
- (PLEASE SPECIFY)

- O. None -g

15. Listed below are some additional types of training that economics teachers like yourself have said that they would like to have. Please check the boxes next to any that you yourself would like to have. (PLEASE CHECK AS MANY BOXES AS APPLY BELOW)

- A. In-service seminars/workshops in the subject matter of economics 28-1
- B. In-service seminars/workshops in how to teach economics -2
- C. Summer courses in the subject matter of economics -3
- D. Summer courses in how to teach economics -4
- E. College/graduate credit courses in the subject matter of economics -5
- F. College/graduate credit courses in how to teach economics -6
- G. More clearly defined guidelines on how to teach economics -7

- H. Others: _____ -8
- _____ -9
- _____ -0
- (PLEASE SPECIFY)

18a. Do you ever discuss current events in your economics class? (PLEASE CHECK ONE BOX ONLY BELOW).

(PLEASE ANSWER Q'S 18b & 18c) - Yes 30-1
 (PLEASE SKIP TO NEXT PAGE) - No -2

18b. PLEASE ANSWER ONLY IF "YES" IN Q.18a: Listed below are some different current events topics that might be discussed in an economics class such as yours. Under Q.18b below, please check the boxes next to those that you have discussed in your class in the last 3 months. (PLEASE CHECK AS MANY BOXES AS APPLY BELOW UNDER Q.18b)

18c. PLEASE ANSWER FOR EACH ITEM CHECKED UNDER Q.18b BELOW: Listed below under Q.18c are some different sources of information on current events relating to economics. Please check the box or boxes under the sources that you use most often for ideas on how to teach each of the topics checked under Q.18b. (PLEASE CHECK AS MANY BOXES AS APPLY UNDER Q.18c OPPOSITE EACH ITEM CHECKED IN Q.18b)

