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A SURVEY OF THE KNOWLEDGE AND SKILL REQUIREMENTS FOR ENTRY INTO THE OKLAHOMA REAL ESTATE INDUSTRY AS A SALES ASSOCIATE WITH IMPLICATIONS FOR CURRICULUM DEVELOPMENT FOR COMMUNITY COLLEGES.

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GRADUATE COLLEGE

A SURVEY OF THE KNOWLEDGE AND SKILL REQUIREMENTS FOR ENTRY INTO THE OKLAHOMA REAL ESTATE INDUSTRY AS A SALES ASSOCIATE WITH IMPLICATIONS FOR CURRICULUM DEVELOPMENT FOR COMMUNITY COLLEGES

A Dissertation

Submitted to the Graduate Faculty

In Partial Fulfillment of the Requirements for a

Degree of

DOCTOR OF PHILOSOPHY

BY

LESTER C. MILLER

Norman, Oklahoma

1977

A SURVEY OF THE KNOWLEDGE AND SKILL REQUIREMENTS FOR ENTRY INTO THE OKLAHOMA REAL ESTATE INDUSTRY AS A SALES ASSOCIATE WITH IMPLICATIONS FOR CURRICULUM DEVELOPMENT FOR COMMUNITY COLLEGES

APPROVED BY:

Dissertation Committee

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CHAPTER I

STATEMENT OF THE PROBLEM

Introduction

The origins of the real estate brokerage business are lost somewhere in the mists of pre-history; however, since the real estate business revolves around the ownership, possession, and use of land, one has only to turn to the Bible to find innumerable references to ownership of land. Further, the museum of the University of Tennessee houses a stone tablet from Lagash, estimated to date from 2500 B.C., which contains the record of the sale of land by the king to the high priest.[1]

In 1762, Rousseau's writings on the Social Contract were published. On real property Rousseau wrote:

> In general, to establish the right of the first occupier over a plot of ground, the following conditions are necessary: first, the land must not yet be inhabited; second, a man must occupy only the amount he needs for his subsistence; and in the third place possession must be taken, not by an empty ceremony, but by labour and cultivation, the only sign of proprietorship that should be respected by others, in default of legal title.[1]

In the original thirteen colonies, the chartered companies and proprietors who were granted lands by the Kings of England through agents sold lands and recruited settlers. With the birth of the United States

---

[1]Paul T. O'Donnell and Eugene L. Maleady, Principles of Real Estate (Philadelphia: W. B. Saunders Company, 1975), p. 2.

[2]Jean Jacques Rousseau, The Social Contract, Great Books of the Western World, ed. Robert Hutchins, trans. C. D. H. Cole (Chicago: Encyclopedia Britannica, Inc., 1952), 38:394.

and expansion to the west, newly acquired lands became public lands, were divided into parcels, and were sold or opened to homesteading.

The steady geographical advances westward of our forefathers kept the land problem alive. The settler's demands generally were favored over those who would exploit the public domain for strictly revenue purposes. Those in public office were forced by their constituents to present a suitable land policy. When the Federal Government sold vast holdings to extinguish the mounting public debt in 1835, the real estate business was established.[3]

The increasing demand for legislation to relieve the plight of pioneer farmers who were being exploited by land spectators pointed the way for the adoption of a general homestead law; and on May 20, 1862, the Homestead Act was signed. This act provided that any citizen 21 years old or head of a family, or a war veteran, on payment of $10 could file a claim to not more than 160 acres of the surveyed public domain. After having "resided upon or cultivated" this land for the five subsequent years, the settler could receive a patent on payment of additional fees.[4]

During the 1860's and 1870's many of the major rail lines were financed by means of land grants. Typical of these grants, was the one given to the founders of the line which became the Santa Fe Railroad. Major features of that grant were:

> To aid construction the United States gave the railroad a right of way one hundred feet wide, with additional space where

---

[3] Vernon Carstensen, The Public Lands (Madison: University of Wisconsin Press, 1968), p. 305.

[4] Homestead Act of May 20, 1962, ch. 75, sec. 1, 12 Stat. 392.

> stations or shops proved necessary, all exempt from taxation in the territories. More important, it authorized the company to earn a land grant, justified as necessary to encourage a route for mail and the military, of alternate, odd-numbered sections for twenty miles on either side of the line in the states and forty miles in the territories. Since it had previously disposed of some acreage in these so-called place limits to homesteaders and others, as replacement for acreage so lost it established an additional strip ten miles on either side of the place limits in which the railroad could pick so-called indemnity land from the odd-numbered sections.[5]

To convert these lands into cash for railroad construction, the railroads employed land sale agents who became the first recognized "brokers" in real estate.[6]

A condensation of the "commutation clause" of the Homestead Act should clarify how land was claimed and sold without being settled and explain how many homesteaders became speculators or agents:

> Only six months of settlement enabled the homesteader to purchase the land at $1.25 an acre. Acting in the capacity of real estate agents for buyers seeking huge estates, many settlers realized sizable profits without ever becoming actual homesteaders. The number of real estate brokers at this period was significant enough to be the target of cities seeking additional sources of revenue. Late in the 1800's they focused upon the idea of taxing those engaged in real estate brokerage with a license fee more akin to an occupation tax than a regulatory levy. Taxes of this nature were generally supported as they tended to eliminate, curtail, or control the practice of "Kitchen" or "Curbstone" brokerage.[7]

Thus real estate brokerage continued to develop and grow in importance.

At the close of the nineteenth century, those leaders professionally engaged in real estate activities were attracted to each other and realized the advantages to be gained from a formalized association. Local and state boards were formed across the nation; and, as early as 1908,

---

[5]William S. Greever, Arid Domain: The Santa Fe Railroad and Its Western Land Grant (Stanford: Stanford University Press, 1954), p. 20.

[6]Ibid., p. 23.

[7]O'Donnell, Principles of Real Estate, p. 5.

state boards joined together to found the National Association of Real Estate Boards (NAREB). This organization later became the National Association of Realtors (NAR), an organization dedicated to professionalism in the real estate industry.[8]

In 1908, the prosecuting attorney for Los Angeles sought a state law to punish those selling real estate under false pretenses. The need for control was felt nationwide; and, in 1913, NAREB voted to encourage the enactment of real estate regulatory laws in every state. In 1911, the Legislature of California was the first to pass a statute regulating real estate brokers. This legislation, however, was vetoed by the governor. In 1917, a similar act was passed, but was almost immediately challenged and subsequently held unconstitutional by the courts. In February, 1919, Oregon passed a real estate license law which became the first law to actually go into effect in the United States. Today, real estate licensing laws are in effect in all states.[9]

Since the first licensing requirements were introduced, state legislative bodies have been increasing the requirements for licensing. In 1965, Case stated:

> In my opinion, entrance requirements will get progressively restrictive, to include stiffer educational standards and more comprehensive and difficult examinations, and that some evidence of maintenance of business proficiency will be required for license renewal.[10]

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[8]G. Douglas Fox, ed., Oklahoma Manual for Real Estate Brokers and Salesmen (Oklahoma City: Oklahoma Real Estate Commission, 1976), p. 6.

[9]O'Donnell, Principles of Real Estate, p. 5.

[10]Frederick E. Case, Real Estate Brokerage (Englewood Cliffs: Prentice Hall, Inc., 1965), p. 54.

The observations of Case are noteworthy as California and Texas have now amended licensing laws to include plans for progressively increasing both experience and educational requirements. California, one of the leaders in education for real estate professionals, has a plan, now part of the licensing law, which includes the requirement of 60 units of college credit to obtain or renew a real estate brokers license.[11]

The license law for the state of Texas has required progressively greater amounts of formal education. The Texas plan reads in part:

> On or after January 1, 1979, the number of required semester hours shall be increased to 15; on or after January 1, 1981, the number of required semester hours shall be increased to 36; and on or after January 1, 1983, the number of required semester hours shall be increased to 48. On or after January 1, 1985, an applicant for a real estate broker license shall submit evidence, satisfactory to the commission, that he has successfully completed 60 semester hours in real estate or related courses accepted by the commission from an accredited college or university, or that he has completed a course of study accepted by the commission as being equivalent to the courses offered by accredited colleges and universities.[12]

These actions by California and Texas seem to indicate a trend toward increased educational requirements.

The Oklahoma Real Estate License Act, originally passed in 1950, was amended at the 1968-1969 legislative session to include a requirement for 30 clock hours of approved instruction.[13]

A survey of the catalogues for Oklahoma colleges and universities indicates that very few courses have been added since that time to the total offerings in the state. It seems safe to assume that in the future

---

[11]California Department of Real Estate, Plan for the Development of the Real Estate Industry in California (Sacremento, California: California Department of Real Estate, 1975), p. 11.

[12]Texas, The New Real Estate License Act (1975), 6573a, V.A.C.S., sec. 7c, p. 26f.

[13]Fox, Oklahoma Manual for Real Estate Brokers and Salesmen, p. 55.

the Oklahoma Legislature will increase the educational requirements for licensing in this state. If this increase is effected, there will be a greater need for curriculum development in real estate education at the post-secondary level.

Purpose of the Study

This study seeks to determine the knowledge and skill requirements desirable for entry into the real estate profession in Oklahoma as a successful sales associate. The purpose of the study is to incorporate those knowledge and skill requirements into a real estate curriculum for Oklahoma community colleges.

A search of the available literature indicates that very little has been done to determine what the knowledge and skill needs are for real estate occupations in Oklahoma. A search of the college and university catalogs indicates that in those colleges offering a degree in finance, real estate courses are offered through the finance department. However, at the community college level, real estate courses appear as part of the midmanagement program. It seems then, that real estate curricula should be developed using the same techniques that have been used in successful midmanagement programs. The techniques used in midmanagement include consultation with practitioners and other interested persons in the field of study and incorporating this data in curriculum development.

Meek, in discussing the problem of curriculum development said:

> If curriculum developers are serious about producing relevant materials, people outside the vocational family must be involved in planning and implementing the curriculum. I believe our performance in this area is the weakest link in curriculum development and management process.[14]

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[14]Ronald Meek, "Outside Help for Curriculum Development," American Vocational Journal (November 1973): 30.

The preceding opinion seems to indicate the need for further research in vocational curriculum development, a situation most relevant in the area of real estate.

A further emphasis on the need for industry involvement in curriculum development is added by Ricci:

> Although attempts have been made to develop the post-secondary vocational education programs systematically, the attitudes and opinions of members of those groups presently involved with post-secondary vocational education, i.e., instructors, administrators, practitioners, and students, have sometimes been overlooked. Therefore, guidelines acceptable to those involved in post-secondary vocational education programs are needed as a basis for developing programs and for improving existing ones.[15]

Thus, Ricci contends that the methods used to develop curriculum must be acceptable both to the educator and the practitioner.

Smith and Moss[16] state that the first step in the curriculum development process needs to be the specification of the role for which training is to be provided, i.e., to define the scope and function of each job that needs to be done. After specifying the role, the second step is to identify the specific tasks that comprise the role. Mager and Beach[17] support this view, pointing out that the strategy of developing effective instruction is to use the job as a basis for deciding what will be taught and in what order and in what depth. An individual working at a particular job is likely to be knowledgeable about the educational needs

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[15]Frederick A. Ricci, "Guidelines for Retail Education in Junior College, Community College, and Other Post-Secondary Institutions," The Delta Pi Epsilon Journal (February 1975): 28.

[16]Brandon B. Smith and Jerome Moss, "Report of a Seminar: Process and Techniques of Vocational Curriculum Development." Report presented to the University of Minnesota, Minneapolis, Minnesota, April, 1970, p. 2.

[17]Robert F. Mager and Kenneth M. Beach, Developing Vocational Instruction (Palo Alto, California: Fearon Publishers, 1967), p. 3.

for that job, and to some degree, he/she should be able to anticipate what future requirements may be.

Businessmen who speak to educational groups often indicate a preference for employees with skills in communication and human relations, employees who are self starters, honest, and efficient. However, Meek states, ". . .when these same businessmen hire, they complain that the prospective employee doesn't know how to do anything."[18] Furthermore, Meek adds:

> All facets of curriculum development and management are important and should be of prime concern to professional educators. But they should also be of concern to industry--the consumer of the educational product. Certainly the tremendous amount of money being spent by educational agencies for curriculum development in vocational and technical education calls for broad participation in planning and decision making.

And Meek continues;

> Curriculum is usually defined as the sum of the students' experience while under the guidance of the school.[19]

This research will survey those persons working in the field of real estate to determine what they believe are the specific knowledges and skills a beginning sales associate needs in order to be successful.

Statement of the Problem

This descriptive research project is designed to collect data from selected real estate brokers in Oklahoma to determine the competencies necessary for job entrance as a real estate sales associate and to use the data collected and analyzed to develop a real estate curriculum for use at the post-secondary level in Oklahoma community colleges.

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[18]Meek, "Outside Help for Curriculum Development," p. 29.

[19]Ibid., pp. 30, 31.

Objectives of the Study

The objectives of this study are to (1) determine the competencies necessary for success as a real estate sales associate, (2) determine the source of the information and skill necessary to meet these competencies, (3) determine the role of formal education at the community college level in reaching the desired level of knowledge and skill.

Limitations

Population surveyed was limited to randomly selected members of the Oklahoma Association of Realtors.

Research Design

The first step was a comprehensive study of the related literature.

The second step was nonstructured interviews with selected Oklahoma City realtors to determine major topics and categories to be considered when constructing the data collection instrument.

The third step was to obtain the cooperation of the Oklahoma Board of Realtors.

The data collection instrument was designed from data collected from the interviews and from the review of the literature.

The fifth step was to devise a coding system for standardization and interpretation of the data.

The sixth step was to develop a randomly selected sample of 99 realtors from the active membership list submitted by the Executives of the Oklahoma Board of Realtors.

The seventh step was to conduct a pilot study, make revisions suggested by the pilot study, and publish the data instrument. The pilot study used a sample of 30 realtors not included in the sample of 99.

The eighth step was to distribute the instrument to the realtors in the sample.

The nineth step was to tabulate and analyze the data.

The tenth step was to develop a suggested real estate curriculum.

The last step was to report the findings, analyses, and conclusions resulting from the study.

Definition of Terms

Real Estate Broker: all persons, associations, and corporations, foreign and domestic, who for a fee, commission, or other valuable consideration, or who with the intention or expectation of receiving or collecting the same, lists, sells, purchases, exchanges, rents, or leases any real estate, or the improvements thereon, including options; or who negotiates or attempts to negotiate any such activity; or who advertises or holds himself, itself, or themselves out as engaged in such activities.[20]

Real Estate Sales Associate: any person employed or engaged by or on behalf of a real estate broker to do or to deal in any act, acts, or transactions set out, or comprehended by the definition of a real estate broker for compensation or otherwise.[21]

Respondent: those replying to the survey instrument who listed themselves as owners of real estate firms.

Significance of the Study

The study provides knowledge of the job entry educational needs of real estate sales associates as perceived by practitioners. The study provides information for curriculum planning, design, implementation, and revision. The information should be helpful to persons in department of business in Oklahoma community colleges when considering changes in offerings in real estate. The study will also give guidance to faculty members when faced with the decision to add a real

---

[20] Oklahoma, Statutes, 59 (1949), p. 46.

[21] Ibid.

estate program. If the data are utilized by faculty members, it should help prevent the repetition of errors made when new programs are developed by following programs of other schools.

Organization of the Report

Chapter I of the formal report includes the introduction, statement of the problem, purpose, objectives, limitations, research design, definition of the terms, and the need for the study.

Chapter II reviews the related literature.

Chapter III consists of the research design and procedures followed.

Chapter IV presents the analysis, discussion, and development of real estate courses and curriculum based upon the data.

Chapter V presents the analysis and development of general education requirements and suggested program curriculum.

Chapter VI is a summary of the findings, and suggestions for further study.

CHAPTER II

REVIEW OF SELECTED RELATED LITERATURE

Introduction

There are two primary reasons for a review of literature related to a research topic. The first of these reasons is to identify what research has been conducted on the problem and the second is to establish a theoretical base for the problem.[1]

An extensive review of literature failed to provide an adequate theoretical base for real estate curriculum research since very few studies have been conducted in the field. Therefore, attention was directed toward post-secondary curriculum research in related vocational areas. The second area of review deals with research specifically directed toward real estate education and curriculum.

Post-Secondary Related Literature

The Amendments to the Vocational Education Act of 1963, identified curriculum development as a needed force.[2] Curriculum development based on employment needs is the essence of effective "payroll education" for the youth and adults of today's world. The climate of both society and

---

[1] Fred N. Kerlinger, Foundations of Behavioral Research, 2nd ed. (New York: Holt, Rinehart & Winston, Inc., 1973), p. 696.

[2] Public Law 90-576, Vocational Education Amendments of 1968 (Washington, D.C.: Superintendent of Coduments, 1969), pp. 6-7.

recent legislation has highlighted the foundation for solutions to problems relative to the world of work for individuals and the nation.

There has been a considerable amount of research in the area of vocational education curriculum in general, but there is a scarcity of formal research in the area of specialized post-secondary education. Writers publishing in current periodicals have called attention to the need for this type of research. They have listed areas of concern, and they have, in some instances, reported simple research of a cursory nature with businessmen who have served on advisory committees for existing programs.

General Studies

Typical of the statements of concern of national leaders is this statement by Richard Nixon: "In today's educational system at the post-secondary level, there is not enough opportunity for a student to combine academic and vocational curricula and thus get the valuable features of both facets of education. This has led to large numbers of able people who are unemployed, underemployed, or unhappily employed while challenging jobs go unfilled."[3]

Borow[4] highlights the necessity of a research approach to the gathering and preparation of occupational data to make important contributions in vocational counseling, curriculum development, placement,

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[3]Richard Nixon, "New Emphasis on Career Education, Career Education Highlights, Los Angeles County Schools," 1972, cited by Doyle Davis, "An Occupational Analysis Procedure for Vocational Education." (Ph.D. dissertation, University of Southern California, 1973), p. 26.

[4]Carroll Shartle, "Occupational Analysis, Worker Characteristics and Occupational Classifications Systems," Henry Borow, ed. Man in a World at Work (Cambridge, Massachusetts: Houghton Mifflin Co., 1964), p. 89.

retraining, the assignment, transfer, and promotion of workers, and in setting wage levels.

Poland[5] also has some suggestions for the construction of curriculum which follow much the same line of reasoning. He suggests that once the manpower needs, goals, and objectives have been established, the curriculum designer is ready to begin construction of the curriculum. A random sample of jobs to be taught will produce information such as the following:

> Job identification facts (job title, location of jobs, number of employees, sex of employees, salary, working hours, miscellaneous job facts.)
>
> Skill requirements (educational requirements, job experience, relationships to other jobs, job duties, job knowledge.)
>
> Responsibilities (direction and group leadership, office/store operation, care of equipment, safety and health of other, contact with the public.)
>
> Effort demands (physical activities and worker characteristics.)
>
> Working conditions (specific conditions, hazards.)[6]

With this information in hand, the designer determines the step-by-step sequence in which the material will be introduced in the instructional schedule.

In addition to these individual contributions to curriculum research, several studies were found which were directly related to the community college.

The purpose of the community college has been defined frequently through the years. According to Kelley and Wilber[7], the six major

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[5]Robert Poland, "Manpower Planning and Curriculum Construction," American Vocational Journal (October 1975): 51-52.

[6]Ibid.

[7]Win Kelley and Leslie Wilber, "Junior College Development in the United States," School and Society (December 1969): 485-597.

purposes of the two-year college are: (1) transfer function, (2) occupational education, (3) general education, (4) remedial education, guidance and counseling, and (6) community service. Although many community colleges have not adopted all of these purposes, the trend seems to be toward their inclusion.

Blocker, in synthesizing the two-year college stated:

> From the point of view of business and industry the two-year college serves a number of important functions. The community college with its emphasis on technical education provides training for skills critical to industry. It has demonstrated that the two-year college can furnish superior training at reduced costs. This is particularly true when industrial leaders serve on advisory committees and qualified employees of the concern are retained by the college to assist in the development and teaching of courses.[8]

Further, in a discussion of two-year college curriculum Blocker states:

> The curriculum must be developed with the advice, counsel, and support of an industry or profession. Unless employment can be insured for all those who receive the associate degree, the program should not be undertaken. The curriculum should be primarily occupationally centered. Transfer value should be of secondary importance. The technical curriculum should be designed and conducted as ends in themselves.[9]

As the formal educational requirements for the practice of real estate are increased by state legislature, a real estate curriculum for the two-year college seems most appropriate.

The number of junior colleges and the number of programs offered in those junior colleges are expanding at a rapid rate. Gleaser[10] rates

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[8]Clyde E. Blocker, et al., The Two-Year College: A Social Synthesis (Englewood Cliffs, New Jersey: Prentice Hall, 1965), p. 216.

[9]Ibid.

[10]Edmund J. Gleaser, "Junior College Explosion," American Education (December 1968-January 1969): 12.

expansion of two-year colleges as almost one a week for the past eight years and he feels that this growth rate will continue until most states, like California and Florida, put community colleges within commuting range of nearly all their population.

A similar goal has been advanced for the state of Oklahoma:

> Until recent years, Oklahoma two-year colleges concentrated for the most part, on transfer or university parallel programs, with lesser emphasis on occupational, remedial, and adult education. Today the mission of these institutions includes a much broader range of options, but the proportion of students studying in non-transfer programs is not yet as significant as it should be. In the future, the two-year colleges in the public sector should attempt to provide meaningful choices for all their students, which means that a variety of programs must be made available for a variety of students. Heretofore, the majority of students enrolling in Oklahoma higher education has been an academic elite, emanating, for the most part, from the upper one-half of the high school graduating class. In recent years, however, the distribution of students with regard to both academic ability and occupational interests has been widening, fueling the need for different kinds of programs to be offered at different levels of academic rigor. By 1980, the aptitudes and interests of students enrolled in the college freshman class will be roughly equivalent to those of the population in general. This will create the need for two-year colleges to serve students at every aptitude level in a broad variety of transfer, occupational compensatory, public service, and adult education programs. By 1980, public two-year colleges should be enrolling approximately one-third of the total lower-division students admitted to colleges in Oklahoma higher education.[11]

Real estate is apparently one of the occupational compensatory programs to which the two-year college is well adapted.

Government Sponsored Research

Accentuating these statements of need for a wider range of programs for community colleges, government agencies have published documents dealing with the problem.

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[11]Dan S. Hobbs, "Oklahoma Higher Education, A State Plan for the 1970s" (Oklahoma City, Oklahoma: Oklahoma State Regents for High Education, July, 1971), p. 8.

These documents recognize that any dichotomy between academic and vocational education is outmoded and that all education, to be acceptable must be relevant. Adaptability to change is as important as initial preparation, and the needs and objectives of individuals should take precedence over those of the labor market.[12]

The urgency behind this need for an occupational analysis system for the development of a vocational education program is emphasized in Tomorrow's Manpower Needs.

> In a growing economy, the occupational composition of the work force, as well as the skills required in each occupation, change through the years. Present manpower needs, therefore, are an uncertain guide to future requirements. To plan education and training programs to meet tomorrow's manpower needs, projections are needed of those changing manpower requirements. Such projections can help also in the vocational guidance of young people.[13]

Davis and Smith stated:

> Some institutions are just discovering the implications of the occupational analysis process. Others are embarking on its refinement for the design and development of vocational education curriculum. The period since the close of World War II has brought startling innovations to the total process of curriculum building. Although the approach is being evaluated and the merits of the concept are being recognized, for some educators and institutions the technique is just a theory for curriculum building.[14]

The occupational analysis concept as a foundation upon which vocational programs can be developed is further supported in the summary

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[12]U.S. Department of Health, Education, and Welfare, Career Education (Washington, D.C.: Superintendent of Documents, 1972), pp. 6-7.

[13]U.S. Department of Labor, "Developing Area Manpower Projections," vol. 1 Tomorrow's Manpower Needs (Washington, D.C.: Superintendent of Documents, 1969), p. 1.

[14]Doyal G. Davis and Arthur William Smith, Jr., "An Occupational Analysis Procedure for Developing Curricula in Vocational Education" (Ed.D. dissertation, University of Southern California, 1973), pp. 31-32.

of requisites to a quality vocational educational program presented by the American Vocational Association:

> A quality program is based on an analysis of each occupation to determine what is required to perform as a successful worker in that occupation. It needs to be updated. More than knowledge and skills are involved; responsibility, good working habits and relationships with fellow workers and employers must be taught.
>
> A quality program adjusts its curriculum to changing business and industrial conditions, technology change and the requirements of the labor market.
>
> A quality program provides for the learning of the skills employed in using the tools, machines and materials of the occupation and using them safely, with good judgment and with pride in good workmanship.
>
> A quality program provides for the learning of the technology, mathematics, science, drawing or art related to the occupation.[15]

The systematic preparation of occupational data can overcome one of the major problems facing vocational educators. The American Vocational Association identifies that major program as the need to specify the precise role that students are expected to play after completing training. Indications are that additional work is needed in identifying and clustering technical tasks; in developing task-sampling forms from which tasks may be selected for inclusion in the program; in defining precisely the conditions and performance requirements for the tasks; and in proposing new schemes for organizing the tasks in the most efficient instructional sequence.[16]

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[15]Gordon F. Law, Ed., Contemporary Concepts in Vocational Education, Yearbook of the American Vocational Association (Washington, D.C.: The American Vocational Association, Inc., 1971), p. 89.

[16]Ibid., p. 193.

The American Vocational Association has recommended a number of specific requirements for achieving a level of excellence toward which all vocational education should aspire. Among these are:

> A great variety of occupations for which training is presented.
>
> A wider range of skills must be provided.
>
> A more intense and expanded program of related technical instruction must be provided that will reach all levels of training.
>
> Teacher-education programs must improve through continuous study of teaching methods, media, and techniques.[17]

These studies sponsored by governmental and public agencies, suggest that there is a growing need for vocational and technical training in an increasing number of occupational fields.

Individual Studies and Dissertations

A number of authors have addressed themselves to the role of occupational analysis in the design of specific instructional programs. Occupational analysis will also assure that the programs will be evaluated and modified as changes occur in the current business and industry activity pattern of a given geographic area.

Lucas[18] presented guidelines for establishing post-secondary educational programs in Ohio. State supervisors of distributive education, teacher educators, post-secondary distributive teacher-coordinators, and

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[17]American Vocational Association, Inc., New Designs for the Challenge of the 1970's (Washington, D.C.: American Vocational Association, 1968), p. 8.

[18]Stephen R. Lucas, "Guidelines for Establishing Post-Secondary Distributive Education Programs in Ohio" (Ph.D. dissertation, Ohio State University, 1967), p. 76.

certain businessmen served as an advisory committee to post-secondary programs in order to secure consensus as to guidelines for program development.

Sampson determined which characteristics the middle manager should acquire through formal education prior to accepting a position in middle-management. These characteristics, according to Sampson, might be developed through the following courses:

Fundamental Legal Principles
Psychology of Business Writing
Oral and Written Communications
Role of Credit
Principles of Economics
Role of Advertising
Business Organization and Management
Principles of Retailing
Principles of Marketing
Business Personality
Anthropology
The Labor Market
Introduction to Political Science
Managerial Data Processing[19]

The first ten courses might be found in most existing middle-management programs at the post-secondary institution level. Four of the courses would not generally be found.