		Q.18c Sources of Information											
Q.18b		Economic texts		Teacher's guides/ manuals/ magazines		Teaching workshops/ institutes/ conventions		Other Teachers		News-letters		Your own library research papers	
Discussed In Last 3 Months													
A. Inflation	<input type="checkbox"/> 30-1	<input type="checkbox"/> 31-1	<input type="checkbox"/> 32-1	<input type="checkbox"/> 33-1	<input type="checkbox"/> 34-1	<input type="checkbox"/> 35-1	<input type="checkbox"/> 36-1	<input type="checkbox"/> 37-1					
B. Stocks & bonds/ stock market . .	<input type="checkbox"/> -2	<input type="checkbox"/> -2	<input type="checkbox"/> -2	<input type="checkbox"/> -2	<input type="checkbox"/> -2	<input type="checkbox"/> -2	<input type="checkbox"/> -2	<input type="checkbox"/> -2	<input type="checkbox"/> -2	<input type="checkbox"/> -2	<input type="checkbox"/> -2	<input type="checkbox"/> -2	<input type="checkbox"/> -2
C. Business profits/ corporations . .	<input type="checkbox"/> -3	<input type="checkbox"/> -3	<input type="checkbox"/> -3	<input type="checkbox"/> -3	<input type="checkbox"/> -3	<input type="checkbox"/> -3	<input type="checkbox"/> -3	<input type="checkbox"/> -3	<input type="checkbox"/> -3	<input type="checkbox"/> -3	<input type="checkbox"/> -3	<input type="checkbox"/> -3	<input type="checkbox"/> -3
D. Government regulations	<input type="checkbox"/> -4	<input type="checkbox"/> -4	<input type="checkbox"/> -4	<input type="checkbox"/> -4	<input type="checkbox"/> -4	<input type="checkbox"/> -4	<input type="checkbox"/> -4	<input type="checkbox"/> -4	<input type="checkbox"/> -4	<input type="checkbox"/> -4	<input type="checkbox"/> -4	<input type="checkbox"/> -4	<input type="checkbox"/> -4
E. Interest rates . .	<input type="checkbox"/> -5	<input type="checkbox"/> -5	<input type="checkbox"/> -5	<input type="checkbox"/> -5	<input type="checkbox"/> -5	<input type="checkbox"/> -5	<input type="checkbox"/> -5	<input type="checkbox"/> -5	<input type="checkbox"/> -5	<input type="checkbox"/> -5	<input type="checkbox"/> -5	<input type="checkbox"/> -5	<input type="checkbox"/> -5
F. Anti-trust laws . .	<input type="checkbox"/> -6	<input type="checkbox"/> -6	<input type="checkbox"/> -6	<input type="checkbox"/> -6	<input type="checkbox"/> -6	<input type="checkbox"/> -6	<input type="checkbox"/> -6	<input type="checkbox"/> -6	<input type="checkbox"/> -6	<input type="checkbox"/> -6	<input type="checkbox"/> -6	<input type="checkbox"/> -6	<input type="checkbox"/> -6
G. Tariffs	<input type="checkbox"/> -7	<input type="checkbox"/> -7	<input type="checkbox"/> -7	<input type="checkbox"/> -7	<input type="checkbox"/> -7	<input type="checkbox"/> -7	<input type="checkbox"/> -7	<input type="checkbox"/> -7	<input type="checkbox"/> -7	<input type="checkbox"/> -7	<input type="checkbox"/> -7	<input type="checkbox"/> -7	<input type="checkbox"/> -7
H. Strikes/labor problems	<input type="checkbox"/> -8	<input type="checkbox"/> -8	<input type="checkbox"/> -8	<input type="checkbox"/> -8	<input type="checkbox"/> -8	<input type="checkbox"/> -8	<input type="checkbox"/> -8	<input type="checkbox"/> -8	<input type="checkbox"/> -8	<input type="checkbox"/> -8	<input type="checkbox"/> -8	<input type="checkbox"/> -8	<input type="checkbox"/> -8
I. Unemployment . .	<input type="checkbox"/> -9	<input type="checkbox"/> -9	<input type="checkbox"/> -9	<input type="checkbox"/> -9	<input type="checkbox"/> -9	<input type="checkbox"/> -9	<input type="checkbox"/> -9	<input type="checkbox"/> -9	<input type="checkbox"/> -9	<input type="checkbox"/> -9	<input type="checkbox"/> -9	<input type="checkbox"/> -9	<input type="checkbox"/> -9
J. International trade	<input type="checkbox"/> -0	<input type="checkbox"/> -0	<input type="checkbox"/> -0	<input type="checkbox"/> -0	<input type="checkbox"/> -0	<input type="checkbox"/> -0	<input type="checkbox"/> -0	<input type="checkbox"/> -0	<input type="checkbox"/> -0	<input type="checkbox"/> -0	<input type="checkbox"/> -0	<input type="checkbox"/> -0	<input type="checkbox"/> -0
K. Balance of payments	<input type="checkbox"/> -a	<input type="checkbox"/> -a	<input type="checkbox"/> -a	<input type="checkbox"/> -a	<input type="checkbox"/> -a	<input type="checkbox"/> -a	<input type="checkbox"/> -a	<input type="checkbox"/> -a	<input type="checkbox"/> -a	<input type="checkbox"/> -a	<input type="checkbox"/> -a	<input type="checkbox"/> -a	<input type="checkbox"/> -a
L. Value of the dollar	<input type="checkbox"/> -b	<input type="checkbox"/> -b	<input type="checkbox"/> -b	<input type="checkbox"/> -b	<input type="checkbox"/> -b	<input type="checkbox"/> -b	<input type="checkbox"/> -b	<input type="checkbox"/> -b	<input type="checkbox"/> -b	<input type="checkbox"/> -b	<input type="checkbox"/> -b	<input type="checkbox"/> -b	<input type="checkbox"/> -b
M. Recession	<input type="checkbox"/> -c	<input type="checkbox"/> -c	<input type="checkbox"/> -c	<input type="checkbox"/> -c	<input type="checkbox"/> -c	<input type="checkbox"/> -c	<input type="checkbox"/> -c	<input type="checkbox"/> -c	<input type="checkbox"/> -c	<input type="checkbox"/> -c	<input type="checkbox"/> -c	<input type="checkbox"/> -c	<input type="checkbox"/> -c
N. Stagflation	<input type="checkbox"/> -d	<input type="checkbox"/> -d	<input type="checkbox"/> -d	<input type="checkbox"/> -d	<input type="checkbox"/> -d	<input type="checkbox"/> -d	<input type="checkbox"/> -d	<input type="checkbox"/> -d	<input type="checkbox"/> -d	<input type="checkbox"/> -d	<input type="checkbox"/> -d	<input type="checkbox"/> -d	<input type="checkbox"/> -d
O. Other	<input type="checkbox"/> -e	<input type="checkbox"/> -e	<input type="checkbox"/> -e	<input type="checkbox"/> -e	<input type="checkbox"/> -e	<input type="checkbox"/> -e	<input type="checkbox"/> -e	<input type="checkbox"/> -e	<input type="checkbox"/> -e	<input type="checkbox"/> -e	<input type="checkbox"/> -e	<input type="checkbox"/> -e	<input type="checkbox"/> -e
_____	<input type="checkbox"/> -f	<input type="checkbox"/> -f	<input type="checkbox"/> -f	<input type="checkbox"/> -f	<input type="checkbox"/> -f	<input type="checkbox"/> -f	<input type="checkbox"/> -f	<input type="checkbox"/> -f	<input type="checkbox"/> -f	<input type="checkbox"/> -f	<input type="checkbox"/> -f	<input type="checkbox"/> -f	<input type="checkbox"/> -f
_____	<input type="checkbox"/> -g	<input type="checkbox"/> -g	<input type="checkbox"/> -g	<input type="checkbox"/> -g	<input type="checkbox"/> -g	<input type="checkbox"/> -g	<input type="checkbox"/> -g	<input type="checkbox"/> -g	<input type="checkbox"/> -g	<input type="checkbox"/> -g	<input type="checkbox"/> -g	<input type="checkbox"/> -g	<input type="checkbox"/> -g

(PLEASE SPECIFY)

CLASSIFICATION DATA: WE APPRECIATE YOUR FILLING OUT THIS FACTUAL INFORMATION WHICH WILL BE USED FOR ANALYTICAL PURPOSES ONLY.