The following guidelines were established by Lucas for use in post-secondary distributive education in Ohio:

> In the planning stages, the services of the distributive education section of the state department of education should be sought. An advisory committee is desirable during the planning and the operational stages of the program, and a comprehensive survey of the geographical area should be conducted to determine interest.
>
> The program should be offered in various types of institutions.

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[19]Harland Sampson, The Nature and Characteristics of Middle Management in Retail Department Stores (Madison, Wisconsin: University of Wisconsin, 1969), p. 8.

> The associate degree should be awarded for successful completion of the program.
>
> Work experience is considered highly desirable: therefore, the program should be operated on a cooperative basis.
>
> The cooperative feature should be continuous for the duration of the program.
>
> Each curriculum within the post-secondary institution should be organized to serve a specific area of employment, such as hotel-motel, supermarket, or real estate.
>
> Students enrolled should participate in the post-secondary division of the Distributive Education Clubs of America.[20]

One of the most comprehensive references on the subject of post-secondary education for distribution was published by the University of Wisconsin pursuant to a contract with the U.S. Office of Education in 1967. The purpose of the publication was to review and describe the nature of post-secondary instruction in distribution and marketing. The publication was designed to assist administrators of post-secondary distributive education in initiating programs, determining curricular offerings, developing organizational structure, and in ultimate program evaluation. The study recommended that post-secondary distributive education programs provide for:

> both intensive and extensive instruction in distribution
>
> instruction which leads to specialization in a marketing function, product area, or business category
>
> service to a student population from a large geographic area
>
> curriculums oriented to local, state and regional occupational needs
>
> follow a collegiate schedule of classes with special flexibility to permit appropriate application of learnings

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[20]Lucas, "Guidelines for Establishing Post-Secondary Distributive Education Programs in Ohio," p. 65.

have standards and quality leading to supervisory and management competencies

utilize businessmen from a wide range of business interests and from a wide geographic area for advisory and resource purposes.[21]

In each of these studies the author points to the need for research-based curricula involving business and industry in the research and in the planning of the curriculum for any program to be offered in post-secondary vocational education.

Because related studies provide useful background information, these studies were reported to provide guidelines for occupational analysis and industry involvement and to provide a theoretical base for the study of curriculum development for real estate, a related distributive occupation.

Review of Real Estate Related Literature

Studies Conducted and Reported by Individuals

A number of individual studies were reviewed which are directly related to the relationship between the real estate industry and the curricular offerings of academic institutions. Cyr[22] found that there are many persons in the real estate industry who do not recognize the value of collegiate education requirements. However, he was of the opinion that the degree of success an individual may accomplish in real estate practice is determined by the level of formal education attained, the

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[21] U.S. Department of Health, Education, & Welfare, Post-Secondary Distributive Education: A Suggested Guide for Administrators and Teachers (Madison, Wisconsin: University of Wisconsin, 1967), pp. 38-41.

[22] John E. Cyr, "How to Succeed in Real Estate Matchmaking," California Real Estate Magazine (July 1971): 12-14.

quality of training and experience sustained, and the ability to utilize the results of factual research.

In a survey of Texas firms engaged in real estate activities, Crow[23] asked respondents to assess the relative importance of sixteen fields of study in preparing for a sales or management position with their firms. The six most important fields, in descending order of importance, were: real estate, finance, marketing, law, management, and economics. The survey made no inquiry about any of the specific areas of real estate, such as real estate law, real estate finance, and real estate brokerage.

In Texas, firms engaged primarily in residential real estate practice, Crow[24] found that managers held diverse opinions on how much formal education best typified a new sales or management employee. Of twenty-four responding managers, eight expected the new employee to have a four-year degree, seven expected him to be a high school graduate, five expected him to be a junior college graduate, and four managers said that formal education was not important.

When considering all of the firms engaged in real estate, including those engaged primarily in residential brokerage, Crow[25] found that 62.2 percent of the 294 reporting firms expected the new employee to be a graduate of a four-year college, and less than 8 percent of these firms said that formal education was not important in hiring a new sales or

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[23]Ted Crow, "Survey of the Texas Real Estate Industry: Employment Qualifications, Job Opportunities, and Development of College and University Real Estate Curriculums," Report presented at the University of Texas, Austin, Texas, in October, 1973. p. 40.

[24]Ibid., p. 43.

[25]Ibid., p. 31.

management employee. Included in the survey were construction firms, savings and loan firms, banks, and a number of others not engaged directly in real estate brokerage. Crow concludes from his research that the requirement for formal education in residential brokerage might well be less than for other phases of real estate practice.

Schultz[26], in reporting a 1969 study of real estate education needs in the Long Beach, California area, stated: Brokers felt that the bulk of real estate education work was most appropriately given at the junior college or special school level.

Case[27] surveyed thirty-five managers of real estate brokerage offices employing 434 persons to determine factors which had helped these offices survive during "tight market" periods. He found that the combination of a college degree and specialization in business subjects provided the foundation for most of the successful managers of surviving real estate brokerage offices. Another factor which Case reported was the enthusiasm of brokers for the varieties of experiences for real estate education available to them through continuing education programs. Sixty-eight percent of courses taken had been in real estate law, finance, appraisal, practice, and principles.

Lee conducted a descriptive study which used the questionnaire technique to determine which tasks in real estate require formal classroom preparation, and which might be learned readily on the job with little or no formal preparation. This study found the following:

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[26]Raymond Schultz, "A Regional View of Real Estate Education and Research Needs," California Real Estate Magazine (August 1970): 12-14.

[27]Fred E. Case, "Success in a Tight Market," California Real Estate Magazine (August 1970): 18.

"Home study" and "on-the-job training" were reported as the first and second most frequently used sources of training for real estate work, respectively, by both brokers and salespersons.

The majority of reporting brokers said the Texas Association of Realtors (TAR) Institutes were their best source of training.

Salespersons ranked "on-the-job training" and TAR Institutes first and second, respectively, as best sources of training for real estate work.

Classroom training in seven of the seventeen listed subject areas was judged "essential" by 73 percent of more of both brokers and salespersons. These areas are: Real Estate Principles/Fundamentals, Real Estate Law, Title and Closing, Real Estate Practices/Brokerage.

None of the seventeen subject areas listed was judged as "not needed" by a majority of respondents.

Except for one subject area, there was no significant difference between responses of brokers and salespersons when judging the importance of classroom training. Salespersons judged classroom training for Real Estate Principles/Fundamentals to be "essential" at a significantly higher frequency than brokers, although both judged classroom training for this subject area to be more important than other areas.

Brokers and salespersons did not differ significantly in their judgment of whether each of fifteen real estate tasks should be learned in a classroom, or could readily be learned on the job.

Six tasks were judged by 63 percent or more of both brokers and salespersons to be tasks which should be learned before starting work.

One task was judged by 65 percent of brokers and 71 percent of salespersons to be one which could be readily learned on the job.[28]

Lee concluded that colleges and universities are not yet filling the educational need. He concluded that the training courses of the

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[28]Ray H. Lee, "Educational Needs of Real Estate Salespersons as Perceived by Real Estate Practitioners in Texas," (Ph.D. dissertation, Texas A & M University, 1974), pp. 61-63.

Texas Association of Realtors appear to be meeting the reported needs of real estate practitioners better than other formal training sources.[29]

In a California study which attempted to relate competency based instruction to real estate education, White made the following observations:

> The real estate instructors are generally well qualified in their profession as real estate brokers and typically qualify for instructor credentials issued by the Board of Governors of the California Community Colleges. The study suggests that, because the instructors are real estate professionals first and instructors second, there is a continued need for new instructional aids which reflect educational philosophy as well as vocational substance.
>
> Competency-based instruction is introduced into the study as a program of instruction which concentrates on the learners' ability to achieve by holding the level of achievement constant and allowing the amount of time expended to achieve to vary. Competency-based instruction is shown as a movement exerting significant leverage for educational reform and a concept flexible enough to be applied to a college-level curriculum.[30]

Further, White reported:

> The availability of competency-based curriculum material, which includes precise terminal behavior to be demonstrated by students exiting the course, is essential to the needs of real estate professionals instructing, on a part time basis, in a community college district where instructors' effectiveness is evaluated by measuring student learning progress. By developing and making available competency-based real estate curriculum, the Department of Real Estate will be offering community college administrators a tool for objective evaluation of a real estate instructor effectiveness.[31]

These studies examined the sources, instructional design and effectiveness of education for real estate practitioners and presented conclusions which questioned the adequacy of the available training.

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[29]Lee, "Educational Needs of Real Estate Salespersons," p. 65.

[30]Alfred H. White, "Recommendations for a Competency-Based Curriculum for Real Estate Education in Community Colleges," (M.B.A. thesis, San Diego State College, 1974), p. 61.

[31]Ibid., p. 64.

Studies Sponsored by Professional Organizations

In addition to studies made by individual researchers, several studies have been conducted by or sponsored by professional organizations. Following is a review of those pertinent to this study.

The Education and Standards Committee of the National Association of Real Estate License Law Officials made the following recommendations for the education of realtors:

> That each NARELLO (National Association of Real Estate License Law Officials) member analyze the educational aspects of their existing programs to see of more real estate information and materials can be channeled to the colleges and universities (both public and private), schools, licensees, and to the public at large.
>
> That NARELLO establish a Real Estate Certification Program. The purpose of the program would be to aid in upgrading competency of all licenses real estate salesmen and real estate brokers by memorializing achievement toward a goal of professionalization of the real estate brokerage industry and to provide a sound financial basis for the NARELLO organization.[32]

Harvey[33] conducted a study commissioned by the NAREB (National Association of Real Estate Boards) in which he concluded that the overriding motivation for offering NAREB-sponsored training courses appeared to be the production of revenue and that in this respect, the courses were successful. Harvey found that the NAREB had placed a great emphasis on the need for education for realtors and the pursuit of high standards in the real estate field. He also found a lack of articulation between

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[32]Donald M. Tallman, "Report of the Education and Standards Committee to the National Association of Real Estate License Law Officials," paper presented to the National Association of Real Estate License Law Officials, Seattle, Washington, 1974, p. 1.

[33]Robert O. Harvey, "Report and Recommendations to the Executive Committee, National Association of Real Estate Boards," report presented to the Executive Committee, National Association of Real Estate Boards, Washington, D.C.: November 15, 1970.

the content of the various NAREB courses, although there is a specified sequence for the courses.

The Texas Real Estate Research Center recently published a monograph entitled Guidelines for Post-Secondary Real Estate Education Development. This publication states that:

> One of the most important aspects of curriculum development is to properly conduct a feasibility study. The results should reveal whether a curriculum is needed and to establish the population needing the training. It should be stressed that this is not an ex post facto means of justifying the establishment of a curriculum but an objective method of determining whether a program is or is not needed. When several new programs are under consideration, a feasibility study could establish priorities for starting programs.[34]

According to the study, the basic problem with real estate sales is that many salespeople enter without basic knowledge--"easy in, soon out". The conclusion is drawn that planning and training for a career in real estate would be of great benefit. This publication also reports that: "All our (real estate) education has come from national and state real estate organizations."[35]

The Education and Standards Committee of NARELLO include in their report to the national convention, a two-part, step-by-step procedure for selling educational institutions on establishing programs in real estate.[36] Perhaps this indicates in a more forceful way the real estate industry's need for additional research in the field of real estate education.

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[34]Robert Lyon, ed., Guidelines for Post-Secondary Real Estate Education Development (College Station, Texas: Texas Real Estate Research Center, 1976), p. 15.

[35]Ibid., p. 18.

[36]Tallman, "Report of Education and Standards Committee to NARELLO, pp. 14, 15.

Shuster and Vigen[37] conducted a comprehensive study which concluded that a great deal of attention needs to be given to improving the performance of many licensees in order to advance their professional effectiveness. In this survey of sellers and buyers of residential property, strong evidence revealed unhealthy levels of dissatisfaction. These findings reflect a significant lack of confidence by their clientele in the general performance of real estate practitioners. More than 40 percent of the sellers served by a broker did not feel that they obtained the best deal. Over 50 percent said the broker's services were not worth the commission, and almost 40 percent of the respondents would not contact the same broker again. Similarly, over 25 percent of the buyers did not feel that their interests were adequately served and 34 percent would not contact the same broker again. Such high levels of dissatisfaction reveal an urgent and critical need for improving the current standards of professional performance in real estate sales and brokerage.

Schultz[38] is quick to advocate the academic vehicle for improving the present level of performance within the real estate industry, despite a total absence of scientific inquiry as to the effectiveness of such a proposal. With no supporting evidence, Schultz boldly states that "clearly the Department of Real Estate's emphasis on education is warranted."[39]

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[37]Louis J. Shuster and James W. Vigen, "A Study of the Professional Performance and Development of Real Estate Licensees in California, report of real estate research presented at California State College at Bakersfield, California, January, 1973, pp. 5-7.

[38]Raymond G. Schultz, "A Study of Real Estate Research and Education Needs in the Long Beach, California Region," report of real estate research presented at California State College at Long Beach, October, 1969, p. 3.

[39]Ibid.

As part of a 1971 study, Tsagris[40] surveyed the educational experience of California real estate licensees. More than 70 percent of the responding full-time brokers had two or more years of college education and approximately 27 percent had earned a college degree. In contrast, only 62.1 percent of the responding full-time salespersons reported two or more years of college, and 24.2 percent received a college degree. Tsagris also stated that Business Administration and Engineering were by far the most heavily favored fields of study, respectively.

Schultz[41] reported that brokers tend to have good college backgrounds supplemented by specialized training through extension programs and special real estate schools. Salesmen, on the other hand, have more often been limited to the junior college level for higher education and to a greater extent rely on the specialized programs to augment their qualifications.

Summary

This chapter culminates an extensive investigation into current literature on the subject of vocational curriculum development. The review emphasized post-secondary curriculum development in community colleges and focused more specifically on the real estate programs which develop.

Some studies reviewed indicated the need for industry involvement in the development of curriculum for any particular job description

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[40] B. E. Tsagris, "California Real Estate Licensee: Profile Analysis," report of real estate research presented at Sacramento State College, Sacramento, California, July, 1971, pp. 29-31.

[41] Schultz, "Real Estate Research and Education Needs," p. 1.

within that industry. Other studies indicated that industry involvement should be research based.

Still other studies dealt with the responsibility of community colleges in the total educational structure and, more specifically, in relation to the needs of the real estate industry. These studies suggest that the community college may be in the best position to respond to the real estate industry needs.

Studies of a general nature examined the effectiveness of both curriculum and teaching methods in real estate training. Other studies examined the problem of what skills, knowledges, and competencies should be taught in college programs.

The literature and reports prepared by, or sponsored by professional organizations such as the National Association of Real Estate Boards, the National Association of Real Estate License Law Officials, and the California Department of Real Estate indicate that there is need for improvement in curriculum, teaching methods, and teacher effectiveness in the area of education for real estate professionals. There is also an implication from these studies that colleges and universities have not recognized the need and, therefore, have not responded to that need. However, there is still no evidence to indicate what should comprise the curriculum for college programs in real estate.

There are no studies available from Oklahoma. However, the studies from California and Texas lead this researcher to believe that still further research is needed to determine the competencies needed by persons entering the field of real estate and the content and design of the curriculum to prepare them for entry into the field.

CHAPTER III

METHODOLOGY

Introduction

The real estate industry has been neglected by researchers in educational curriculum. The majority of studies which have been done have related to the needs of the industry in California. A review of the catalogs of colleges over the nation which, according to the College Blue Book[1], offer programs in real estate was conducted. This study revealed similar curricula patterns and course titles, but little concerning the correlation between these courses and the competencies needed by practitioners in the real estate industry. The research design for the current study seeks to obtain the perceptions of practitioners in the field of real estate concerning the knowledges and skills necessary as a prerequisite for entering the field of real estate practice.

To obtain information concerning the ideas and thoughts of the practicing professionals in the industry, it was feasible to conduct a survey. The survey instrument was a questionnaire designed to obtain an adequate data base for objective and statistical analysis of the competencies real estate practitioners believed relevant.

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[1]William E. Burges, ed., The College Blue Book, Degrees Offered by College and Subject (New York: MacMillan Publishing Co., Inc., 1976), pp. 623,624.

Survey Sample

The first step was to seek the cooperation and approval of the Oklahoma Association of Realtors in the conduct of the survey. The Oklahoma Association of Realtors is a professional association of Oklahome real estate licensees, whose members are also members of the National Association of Realtors (NAR, formerly NAREB). Association members have agreed in writing to abide by and support the Oklahoma Association of Realtors By-Laws and Regulations, the Code of Ethics of the NAR, and to uphold all laws pertaining to the practice of real estate.

The Oklahoma Association of Realtors has an office and full-time professional staff which maintains the records and conducts the business of the association. For the purposes of this study, the director made available the membership rolls of the organization.

A random sample was obtained using a random number table from Kerlinger[2]. The selection was made from the active broker file. The size of the sample was determined by using the following formula from Kish.

$n = n'/1 + n'/N \qquad n' = S^2/V^2$

$S^2 = P(1 - P)$

$P = .5$ (gives the most accurate estimate)

$V = .05$ (standard error no larger than 5% for any proportion of the population)

$N = 7000$ (number in the population)

$n' = .25/(.05)^2 = 100$

$n = 100/1 + (100/7000) = 100/1/.01 = 99$ [3]

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[2]Fred N. Kerlinger, Foundations of Behavioral Research (New York: Holt, Rinehart & Winston, Inc., 1964), pp. 714-717.

[3]Leslie Kish, Survey Sampling (New York: John Wiley & Sons, Inc., 1976), pp. 51-53.

There are 7000 members in the Oklahoma Association of Realtors. By using this formula, it was determined that a randomly selected sample of 99 would yield a statistically accurate picture of the attitudes of the entire population at the 95 percent confidence level. All geographic areas of the state, both urban and rural, are represented.

Von Dalen[4] maintains that no specific rules on how to obtain an adequate sample have been formulated, for each situation represents its own problem. If the phenomena under study are homogeneous, a small sample is sufficient. In general, three factors will determine the size of an adequate sample: the nature of the population, the type of sampling design, and the degree of precision desired.

The population for this survey was composed of individuals in a single business classification, real estate, and was considered to be relatively homogeneous in basic pursuits and objectives. This assumption will be clarified in the analysis of responses, since the type of real estate practice in which respondents were engaged is a part of the information requested. This descriptive research study sought opinions based on the knowledge, skills, and experience of the respondents.

Questionnaire Development

The principal objective in the design of the questionnaire was to produce an instrument which would yield the information desired from respondents in a state-wide sample.

A mail questionnaire was selected as both a practical and economical method of reaching this goal in a relatively short period of time.

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[4]Deobold B. Von Dalen, Understanding Educational Research (New York: McGraw Hill Book Company, 1966), p. 298.

To achieve these goals, the following objectives were adapted:

1. Production of a quality mailing, which would create a favorable impression and motivate the addressees to respond.

2. Production of an instrument which could be answered entirely by checking blanks, requiring no more than five minutes to complete.

3. Avoid words that can be interpreted more than one way.

4. Avoid requiests for personal information such as annual income, which might discourage honest, objective answers.

6. Offer to supply a copy of the summary report to respondents.

7. Assign a control code to each instrument in order to determine which brokers responded.[5]

A structured instrument using Likert's[6] method of summated ratings was selected as an acceptable means of complying with the criteria listed above. The Likert scale is made up of a series of opinion statements in which a person's attitude is measured by asking him to indicate the extent of his agreement or disagreement with each item. Each item allows a rating on a five-point scale or response. Thus, a Likert scale should provide information on the ordering of people's attitudes.

The personal data requested from each respondent was kept to a minimum and was limited to that which would have a direct bearing on the

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[5]Robert D. Mason, Statistical Techniques in Business and Economics (Homewood, Illinois: Richard D. Irwin, Inc., 1970), pp. 16-20.

[6]Rensis Likert and Gardner Murphu, Public Opinion and the Individual (New York: Harper & Brothers, 1938), pp. 14-66.

analysis of responses. Information was requested on the ownership of the firm, principal business activity, formal education level, total college credit hours and college credit hours in real estate, age, and years of experience. In addition, information was requested concerning the expected need for future licensed employees.

The list of competencies used in the instrument was developed from field primary sources. The instrument used by Patton[7] contained items which were deemed relevant to this study. The Lee[8] instrument contained a series of real estate competencies which were also deemed relevant to this study. A list of real estate functions compiled by Shuster and Vigen[9] was used to develop questions for the survey instrument. The terms used in the definitions of "broker" and "sales associate" were used to develop survey items and items were used which were suggested by several active brokers.

The instrument, as developed, was submitted to seven of the leading brokers in the metropolitan Oklahoma City area for their comments and suggestions. These comments served as a preliminary means of validation to correct inadequacies prior to the pilot study. Revisions were made upon the recommendation of these brokers.

The survey instrument was duplicated, anddressed, and mailed. Duplicate address labels were prepared, one was used on the first mailing and the second was retained for possible follow-up.

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[7]Lucille W. Patton, "An Analysis of Curriculum and Employment Needs in Post-Secondary Distributive Education in Oklahoma" (Ed.D. thesis, Oklahoma State University, 1971), p. 117-119.

[8]Lee, "Educational Needs of Real Estate Salespersons," pp. 70, 71.

[9]Shuster and Vigen, "A Study of the Professional Performance and Development of Real Estate Licensees in California," p. 61.

The respondents were asked to check one of five possible responses for each listed competency. The possible responses were: very important, moderately important, slightly important, unimportant, and should be developed on the job--not part of the formal educational process.

The Pilot Study

A pilot study was conducted using a sample of 30 realtors selected at random from the membership list of the Oklahoma Association of Realtors. On March 15, 1977, the first 30 questionnaires were mailed with a cover letter (Appendix B) and a self-addressed, stamped envelope. On April 5, 1977, a follow-up letter, containing an additional questionnaire and self-addressed, stamped envelope were mailed to those brokers who had failed to respond. By April 15, 1977, a 75 percent return on the pilot study had been received.

A coding outline for keypunching the respondents' data was developed and may be found in Appendix F.

The data were tabulated and analysed using the Statistical Package for the Social Sciences[10]. The program used created a cross-tabulation of the percentage of responses by the various categories of respondents to each of the competency items in the survey instrument. To help analyze and validate these responses, a chi square, Cramer's V, and significance was calculated for each of these crosstabulations. All crosstabulations and corresponding calculations are available in Appendix L.

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[10]Norman H. Nie, et al., Statistical Package for the Social Sciences (New York: McGraw Hill Book Company, 1970), pp. 223, 224.

The positive responses revealed by the analysis of the pilot study data indicated that the study should continue. No substantative revisions were required on the survey instrument.

Summary

This chapter has presented the methodology used to measure the research objectives of this study. The sample selection was described, the research design has been presented, and the methods for accumulating and processing the data were reported. A description of the development of the evaluative instrument used to collect the data was given.

Finally, the statistical procedures used for analyzing the data were given, and the computer program chosen to calculate the percentages of responses in each category for each question was discussed.

Chapter IV will present an analysis and interpretation of the data as dictated by the purpose of the study.

CHAPTER IV

ANALYSIS AND INTERPRETATION

Introduction

The purpose of this study was to collect data from selected real estate brokers in Oklahoma to determine the comptencies necessary for job entrance as a real estate sales associate and to use the data collected and analyzed to develop a real estate curriculum for use at the post-secondary level in Oklahoma community colleges.

To accomplish this purpose, a survey instrument was designed which would solicit responses from selected brokers in Oklahoma concerning a broad spectrum of real estate competencies. All competency items in the instrument were directly related to one or more courses which could be available in a real estate program at the community college level.

The respondents were asked to indicate one of the following with respect to each of the 69 competency items: (1) very important, (2) moderately important, (3) slightly important, (4) unimportant, or (5) should be developed on the job.

A total of seventy-one usable responses were received, coded, and analyzed. This response rate was considered adequate on the basis of the following statement by Erdos:

> While it is impossible to generalize about what constitues an adequate return rate, it is also unwise to side-step the question or to hedge on it. In this author's opinion a

> minimum standard can be established, which sets at least a negative limit: No mail survey can be considered reliable unless it has a minimum of 50 percent response, or unless it demonstrates with some form of verification that the nonrespondents are similar to the respondents.[1]

The coding outline for keypunching the respondent data may be found in Appendix F.

Analysis of Demographic Data

To validate the relevance of the competency data, the brokers were asked to respond to eleven questions about themselves and their firms. These data are set forth in Table 1.

Sixty-four (90.1 percent) of the respondents listed themselves as owners. Five (7.0 percent) of the respondents listed themselves as managers and only two (2.8 percent) listed themselves as employees.

Eighty-one percent of the respondents reported broker to be their principal business activity. Other activities reported were: property manager, 2.8 percent; appraiser, 6 percent; insurance, 5.6 percent; and savings and loan, 1.4 percent. Of the 71 respondents, one (1.4 percent) had eight years or less of formal education, 13 (18.3 percent) had a high school education, 11 (15.5 percent) had an associate degree, 30 (42.3 percent) had a baccalaureate degree, and 16 (22.5 percent) had college work beyond the baccalaureate degree. Thus, 80.3 percent of the respondents reported formal educational experience beyond the high school level. This analysis seems to indicate the desire for access to a post-secondary curriculum in real estate.

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[1]Paul L. Erdos, Professional Mail Surveys (New York: McGraw Hill, 1970), p. 144.

TABLE 1

BIOGRAPHICAL DATA

Category	Responses	
	Number	Percent
Activity		
Broker	58	81.7%
Property Manager	2	2.8%
Appraiser	6	8.5%
Insurance	4	5.6%
Savings and Loan	1	1.4%
Job Status		
Owner	64	90.1%
Manager	5	7.0%
Employee	2	2.8%
Age		
26-35	11	15.5%
36-45	20	28.2%
46-55	24	33.8%
Over 55	16	22.5%
Formal Education		
0-8	1	1.4%
9-12	13	18.3%
13-14 Associate	11	15.5%
16-18 Bachelors	30	42.3%
Above Bachelors	16	22.5%
College Credit in Real Estate		
0	49	70.0%
3-6	12	17.1%
7-12	4	5.7%
13-18	2	2.8%
19-30	3	4.3%
Clock Hours in Real Estate Schools		
0	13	18.6%
30	11	15.7%
31-60	16	22.8%
61-90	3	4.3%
91-120	9	12.8%
Over 120	18	25.7%
Experience as Salesman		
0	13	18.3%
1-5	23	32.4%
6-10	12	16.9%
11-15	8	11.3%
16-20	11	15.5%
Over 20	4	5.6%
Experience as a Broker		
1-5	13	19.6%
6-10	16	24.2%
11-15	15	22.7%
16-20	15	22.7%
Over 20	4	6.0%

The data revealed that forty-nine (69.0 percent) of the respondents had not received college credit in real estate courses. Twelve (16.9 percent) indicated they received from three to six hours of college credit in real state courses. Four (5.6 percent) reported having earned seven to twelve hours credit in real estate courses; two (2.8 percent) 13 to 18 hours of credit in real estate courses; and three (4.2 percent) reported 19 or more college credit hours in real estate courses.