A. **Age:** Into which of the following categories does your age fall?

- 18-24 years old 3B-1
- 25-34 years old -2
- 35-49 years old -3
- 50-64 years old -4
- 65 years old and over -5

B. **Type of School:** Is the school you teach in a senior or 4-year high school, or a combined junior and senior high school?

- Senior or 4-year high school 3B-1
- Combined junior and senior high school -2

C. What grade(s) or year(s) do you teach?

- 8th grade (Freshman) 40-1
- 10th grade (Sophomore) -2
- 11th grade (Junior) -3
- 12th grade (Senior) -4

D1. How long have you been teaching school? (CHECK ONE BOX ONLY BELOW UNDER Q.D1)

D2. And how long have you been teaching economics? (CHECK ONE BOX ONLY BELOW UNDER Q.D2)

	<u>D1</u>	<u>D2</u>
	<u>Teaching</u>	<u>Economics</u>
Less than 1 year	<input type="checkbox"/> 41-1	<input type="checkbox"/> 42-1
1 - 2 years	<input type="checkbox"/> -2	<input type="checkbox"/> -2
3 - 5 years	<input type="checkbox"/> -3	<input type="checkbox"/> -3
6 - 9 years	<input type="checkbox"/> -4	<input type="checkbox"/> -4
10 years or more	<input type="checkbox"/> -5	<input type="checkbox"/> -5

D3. What is your major field of teaching? (CHECK ONE BOX ONLY BELOW)

- Business 43-1
- Social Studies -2
- Physical Ed. -3
- Vocational -4
- English -5
- Sciences -6

E1. **Education:** What was the most advanced level of school that you completed?

- High School graduate 44-1
- Some college -2
- College graduate -3
- Some graduate work -4
- Master's degree -5
- Doctorate -6

E2. Have you ever had any college or graduate level courses in economics? (PLEASE CHECK ONE BOX ONLY UNDER Q.E2 BELOW)

E3. Have you ever had any college or graduate level courses in how to teach economics? (PLEASE CHECK ONE BOX ONLY UNDER Q.E3 BELOW)

	<u>E2</u>	<u>E3</u>
	<u>Economics</u>	<u>How to Teach</u>
Yes	<input type="checkbox"/> 45-1	<input type="checkbox"/> 46-1
No	<input type="checkbox"/> -2	<input type="checkbox"/> -2

F1. What would you say is the average size class that you teach?

- Less than 10 students 47-1
- 10 - 19 students -2
- 20 - 29 students -3
- 30 - 39 students -4
- 40 students or more -5

F2. Approximately what percentage of the students in your school would you estimate go on to college?

Less than 10%	<input type="checkbox"/>	48-1
10 - 18%	<input type="checkbox"/>	-2
20 - 34%	<input type="checkbox"/>	-3
35 - 48%	<input type="checkbox"/>	-4
50 - 74%	<input type="checkbox"/>	-5
75% or more	<input type="checkbox"/>	-6

G1. Your Sex:

Male	<input type="checkbox"/>	48-1
Female	<input type="checkbox"/>	-2

G2. Your Race:

White	<input type="checkbox"/>	50-1
Black	<input type="checkbox"/>	-2
Hispanic	<input type="checkbox"/>	-3
Oriental	<input type="checkbox"/>	-4
Other	<input type="checkbox"/>	-5

NOTE: IF YOU WOULD LIKE A SUMMARY OF THIS REPORT PLEASE PUT A CHECK IN THE FOLLOWING BOX.

STRICTLY CONFIDENTIAL

APPENDIX B

BASIC ECONOMIC CONCEPTS

BASIC ECONOMIC CONCEPTS^a

FUNDAMENTAL ECONOMIC CONCEPTS

1. Scarcity*
2. Opportunity Cost and Trade-offs*
3. Productivity*
4. Economic Systems*
5. Economic Institutions and Incentives*
6. Exchange, Money, and Interdependence*

MICROECONOMIC CONCEPTS

7. Markets and Prices*
8. Supply and Demand*
9. Competition and Market Structure*
10. Income Distribution*
11. Market Failures*
12. The Role of Government*

MACROECONOMIC CONCEPTS

13. Gross National Product*
14. Aggregate Supply*
15. Aggregate Demand*
16. Unemployment*
17. Inflation and Deflation*
18. Monetary Policy*
19. Fiscal Policy*

INTERNATIONAL ECONOMIC CONCEPTS

20. Absolute and Comparative Advantage and Barriers to Trade*
 21. Balance of Payments and Exchange Rates*
 22. International Aspects of Growth and Stability*
-

* Denotes where Oklahoma secondary schools ranked lower than schools at the national level.

^aSource: Saunders, Phillip et al. Master Curriculum Guide in Economics: A Framework for Teaching the Basic Concepts. New York: Joint Council on Economic Education, Second edition, 1984, p. 11.

2

VITA

MARVIN RAY HANKINS

Candidate for the Degree of
Doctor of Education

Thesis: A SURVEY OF THE RELATIONSHIP BETWEEN ECONOMIC
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AT THE NATIONAL LEVEL

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