The respondents were also asked to indicate their age. Ages were grouped as follows: 26 through 35, 36 through 45, 46 through 55, and over 55. Eleven (15.5 percent) reported 26 through 35; 20 (28.2 percent) reported from 36 to 45; 24 (33.8 percent) reported 46 through 55; and 16 (22.5 percent) reported over 55. The mean age of the responding brokers was 46.87 and the median was 51.

In responding to the question concerning experience as a sales associate, thirteen persons (18.3 percent) reported no experience as a sales associate. One person (6.0 percent) reported thirty years experience as a sales associate. Three respondents (4.3 percent) reported twenty-one to twenty-five years experience as a sales associate, eleven (15.5 percent) reported sixteen to twenty years experience, eight (11.3 percent) reported eleven to fifteen years experience, twelve (16.9 percent) reported six to ten years experience, and twenty-three respondents (32.4 percent) reported less than five years experience as a sales associate.

Response to the question concerning years experience as a broker elicited the following information. One respondent indicated that although he was licensed as a broker, he had never served in that capacity. Two respondents (2.1 percent) indicated more than twenty-five

years experience as a broker, three (4.3 percent) reported from twenty-one to twenty-five years experience, fifteen (22.7 percent) reported from sixteen to twenty years experience, sixteen (24.2 percent) reported from six to ten years experience, and thirteen (19.6 percent) reported less than five years experience as a broker.

The number of employees associated with the business firms involved in the study is presented in Table 2. The respondents were asked to indicate the number of employees in the firm with which they were associated and the number of licensed persons needed during the next ten years. The total number of employees reported was 917 with 765 holding licenses as either a sales associate or a broker. The respondents, in total, estimated that the 71 firms in the study would need 1271 licensed persons during the next ten years.

TABLE 2

EMPLOYEE STATUS IN RESPONDEE FIRMS

Category	Number (%)
Firms Responding	71
Present Number of Employees	917
Present Number of Licensed Employees	765
Projected Need for Licensed Employees by 1987	1271

An analysis of all crosstabulations, chi-square calculations, and Cramer's V calculations by the SPSS[2] package on all data collected served to indicate that the relative value of the data concerning the

[2]Nie, Statistical Package for the Social Sciences, pp. 223, 224.

various competencies is best indicated by the responses of the owners. All respondents were licensed brokers; however, only 58 percent were active in that capacity. The greatest number reported in any category was that of owner with 64 (90.1 percent) of the respondents reporting in this capacity. Since these persons control the firms' personnel and will make the decision concerning future hiring policies, it seems relevant to use the owner/manager's evaluation of entry level knowledge and skill requirements in determining the curricular needs for real estate.

For this study, the assumption was made that if fifty percent of the owners hiring persons with an associate degree in real estate consider a competency to be very important or moderately important, that competency should be incorporated in a required course of study. Further, the assumption was made that if thirty percent or more of the responding owners considered a competency to be very important or moderately important, that competency should be included in the curriculum as an elective.

Analysis of Competency Data

Competencies included in the survey instrument were matched with course descriptions. Table 3 depicts this information. These course descriptions were a synthesis of course descriptions found in junior college bulletins selected at random from the list of colleges offering programs in real estate as indicated in the College Blue Book[3]. A complete list of all community and junior colleges offering programs in real estate may be found in Appendix K. Tables depicting the responses

[3]College Blue Book, pp. 623, 624.

TABLE 3

COMPETENCY ASSIGNMENT TO COURSES

Competency Items in Survey Instrument	Courses Matched with Competencies																
	Business Communications	Principles of Real Estate	Real Estate Practices	Accounting	Real Estate Law	Advertising	Real Estate Appraising	Real Estate Salesmanship	Real Estate Tax	Real Estate Math	Elementary Construction	Psychology	Economics Macro	Introduction to Data Processing	Sociology	Insurance
Ability to communicate effectively through:																
12. a. oral communication	X															
13. b. written communication	X															
14. Knowledge of title search techniques			X													
15. Knowledge of the techniques for prospecting listings			X													
A user's understanding of electronic data processing systems, with implications for:																
16. a. accounting														X		
17. b. investment analysis														X		
18. c. listing services														X		
A knowledge of accounting sufficient for:																
19. a. record keeping					X											
20. b. preparing accounting reports on commercial property					X											
21. c. interpreting accounting reports					X											

TABLE 3--Continued

Competency Items in Survey Instrument	Courses Matched with Competencies															
	Business Communications	Principles of Real Estate	Real Estate Practices	Accounting	Real Estate Law	Advertising	Real Estate Appraising	Real Estate Salesmanship	Real Estate Tax	Real Estate Math	Elementary Construction	Psychology	Economics Macro	Introduction to Data Processing	Sociology	Insurance
Ability to budget for:																
22. a. sales				X												
23. b. purchases				X												
24. c. expenses				X												
25. An understanding of the economic concepts of the free enterprise system													X			
26. An understanding of the psychological implications of consumer buying behavior			X					X								
An understanding of the social structure of:																
27. a. ethnic groups															X	
28. b. economic groups															X	
29. c. religious groups															X	
An understanding of business operation through:																
30. a. organizational structure			X													
31. b. management techniques			X													
Ability to apply advertising techniques:																
32. a. planning layouts						X										
33. b. writing copy						X										

TABLE 3--Continued

Competency Items in Survey Instrument	Courses Matched with Competencies																
	Business Communications	Principles of Real Estate	Real Estate Practices	Accounting	Real Estate Law	Advertising	Real Estate Appraising	Real Estate Salesmanship	Real Estate Tax	Real Estate Math	Elementary Construction	Psychology	Economics Macro	Introduction to Data Processing	Sociology	Insurance
34. Knowledge of the best use of different advertising media						X										
Ability to apply good sales techniques for:																
35. a. residential								X								
36. b. rental housing								X								
37. c. commercial								X								
38. d. farm and ranch								X								
39. Knowledge of supervisory skills			X													
An understanding of the tax factors in real estate:																
40. a. residential				X					X							
41. b. rental housing				X					X							
42. c. commercial				X					X							
43. d. farm and ranch				X					X							
44. An understanding of FHA regulations		X	X													
45. A knowledge of GI loan regulations		X	X													
46. A knowledge of construction methods											X					

TABLE 3--Continued

Competency Items in Survey Instrument	Courses Matched with Competencies																
	Business Communications	Principles of Real Estate	Real Estate Practices	Accounting	Real Estate Law	Advertising	Real Estate Appraising	Real Estate Salesmanship	Real Estate Tax	Real Estate Math	Elementary Construction	Psychology	Economics Macro	Introduction to Data Processing	Sociology	Insurance
47. Supervised on the job training experience																
Ability to perform mathematical computations related to:																
48. a. prorations (tax, insurance, loan payments)		X	X							X						
49. b. decimals and percentage		X	X							X						
50. c. building dimension		X	X							X						
51. d. land measure		X	X							X						
52. e. volume measure		X	X							X						
53. f. fractions		X	X							X						
54. g. amortization		X	X							X						
55. h. depreciation		X	X							X						
56. i. closing costs		X	X							X						
Ability to calculate:																
57. a. rate of return		X	X							X						
58. b. present value		X	X							X						
59. Knowledge of appraisal methods			X				X									
60. Knowledge of building codes			X													
61. Knowledge of zoning regulations			X													

TABLE 3--Continued

Competency Items in Survey Instrument	Courses Matched with Competencies																	
	Business Communications	Principles of Real Estate	Real Estate Practices	Accounting	Real Estate Law	Advertising	Real Estate Appraising	Real Estate Salesmanship	Real Estate Tax	Real Estate Math	Elementary Construction	Psychology	Economics Macro	Introduction to Data Processing	Sociology	Insurance
62. Knowledge of methods for zoning change			X													
63. Knowledge of property classification			X													
64. Knowledge of sources of mortgage funds			X													
65. Knowledge of property insurance		X	X													X
66. An understanding of human relations skills												X				
67. Knowledge of the psychology of sales closing								X								
68. Knowledge of the principal's rights		X	X		X											
69. Knowledge of the principal's obligations		X	X		X											
Knowledge of real estate law as it pertains to:																
70. a. conveyances		X	X		X											
71. b. evidence of title		X	X		X											
72. c. mortgages		X	X		X											
73. d. deeds		X	X		X											
74. e. agent relationships		X	X		X											
75. f. contracts		X	X		X											

TABLE 3--Continued

Competency Items in Survey Instrument	Courses Matched with Competencies																	
	Business Communications	Principles of Real Estate	Real Estate Practices	Accounting	Real Estate Law	Advertising	Real Estate Appraising	Real Estate Salesmanship	Real Estate Tax	Real Estate Math	Elementary Construction	Psychology	Economics Macro	Introduction to Data Processing	Sociology	Insurance
A working knowledge of building materials																
76. a. foundations											X					
77. b. framing											X					
78. c. roofing											X					
79. d. electrical											X					
80. e. plumbing											X					

to each of the competency items in the survey instrument may be found in Appendix L.

Course descriptions are usually inadequate to describe detailed course content. Therefore, to support these course descriptions, a survey was conducted to determine availability of texts. The text books designed for the various courses were reviewed to aid in the assignment of the competencies listed in the survey instrument to specific courses. The source for this information was the current edition of Subject Guide to Books in Print 1976[4]. According to this source, there are nine texts available for principles of real estate and four texts for practices of real estate. Three texts combine principles and practices of real estate. Two texts are available for real estate practices or brokerage. Two major texts are available for real estate appraising, three texts for real estate math and two texts for real estate sales. A list of available texts is presented in Appendix I.

A review of the table of contents of the nine real estate principles texts revealed that, without exception, the same general topics are discussed. The Oklahoma sales associate test has been based upon the text, Real Estate Principles and Practices, by Unger[5]. All of the nine texts are designed for introductory type courses and for that reason, do not present any of the topics in great depth.

Real Estate Principles

The following is a composite description of a course for real estate principles. This description was developed using those programs

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[4]Subject Guide to Books in Print 1976 (New York: R. R. Bawker Co., 1976), pp. 3316-3319.

[5]Maurice A. Unger, Real Estate Principles and Practices (Cincinnati, Ohio: Southwestern Publishing Co., 1974), pp. 5-8.

listed in Appendix H. The student will demonstrate an understanding of the concept of real estate ownership under the private property system and be able to properly apply the laws of contract in the transfer of property in an agency relationship. The student will develop the vocabulary necessary for further study in real estate. The student will become familiar with the sources of funds and the government loan guarantee programs. The student will become familiar with the mathematics skills necessary for use in real estate transactions.

Items 44, 45, 48 through 58, 64, 65, and 68 through 75 relate directly to the principles course in real estate. Analysis of each item is presented for ready study. A summary of the responses to all survey items which were matched with the real estate principles course is displayed in Table 4.

The need for an understanding of F.H.A. regulations, item 44, was rated very important by 40 respondents (62.5 percent) and moderately important by 13 (20.3 percent), a response rate of 82.8 percent in the two high values.

A knowledge of Veterans Administration (GI) loan regulations, item 45, was rated very important by 39 respondents (60.9 percent) and moderately important by 14 (21.9 percent) of the 71 respondents, a response rate of 82.8 percent.

Eight items were included in the survey instrument to solicit responses concerning the importance of a knowledge of various aspects of law as it relates to the entry level employee. A knowledge of the principal's rights has been included in the survey course; however, a more indepth study is a part of the real estate practices course and the real estate law course.

TABLE 4

SUMMARY OF ALL RESPONSES TO SURVEY ITEMS
MATCHED WITH REAL ESTATE PRINCIPLES

Survey Item Number	Competency	Responses (%)		
		Very Important	Moderately Important	Total
44	Understand FHA regulations	62.5	20.3	82.8
45	Understand GI regulations	60.9	21.9	82.8
48	Perform mathematical computations for prorations	78.1	14.1	92.2
49	Perform mathematical computations for decimals and percentages	71.9	15.6	87.5
50	Perform mathematical computations for building dimensions	67.2	18.8	86.0
51	Perform mathematical computations for land measure	64.1	21.9	86.0
52	Perform mathematical computations for volume measure	45.3	25.0	70.3
53	Perform mathematical computations in fractions	51.6	23.4	75.0
54	Perform mathematical computations for amoritization	60.9	18.8	79.7
55	Perform mathematical computations for depreciation	67.2	18.8	86.0
56	Perform mathematical computations for closing costs	76.6	12.5	89.1
57	Perform mathematical computations for rate of return	59.4	25.0	84.4
58	Perform mathematical computations for present value	70.3	18.8	89.1
64	Sources of mortgage funds	65.6	15.6	81.2
65	Property insurance	37.5	18.8	56.3
68	Law--Principal's rights	79.7	10.9	90.5
69	Law--Principal's obligations	82.8	9.4	92.2
70	Law--Conveyances	79.7	9.4	89.1
71	Law--Evidence of title	71.9	14.1	86.0
72	Law--Mortgages	75.0	14.1	89.1
73	Law--Deeds	76.6	12.5	89.1
74	Law--Agent relationships	81.3	6.3	87.6
75	Law--Contracts	84.5	6.3	90.8

A knowledge of the principal's obligations was rated slightly higher than principal's rights with 51 (79.6 percent) of the respondents rating this knowledge very important and 7 (10.9 percent) rating it as moderately important, a response rate of 92.2 percent in the two high values.

Survey item seventy was designed to solicit a response as to the value of a knowledge of the law concerning conveyances. Fifty-one of the respondents (79.7 percent) rated this competency very important and 6 (9.4 percent) rated it moderately important, a response rate of 89.1 percent in the two high values.

An assessment of the value of knowledge about the evidence of title was solicited by use of survey item seventy-one. Forty-six of the respondents (71.9 percent) reported that this knowledge was very important and 9 (14.1 percent) reported that this knowlege was moderately important, a response rate of 86.0 percent in the two high values.

Knowledge of real estate law as it pertains to mortgages was the topic of survey item seventy-two. To this item, 48 (75.0 percent) of the respondents reported a very important rating and 9 (14.1 percent) reported a moderately important rating, a response rate of 89.1 percent in the two high values.

The importance of a knowledge of real estate law as it pertains to contracts was the topic of survey item seventy-three. Fifty-four (84.4 percent) of the respondents rated this knowledge as very important and 4 (6.3 percent) rated it as moderately important, a response rate of 89.1 percent in the two high values.

The topic of survey item seventy-four was a knowledge of real estate law as it pertains to agent relationships. Fifty-two (1.0 percent)

of the respondents rated this knowledge as very important and 5 (6.3 percent) rated it moderately important, a response rate of 87.6 percent in the two high values.

The final item which asked for responses concerning the need for knowledge about real estate law was survey item seventy-five. The topic for this item was real estate law and contracts. Fifty-four (84.4 percent) of the respondents rated knowledge of contract law very important and 4 (6.3 percent) rated it moderately important, a response rate of 90.7 percent in the two high values.

Survey item sixty-five was included in the instrument to solicit responses concerning the need for knowledge about the general field of property insurance. Twenty-one (32.8 percent) of the respondents rated this knowledge very important and 24 (37.5 percent) rated it moderately important, a response rate of 70.3 percent in the two high values.

Survey item sixty-four was included in the survey instrument to obtain information about the importance of knowledge about sources of mortgage funds. Forty-two (65.6 percent) of the respondents rated this knowledge very important and 10 (15.6 percent) rated it moderately important, a response rate of 81.2 percent in the two high values.

Eleven items were included in the survey instrument to solicit information from the respondents about their perceptions of need for various mathematical and computational skills. The first of these items, item forty-eight in the instrument, asked for the respondents to rate the need for a beginning employee to have the ability to prorate. Of the 64 responding owners, fifty (78.1 percent) reported that this skill was very important and 9 (14.1 percent) rated this skill as moderately important, a response rate of 92.2 percent in the two high values.

Responses were solicited about the importance of the ability to perform mathematical computations related to decimals and percentages. Forty-six (71.9 percent) rated this skill very important and 10 (15.6 percent) rated this skill moderately important, a response rate of 87.5 percent in the top two values.

Survey item fifty was designed to solicit responses concerning the respondents' perceptions about the need for the ability to calculate building dimensions. Of the 64 responding owners, 43 (67.2 percent) rated this knowledge very important and 12 (18.8 percent) rated this knowledge moderately important, a response rate of 86.0 percent in the top two values.

Respondent attitudes about the importance of the ability to understand and calculate land measure was solicited by the use of survey item fifty-one. Forty-one (64.1 percent) of the respondents rated land measure knowledge very important and 14, 21.9 percent) rated this knowledge moderately important, a response rate of 86.0 percent in the top two values.

The measure of volume was the topic upon which the attitude of the respondents was measured by the use of survey item fifty-two. Twenty-nine (45.3 percent) of the respondents rated this skill very important and 16 (25.0 percent rated it moderately important, a response rate of 70.3 percent in the two two values.

Thirty-three (51.6 percent) of the respondents rated the ability to use fractions in calculations very important and 15 (23.4 percent) rated this ability moderately important, a response rate of 75.0 percent in the top two values.

The ability to compute problems in amortization was the topic upon which responses were solicited by survey item fifty-four. Of the 64 responding owners, 39 (60.9 percent) rated this skill very important and 12 (18.8 percent) rated this skill moderately important, a response rate of 79.7 percent in the top two values.

Forty-three (67.2 percent) of the responding owners rated the ability to calculate depreciation very important and 12 (18.8 percent) rated this ability moderately important. The response rate in the top two values was 86.0 percent.

The ability to calculate closing costs was considered very important by 1 (1.6 percent) of the respondents and moderately important by 49 (76.6 percent) of the respondents, a response rate of 78.2 percent in the two top values.

Survey item fifty-seven was designed to solicit responses as to the perceived importance of the ability to calculate the rate of return on invested money. Thirty-eight (59.4 percent) of the responding owners rated this ability very important and 16 (25.0 percent) rated this ability moderately important. A total of 84.4 percent rated this ability to calculate rates of return in the two top values.

The final item in the survey instrument designed to determine the perceptions of the respondents on the importance of mathematical computational skills was survey item fifty-eight. This item involved the rating of the importance of the ability to calculate present value of a future return. One (1.6 percent) of the 64 respondents rated this skill very important and 45 (70.3 percent) rated this skill moderately important, a response rate of 71.9 percent in the two top values.

All of the eleven items concerning mathematical and computational skills were rated as very important or moderately important by more than fifty percent of the responding owners and should be included in the real estate principles course.

A summary of the responses to all items in the survey instrument which were matched with the real estate principles course is displayed in Table 4 (p. 53).

The real estate principles course content, as presented in the textbooks and college bulletines reviewed, is a survey course covering a wide variety of topics in an introductory manner. However, an analysis of the course descriptions and content of text, indicate that the real estate principles course does not go into any topic in great detail. For that reason, many of the topics which have been analyzed in this discussion of responses will also be included in the content of more advanced courses as indicated by the course descriptions of those advanced courses.

Apparently the terms used in the survey instrument communicated effectively with the practitioners surveyed and the practitioners' responses showed an excess of 50 percent very important or moderately important for each of the survey items listed in Table 4, indicated that these competencies should be part of the principles of real estate course and that the principles of real estate course should be required for all students graduating from a real estate program in the state of Oklahoma.

Real Estate Practices

The following course description is a synthesis of the course descriptions for real estate practices found in the college bulletins reviewed, a list of bulletins is available in Appendix E.

The student will become skilled in the professional methods and techniques for operating a brokerage firm. The student will become proficient in listing, prospecting, advertising, financing, sales techniques, escrow, and ethics. The student will become especially proficient in examining abstracts, reviewing zoning regulations, and in preparing closing statements.

An analysis of the text books designed for use in a real estate principles course and a real estate practices course revealed that there are many topics introduced in the real estate principles text which are given an indepth treatment in the real estate practices text. In addition to these topics, the text analysis revealed other topics which are apparently specific to the real estate practices course. The following survey items were matched with real estate practices as indicated by the text analysis and course description: items 14, 15, 26, 30 through 39, and 59 through 64. A summary of this relationship is displayed in Table 5. A discussion of each survey item is presented for ready study.

Survey item fourteen, knowledge of title search techniques, was rated as very important by 16 (25.0 percent) of the responding owners and moderately important by 15 (23.4 percent), a response rate of 48.4 percent in the top two values.

Survey item fifteen, a knowledge of techniques for prospecting for listings was rated as very important by 42 (65.6 percent) of the respondents and moderately important by 8 (12.5 percent) of the respondents, a response rate of 78.1 percent in the top two values.

Knowledge of the psychology of consumer buying behavior, survey item twenty-six, was rated as very important by 34 (53.1 percent) of the

respondents and moderately important by 21 (32.8 percent) of the respondents, a response rate of 85.9 percent in the two top values.

TABLE 5

SUMMARY OF RESPONSES TO SURVEY ITEMS
MATCHED WITH REAL ESTATE PRACTICES

Survey Item Number	Competency	Responses (%)		
		Very Important	Moderately Important	Total
14	Title search techniques	25.0	23.4	48.4
15	Prospecting listings	65.6	12.5	78.1
26	Psychology of consumer buying behavior	53.1	32.8	85.9
30	Business organizational structure	28.1	32.8	60.9
31	Business organizational management techniques	35.9	34.4	70.3
39	Business organizational supervision	37.5	28.1	65.6
32	Advertising layout	32.8	31.3	64.1
33	Advertising copy	51.6	31.3	82.9
34	Advertising media	51.6	31.3	82.9
35	Sales techniques residential	78.1	10.9	89.0
36	Sales techniques rental housing	39.1	23.4	62.5
37	Sales techniques commercial	60.9	15.6	76.5
38	Sales techniques farm and ranch	60.9	18.8	79.7
59	Appraisal methods	54.7	28.1	82.8
60	Building codes	34.4	26.6	61.0
63	Property classification	35.9	34.4	70.3
61	Zoning regulations	45.3	26.6	71.0
62	Zoning change	28.1	14.1	42.2

The need for knowledge about organizational structure, survey item thirty, was rated very important by 18 (28.1 percent) of the responding owners and moderately important by 21 (32.8 percent) of the respondents, a response rate of 60.9 percent in the top two values.

Survey item thirty-one, the need for knowledge of business management techniques, was rated very important by 23 (35.9 percent) of the respondents and moderately important by 22 (34.4 percent), a response rate of 70.3 percent in the two top values.

Survey item thirty-nine, the need for formal training in supervision, was rated as very important by 24 (37.5 percent) of the responding owners and moderately important by 18 (28.1 percent), a response rate of 65.6 percent in the two top values.

Three survey items were designed to solicit the perceptions of the respondents as to the importance of training in various phases of advertising. Survey item thirty asked the respondents to rate the value of the ability to plan advertising layouts. Twenty-one (32.8 percent) of the respondents rated this ability very important and 20 (31.3 percent) rated the ability to plan advertising layout as moderately important, a response rate of 64.1 percent in the two top values.

The second advertising item in the survey instrument was designed to measure responses as to the value of the ability to write advertising copy. Copy writing skill was rated very important by 33 (51.6 percent) of the respondents and moderately important by 20 (31.3 percent) of the respondents, a response rate of 82.9 percent in the two top values.

The third advertising item was designed to measure responses as to the value of the proper use of the media. Thirty-three (51.6 percent) of the respondents rated the proper use of media as very important and

20 (31.3 percent) rated this skill as moderately important, a response rate of 82.8 percent in the two top values.

Four items were placed in the survey instrument to solicit responses concerning the importance of formal training in sales techniques for various classes or real property. The first of these asked respondents to indicate their perception of the need for formal training in the sale of residential property. Of the 64 responding owners, 50 (78.1 percent) rated this knowledge as very important and 7 (10.9 percent) rated training in residential sales techniques as moderately important, a response rate of 89.0 percent in the two top values.

The second sales techniques in the survey instrument requested information concerning the need for formal training in sales techniques for rental housing. Twenty-five (39.1 percent) of the respondents rated the need for sales training for rental housing as very important and 15 (23.4 percent) rated this training need as moderately important, a response rate of 62.5 percent in the two top values.

Response ratings for the importance of formal training in sales techniques for commercial property were slightly higher than those for rental housing. Thirty-nine (60.9 percent) rated commercial property sales techniques training very important while (15.6 percent) rated this training moderately important, a response rate of 76.5 percent in the two top values.

The final item concerning the need for training in sales techniques asked the respondents to rate the need for sales training for farm and ranch property. Thirty-nine (60.9 percent) of the respondents rated farm and ranch sales techniques training as very important and 12 (18.8 percent) rated this training as moderately important, a response rate of 79.7 percent in the top two values.

Survey item fifty-nine asked respondents to evaluate the need for formal training in real estate appraisal. Thirty-five (54.7 percent) of the respondents rated the need for formal training in appraisal very important and 18 (28.1 percent) rated this training moderately important, a response rate of 82.8 percent in the two top values.

Survey item sixty was placed in the survey instrument to solicit responses concerning the need for formal training in the area of building codes. Twenty (34.4 percent) of the respondents rated this training as very important and 17 (26.6 percent) rated the knowledge of building codes as moderately important, a response rate of 61.0 percent in the two top values.

Perceptions of the need for training in property classification were solicited by the use of survey item sixty-three. Twenty-three (35.9 percent) of the respondents rated property classification training very important and 22 (34.4 percent) rated this training moderately important. Property classification training received a response rate of 70.3 percent in the two top values.

Two questions were included in the survey instrument to solicit responses concerning the need for training about zoning regulations and zoning changes. The first of these two items requested assessment of the importance of formal training in zoning regulations. Nineteen (45.3 percent) of the respondents rated knowledge of zoning regulations very important and 17 (26.6 percent) rated this knowledge moderately important, a response rate of 71.9 percent in the two top values.

Survey item sixty-two, the need for knowledge of zoning change methods, was rated very important by 27 (42.2 percent) of the respondents and moderately important by 18 (28.1 percent), a response rate of 70.3 percent in the two top values.

Table 5 summarizes responses to the eighteen items which were directly matched with the course description for the real estate practices course. Twenty-two items which were discussed in connection with the real estate principles course are also covered in the real estate practices course.

Apparently the terms used in the survey instrument items discussed above to describe the knowledge and skill associated with the real estate practices course communicated effectively with practitioners. Practitioners' responses to sixteen of the items were in excess of 50 percent for very important and moderately important responses, indicating that these competencies should be made a part of the practices of real estate course; and that, furthermore, a study of the practices of real estate should be required for graduates of a real estate program in Oklahoma.

Responses to the need for knowledge of title search techniques and zoning changes fell below the 50 percent criteria and on that basis should not be in a required course but should be made available to students on an elective basis either as part of a course or as separpate items.

Real Estate Law

The following course description is a synthesis of the course descriptions presented by the college bulletins reviewed, an analysis of the tables of content of the texts for real estate law is listed in Appendix I.

The student will develop a practical understanding of the law as it applies to ownership or use of real property. Included is a study

of Oklahoma real estate law as it applies to both property and brokerage. The student will demonstrate an understanding of the law including application of real estate transfer, conveyancy, probate, trust, deeds, and foreclosure.

Eight competency items were included in the survey instrument to solicit responses concerning the importance of formal training in real estate law. According to the course descriptions of real estate principles and real estate practices, each of these competency items is included in both courses in a minor way. An indepth study is provided in the real estate law course. A summary of the responses to the items which asked for a rating of the importance of training in real estate law is displayed in Table 6. The responses of the owners of real estate firms to each of the items in the survey concerning real estate law were in excess of 50 percent for very important or moderately important ratings, indicating that these competencies should be included in the real estate law course and that the real estate law course should be required for students graduating from a real estate program in Oklahoma.

Real Estate Advertising

The following is a synthesis of course descriptions for real estate advertising taken from the review of college bulletins. Three of the representative programs may be found in Appendix H.

The student will prepare advertising copy, illustrations and layouts, and will demonstrate a proficiency in media and research techniques necessary for advertising. The student will demonstrate the ability to apply these skills to the marketing of real estate.

TABLE 6

SUMMARY OF RESPONSES TO SURVEY ITEMS MATCHED WITH REAL ESTATE LAW

Survey Item Number	Competency	Responses (%)		
		Very Important	Moderately Important	Total
68	Principal's rights	79.7	10.9	90.5
69	Principal's obligations	82.8	9.4	92.2
70	Law, Conveyances	79.7	9.4	89.1
71	Law, Evidence of title	71.9	14.1	86.0
72	Law, Mortgages	75.0	14.1	89.1
73	Law, Deeds	76.6	12.5	89.1
74	Law, Agent relationships	81.3	6.3	87.6
75	Law, Contracts	85.4	6.3	90.8

Three items were included in the survey instrument to solicit the discussion of real estate practices. However, a review of the real estate practices texts revealed that coverage of advertising in those texts was only introductory in nature indicating that indepth knowledge must be gained in a subsequent course. Table 7 depicts a summary of the advertising items as they are matched with the advertising course. Each of these items was rated in excess of 50 percent on the scales of very important and moderately important indicating that they should be included in a required course for a real estate program in Oklahoma.

Real Estate Appraising

The following course description is a synthesis of similar course descriptions found in a survey of bulletins from colleges offering a program in real estate.

TABLE 7

SUMMARY OF RESPONSES TO SURVEY ITEMS MATCHED WITH REAL ESTATE ADVERTISING

Survey Item Number	Competency	Responses (%)		
		Very Important	Moderately Important	Total
32	Preparing advertising layouts	32.8	31.3	64.1
33	Preparing advertising copy	51.6	31.3	82.9
34	Use of advertising media	51.6	31.3	82.9

The student will develop the knowledge and skill required to deal effectively with the principles and methods of appraising real property. Skill will be developed in the three most acceptable appraisial methods; cost, market data, and income. Special attention is given to appriasing as it may be applied in listing or selling property.

Real estate appraisal is included in the course descriptions and content of the real estate practices course. However, a review of a sample[6] text for that course revealed that appraisal skill is given only introductory coverage. Of the respondents, (54.7 percent) rated the need for formal training in appraising very important and (28.1 percent) rated this need moderately important, a response rate of 82.8 percent in the two top values. The respondent ratings were above the 50.0 percent criterion level, indicating that real estate appraisal skill should be included in a required course of a real estate program in Oklahoma

[6]Fillmore W. Calaty, W. J. Allaway and R. C. Kyle, Modern Real Estate Practice (Chicago: Real Estate Education Company, 1973), pp.

Real Estate Salesmanship

None of the real estate programs listed in the college bulletins reviewed listed a course in real estate salesmanship. However, the realtors who reviewed the survey instrument prior to the pilot study insisted that some items be included which would solicit responses concerning the need for sales training. Four items were included in the survey instrument in response to the realtors' suggestions. The first of these was designed to measure the need for sales training for residential property.

Responses to the individual items concerning training for sales techniques were discussed and displayed in the discussion of real estate practices; however, a summary of these responses is depicted in Table 8.

TABLE 8

SUMMARY OF RESPONSES TO SURVEY ITEMS MATCHED REAL ESTATE SALESMANSHIP

Survey Item Number	Competency	Responses (%)		
		Very Important	Moderately Important	Total
35	Residential sales techniques	78.1	10.9	89.0
36	Rental housing sales techniques	39.1	23.4	62.5
37	Commercial sales techniques	60.9	15.6	76.5
39	Farm and ranch sales techniques	60.9	18.8	79.7
67	Psychology of sales closing			

Responses to all items requesting a rating of the value of formal training in sales techniques were in excess of 50.0 percent indicating

that these competencies should be included in a real estate salesmanship course. Further, these responses indicate that this course should be required for real estate programs in Oklahoma.

Using the competencies which the respondents rated as important, the following course description was developed for real estate salesmanship.

The student will demonstrate an understanding of the social, economic, and psychological factors which influence the sale of real estate. Application of that knowledge shall be demonstrated as it pertains to the sale of residential, rental, commercial, and farm property.

Real Estate Tax

The following course description is a synthesis of those course descriptions for real estate tax found in the college bulletins surveyed. The student will demonstrate an understanding of the tax factors applicable to the ownership, trade, lease, rental, or sale of real estate. The student will develop the ability to advise the client concerning factors which are pertinent to a specific transaction. The student will develop an understanding of such factors as capital gains, depreciation, tax deferral, and others.

Four items were placed in the survey instrument to solicit the opinion of the respondents as to the importance of formal training in the tax factors which influence the holding, selling, or exchanging of real property.

Thirty-nine (60.9 percent) of the respondents rated the need for training in tax factors for residential property very important, 12 (18.8 percent) rated tax factor training moderately important, a response rate of 79.7 percent in the two top values.

Thirty-two (50.0 percent) of the respondents rated the need for training in tax factors for rental housing very important and 16 (25.0 percent) rated tax factor knowledge moderately important, a response rate of 75.0 percent in the two top values.

An identical response rate was received on the question concerning the value of training for tax factors affecting farm and ranch property. Seventy-five percent rated this item in the two top values.

Two (3.1 percent) of the respondents rated the need for formal training in the tax factors for commercial property very important and 42 (65.6 percent) rated this training moderately important, a response rate of 68.7 percent in the two top values. A summary of all response data concerning the need for formal training in real estate tax factors is depicted in Table 9.

TABLE 9

SUMMARY OF RESPONSES TO THE NEED FOR TRAINING IN REAL ESTATE TAX FACTORS

Survey Item Number	Competency	Responses (%)		
		Very Important	Moderately Important	Total
40	Residential tax factors	60.0	18.8	79.7
41	Rental housing tax factors	50.0	25.0	75.0
42	Commercial tax factors	65.6	18.8	84.4

Apparently the terms used in the survey instrument communicated effectively with the respondents and their responses show an excess of 50 percent of the ratings as very important or moderately important

indicating that these topics would comprise the major portion of a real estate tax course which should be required for all students graduating from a real estate program in Oklahoma.

Real Estate Mathematics

The following is a synthesis of course descriptions for real estate mathematics taken from a survey of bulletins from colleges offering a real estate program.

The student will demonstrate the ability to use basic mathematical procedures and concepts in solving everyday business problems in trade, taxation, accounting, proration, measure, interest, present value, and future value as they relate to the real estate profession.

Eleven items were placed in the survey instrument to solicit responses concerning the importance of formal training in the various types of mathematical computations necessary in the practice of real estate.

The information concerning each of these items was presented in the discussion of the real estate principles course. However, Table 10 displays a summary of the responses to these items which are directly matched with real estate mathematics.

Apparently terms as used in the survey instrument communicated effectively with respondents and their responses show in excess of 50 percent very important or moderately important, indicating that each of these topics should be included as a major portion of a real estate mathematics course, and that this course should be required for the completion of a real estate program in Oklahoma.

TABLE 10

SUMMARY OF RESPONSES TO THE NEED FOR FORMAL TRAINING IN REAL ESTATE MATHEMATICS

Survey Item Number	Competency	Responses (%)		
		Very Important	Moderately Important	Total
48	Math prorations	78.1	14.1	92.2
49	Math decimals and percent	71.9	15.6	87.5
50	Math building dimensions	67.2	18.8	86.0
51	Math land measure	64.1	21.9	86.0
52	Math volume measure	64.1	21.9	86.0
53	Math fractions	51.6	23.4	75.0
54	Math amoritization	60.9	18.8	79.7
55	Math depreciation	67.2	18.8	86.0
56	Math closing costs	76.6	12.5	89.1
57	Math rate of return	59.4	25.0	84.4
58	Math present value	70.3	18.8	89.1

Basic Construction for Real Estate

The following course description is a synthesis of course descriptions for basic construction found in the bulletins from colleges which offer a real estate program.

The student will demonstrate a knowledge of the various materials used in construction and an understanding of the methods used in the construction of various types of structures using a variety of materials. The student will demonstrate knowledge of proper remodeling methods, utility requirements, site requirements, and neighborhood compatibility.

Six items were placed in the survey instrument to solicit responses concerning the importance of formal training in construction methods and materials. The first of these items requested the respondents to rate the value of formal training in construction methods. Twenty-five (39.1 percent) rated training in construction methods very important. Twenty-four (37.5 percent) of the respondents rated training in construction methods moderately important, a response rate of 76.6 percent in the two top values.

Thirteen (20.3 percent) of the respondents rated the need for knowledge of foundation materials and methods as very important and thirty (46.9 percent) rated this knowledge moderately important, a response rate of 67.2 percent in the top two values.

Twelve (18.8 percent) of the respondents rated the need for knowledge about construction framing very important, thirty (46.9 percent) of the respondents rated this knowledge moderately important, a response rate of 65.7 percent in the two top values.

Fourteen (21.9 percent) of the respondents rated the need for training concerning roofing materials very important, twenty-nine (45.3 percent) rated this training moderately important, a response rate of 67.2 percent in the two top values.

Knowledge concerning electrical materials was rated very important by fourteen (21.9 percent) of the respondents and moderately important by twenty-eight (42.2 percent) of the respondents, a response rate of 64.1 percent in the two top values.

The final item concerning building materials asked the respondents to rate the need for formal training concerning plumbing methods and materials. Fourteen (21.9 percent) of the respondents rated the need

for the training concerning plumbing materials very important, twenty-nine (43.8 percent) rated this need moderately important, a response rate of 65.7 percent in the two top values.

Table 11 is a summary of all responses to items directly related to basic construction.

TABLE 11

SUMMARY OF RESPONSES TO THE NEED FOR KNOWLEDGE OF BASIC CONSTRUCTION

Survey Item Number	Competency	Responses (%)		
		Very Important	Moderately Important	Total
46	Construction methods	39.1	37.5	76.6
76	Building materials foundations	20.3	46.9	67.2
77	Building materials framing	18.8	46.9	65.7
78	Building materials roofing	21.9	45.3	67.2
79	Building materials electrical	21.9	42.2	64.1
80	Building materials plumbing	21.9	43.8	65.7

The terms used in the survey appeared to communicate effectively with the respondents as their responses show an excess of over 50 percent of them rated the construction competencies very important or moderately important, indicating that these competencies should be included in a basic construction course which should be a requirement for completion of a real estate program in Oklahoma.

On-the-Job Training

One item was included in the survey instrument to solicit responses concerning the value of on-the-job training. In addition to the data reported, comments were made indicating that on-the-job training might present a legal problem. Respondents suggesting that this was a problem indicated that the student must be licensed prior to any on-the-job training experience. Twenty-seven (42.2 percent) of the respondents rated on-the-job training very important and eight (12.5 percent) rated this training moderately important, a response rate of 54.7 percent in the two top values.

Summary

The analysis and interpretation of the data applicable to the real estate competencies listed in the survey instrument has been presented in this chapter. Each of the competencies was analyzed by a percentage of responses reporting the competency either very important or moderately important to determine the respondents' perceptions as to the need for formal education or training for that competency. Each competency which was rated very important or moderately important by 50 percent of more of the respondents was designated as a major part of the course to which it was most relevant as determined by the course description.

Course descriptions were developed by synthesizing the course descriptions found in bulletins of colleges offering real estate programs and by grouping competencies for those areas where no course description was available. Textbooks available for real estate courses were reviewed to aid in the assignment of competencies listed in the survey instrument to specific courses.

A summary depicting the union of course assignment and real estate competency, the response rate (percentage of responses very important or moderately important), and, from the response rate, the inclusion of the competency as required or recommended in the completion of any real estate training program in Oklahoma is given in Appendix M. Briefly, those competencies which have been recommended by the respondents to be required in real estate coursework are:

Real Estate Principles:

Understand FHA regulations
Understand GI regulations
Perform mathematical computations for prorations
Perform mathematical computations for decimals and percentages
Perform mathematical computations for building dimensions
Perform methematical computations for land measure
Perform mathematical computations for volume measure
Perform mathematical computations in fractions
Perform mathematical computations for amoritization
Perform mathematical computations for depreciation
Perform mathematical computations for closing costs
Perform mathematical computations for rate of return
Perform mathematical computations for present value
Sources of mortgage funds
Property insurance
Law--principal's rights
Law--principal's obligations
Law--conveyances
Law--evidence of title
Law--mortgages
Law--deeds
Law--agent relationships
Law--contracts

Real Estate Practices:

Prospecting listings
Psychology of consumer buying behavior
Business organizational management techniques
Business organization structure
Business organizational supervision
Advertising layout
Advertising copy
Advertising media
Sales techniques residential
Sales techniques rental housing
Sales techniques commercial

Sales techniques farm and ranch
Appraisal methods
Building codes
Property classification
Zoning regulations

Real Estate Law:

Principal's rights
Principal's obligations
Law--conveyances
Law--evidence of title
Law--mortgages
Law--deeds
Law--agent relationships
Law--contracts

Real Estate Advertising:

Preparing advertising layouts
Preparing advertising copy
Use of advertising media

Real Estate Appraisal:

Appraisal methods

Real Estate Salesmanship:

Residential sales techniques
Rental housing sales techniques
Commercial sales techniques
Farm and ranch sales techniques
Psychology of sales closing

Real Estate Tax:

Residential tax factors
Rental housing tax factors
Commercial tax factors

Real Estate Mathematics:

Math prorations
Math decimals and percent
Math building dimensions
Math land measure
Math volume measure
Math fractions
Math amoritization
Math depreciation
Math closing costs
Math rate of return
Math present value

Basic Construction:

Construction methods
Building materials foundations
Building materials framing
Building materials roofing
Building materials electrical
Building materials plumbing

Those competencies which have been recommended by the respondents to be elective in real estate coursework are:

Real Estate Practices:

Title search techniques
Zoning changes

Succinctly, the courses recommended by real estate brokers to be required in real estate programs in Oklahoma are: Real Estate Principles, Real Estate Practices, Real Estate Law, Real Estate Advertising, Real Estate Appraisal, Real Estate Salesmanship, Real Estate Tax, Real Estate Mathematics, Basic Construction.

CHAPTER V

ANALYSIS OF GENERAL EDUCATION DATA AND DEVELOPMENT OF REAL ESTATE CURRICULUM

Introduction

The purpose of this study was to collect data from selected real estate brokers in Oklahoma to determine the competencies necessary for job entrance as a real estate sales associate and to use the data collected and analyzed to develop a real estate curriculum for use in Oklahoma community colleges. Chapter IV reports the collection and analysis of competency data directly related to real estate. The purpose of this chapter is to report the competency data related to general education and to develop a real estate curriculum for use at the community college level in Oklahoma based upon the conclusions drawn from the data.

General Education Courses

No aspect of community college curriculum is as varied as that of general education. Courses designated as general education vary with the philosophy of the school.[1] For all Oklahoma colleges, general education requirements as set forth by the Oklahoma State Regents for Higher Education must include the following:

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[1]James W. Reynolds, The Comprehensive Junior College Curriculum (Berkley, California: McCutchon Publishing Compant, 1969), pp. 28, 29.

1. English and Language Arts . . . . . 6 hours
   (This must include the two basic college level courses in English Grammar and Composition or evidence that the student has "tested out" of these courses or established proficiency by advanced standing or other acceptable means.)

2. Social Studies. . . . . 6 hours
   (This must include American History and Government.)

In addition to the competencies required by the regents, a number of other competencies not directly related to real estate were included in the survey instrument. The analysis of each of these survey items is included in the discussion of general education. A summary of all response data to items included in general education is displayed in Table 12.

Communication

Two items were placed in the survey instrument to solicit respondent attitudes concerning the importance of communications to the beginning real estate sales associate.

Fifty-nine (92.2 percent) of the respondents rated formal training in oral communication very important and four (6.3 percent) rated this skill as moderately important. Thus, a total of 98.5 percent responded in the two top values.

Written communication training was considered very important by 33 (51.6 percent) of the respondents and moderately important by 19 (29.7 percent) of the respondents, a total of 81.3 percent in the two top values.

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[2]Oklahoma State Regetns for Higher Education, "Articulation Agreement between Junior Colleges and Senior Colleges and Universities of Oklahoma" Oklahoma City, Oklahoma, 1972. (mimeographed)

Economics

One item was placed in the survey instrument to solicit from the respondents their attitudes concerning the need for formal study in free enterprise economic concepts. Economic education was considered very important by 37 (57.8 percent) of the respondents and moderately important by 17 (26.6 percent) of the respondents, a total of 84.4 percent in the two top values.

Sociology

Three items were included in the survey instrument to solicit repsonses concerning the need for formal study in social problems.

Ten (15.6 percent) of the respondents rated the need for collegiate education in understanding economic groups very important, 20 (31.3 percent) rated this training moderately important, a total of 46.9 percent in the top two values.

Eight (12.5 percent) of the respondents considered the need for training in understanding ethnic groups very important and 18 (28.1 percent) of the respondents rated this knowledge moderately important, a total of 40.6 percent in the two top values.

Five (7.8 percent) of the respondents considered training in understanding religious groups very important and 16 (25.0 percent) rated this knowledge moderately important, a total of (32.8 percent) in the top two values.

Human Relations

One item in the survey instrument solicited responses concerning the need for formal training in human relations. Thirty (46.9 percent) of the respondents rated instruction in human relations very important

and 21 (32.8 percent) rated human relations instruction moderately important, a total of 79.7 percent in the two top values.

Data Processing

None of the real estate programs listed in the college bulletins surveyed reported a requirement for data processing. However, two of the brokers interviewed during the development of the survey instrument use the computer for both investment analysis and listing services. At the suggestion of these brokers. three items were included in the survey instrument to solicit responses concerning the need for formal training in data processing for persons entering the real estate professions as sales associates. Seven respondents (10.9 percent) rated data processing skill for accounting very important and 11 (17.2 percent) of the respondents rated data processing for accounting moderately important, a total of 28.1 percent in the two top values.

Data processing skill for use in investment analysis was rated very important by 10 (15.6 percent) of the respondents and moderately important by 22 (34.4 percent) of the respondents, a total of 50.0 percent in the two top values.

The need for training in data processing for use in listing services was rated very important by 18 (28.1 percent) of the respondents and moderately important by 12 (18.8 percent) of the respondents, a total of 46.9 percent in the two top values.

Accounting

Six items were included in the survey instrument to solicit responses concerning the need for formal accounting educational background for entry level real estate sales associates. The first of these

items asked the respondents to rate the importance of accounting knowledge for record keeping purposes. Twenty-four (37.5 percent) rated this knowledge very important and 24 (37.5 percent) rated training in record keeping moderately important, a total of 75.0 percent in the two top values.

Twenty-two (34.4 percent) of the respondents rated the ability to prepare accounting reports for commercial property very important. Nineteen (29.7 percent) rated accounting report preparation moderately important, a total of 64.1 percent in the top two values.

The ability to interpret accounting reports was rated very important by 25 (39.1 percent) of the respondents and moderately important by 21 (32.8 percent) of the respondents, a total of 71.9 percent in the two top values.

The ability to budget for sales was rated very important by 2 (3.1 percent) of the respondents and moderately important by 20 (31.3 percent) of the respondents, a total of 34.4 percent in the top two values.

The ability to budget for expenses was rated very important by one (1.6 percent) of the respondents and moderately important by 24 (37.5 percent) of the respondents, a total of 68.8 percent in the two top values.

The ability to budget for purchases was rated very important by 529 (3.1 percent) of the respondents and moderatley important by 22 (34.4 percent) of the respondents, a total of 37.5 percent in the top two values.

Table 12 depicts the analysis of owner responses to survey items concerning communication, economics, sociology, human realtions and data processing. Competencies comprising each of these courses

were rated very important or moderately important by more than 50 percent of the owners. According to the criteria established in Chapter IV, each of these courses should be required as part of a real estate program. Data processing skills were rated very important or moderately important by more than 30 percent of the owners. According to the established criteria, the data processing skills listed in the survey instrument should be offered as electives in a real estate program. In addition, the six hours of language arts and six hours of social studies required by the State Regents must be included in the program.

Real Estate Curriculum Development

The following courses were assigned to the real estate curriculum. Courses were listed as required when an excess of 50 percent of the owners rated the competencies presented in the course very important and moderately important. Courses were suggested as elective when between 30 and 50 percent of the owners rated the competencies presented in the courses very important and moderately important.

Real Estate Principles

The results of this study as reported in Chapter IV, indicate that real estate principles should be a basic survey course in a real estate program. In addition, this course is accepted by the Oklahoma Real Estate Commission as satisfying the educational requirement for the sales associate and brokers examinations.[3]

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[3]Fox, Oklahoma Manual for Real Estate Brokers and Salesmen, p. 57.

TABLE 12

RESPONSE RATES TO COMPETENCY ASSIGNED
TO GENERAL EDUCATION COURSES

Survey Item Number	Competency Items as Listed in the Survey Instrument	Response (%)			Course							
		Very Important	Moderately Important	Total	Business Comm Communications	Accounting	Psychology	Economics Macro	Introduction to Data Processing	Sociology	Insurance
	Ability to communicate effectively through:										
12	a. oral communication	92.2	6.3	98.5	X						
13	b. written communication	51.6	29.7	81.3	X						
	A user's understanding of electronic data processing systems, with implications for:										
16	a. accounting	10.9	17.2	29.1					X		
17	b. investment analysis	15.6	34.4	50.0					X		
18	c. listing services	28.1	18.8	46.9					X		
	A knowledge of accounting sufficient for:										
19	a. record keeping	37.5	37.5	75.0		X					
20	b. preparing accounting reports on commercial property	34.4	29.7	74.1		X					
21	c. interpreting accounting reports	39.1	32.8	71.9		X					
	Ability to budget for:										
22	a. sales	3.1	31.3	34.4		X					
23	b. purchases	1.6	37.5	39.1		X					
24	c. expenses	3.1	34.4	37.5		X					
25	An understanding of the economic concepts of the free enterprise system	57.8	26.6	84.4				X			

TABLE 12--Continued

Survey Item Number	Competency Items as Listed in the Survey Instrument	Response (%)			Course							
		Very Important	Moderately Important	Total	Business Communications	Accounting	Psychology	Economics Macro	Introduction to Data Processing	Sociology	Insurance	
	An understanding of the social structure of:											
27	a. ethnic groups	12.5	28.1	40.6								
28	b. economic groups	15.6	31.3	46.9								
29	c. religious groups	7.8	25.0	32.8								
	An understanding of the tax factors in real estate:											
40	a. residential	60.0	18.8	79.7								
41	b. rental housing	50.0	25.0	75.0								
42	c. commercial	65.6	18.8	84.4								
43	d. farm and ranch	50.0	25.0	75.0								
65	Knowledge of property insurance	37.5	18.8	56.3								
66	An understanding of human relations skills	46.9	32.8	79.7								

Real Estate Practices

The results of this study as reported in Chapter IV, indicate that a course in real estate practices should be a requirement in a real estate program. The data indicate that real estate practices builds upon material presented in real estate principles. Therefore, the real estate practices course should be second in a sequenced program. Real estate practices is accepted by the Oklahoma Real Estate Commission as satisfying the educational requirement for the sales associate and brokers test.[4]

Real Estate Law

The results of this study as reported in Chapter IV indicate that real estate law should be a curriculum requirement in a real estate program. As the data indicate, an introduction to real estate law is presented in real estate principles courses. Topics relating to real estate law are also included in real estate practices courses. Thus, good curriculum planning would suggest a sequential arrangement for real estate practices and real estate law.

Real Estate Advertising

The results of this study as reported in Chapter IV, indicate real estate advertising should be a required course in a real estate program.

Real Estate Appraising

The results of this study as reported in Chapter IV, indicate that real estate appraising should be a required course in the real

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[4]Fox, Oklahoma Manual for Real Estate Brokers and Salesmen, p. 57.

estate program. The data also indicate that appraisal is introduced in real estate principles courses, thus indicating that this course should follow the real estate principles course in a sequence.

Real Estate Salesmanship

The results of this study as reported in Chapter IV, indicate that real estate salesmanship should be included in a real estate curriculum as a required course. The data also indicate that basic skills necessary for this course should be developed while the student is studying real estate mathematics and basic construction. Real estate salesmanship should follow the mathematics and construction courses in a sequenced program.

Real Estate Tax

The results of this study as reported in Chapter IV, indicate that real estate tax should be required in the real estate curriculum. Other colleges, such as Los Angeles Valley College[5] which offer this course, offer it at the end of the program, listing as prerequisites several of the basic courses. This practice indicates that some skills are prerequisite to mastering the real estate tax course.

Real Estate Mathematics

The results of this study as reported in Chapter IV, indicate that real estate mathematics should be required in the real estate program. A review of real estate course descriptions indicates mathematics skills are prerequisite to mastery of all other real estate courses. Real estate mathematics should be taken the first semester of the program.

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[5] West Valley College Bulletin, (Saratoga, California: West Valley College, 1974), p. 106.

Basic Construction

The results of this study as reported in Chapter IV, indicate that basic construction should be a required course in a real estate program. A review of real estate course descriptions indicates that a knowledge of basic construction is prerequisite to mastery of other courses such as real estate appraising and real estate salesmanship. Basic construction should be taken early in the program.

Communication

The results of this study as reported in Chapter IV, indicate that oral and written communication skills are necessary for a real estate program. However, the general education requirement may possibly provide the training necessary to fulfill this need. There is no consistency among college bulletins reviewed as to the most effective method of meeting this objective.

Economics

The results of this study indicate that a course in macro economics should be a part of the required curriculum in a real estate program. This course may be a part of the general education component of an associate degree program, depending upon the philosophy of the particular school.

Sociology

The results of this study indicate that sociology should be made available as an elective in a real estate program in Oklahoma.

Human Relations

The results of this study indicate that human relations should be a required course in a real estate program. This course may be a part of the general education requirement for an associate degree depending upon the philosophy of the college.

History and Government

The State Regents for Higher Education require courses in American history and government as a part of every associate degree program, this dictates that these courses become required courses in a real estate program.

Accounting

The results of this study indicate that accounting should be required in a real estate program. The college bulletins indicate that this requirement may be satisfied in different ways. For example, Harbor College[6] requires a principles of accounting course while West Valley College[7] requires accounting for small business.

Data Processing

The results of this study indicate that training in data processing for listing services and investment analysis should be made available as an elective to the real estate program.

Each of the preceding courses appears in the suggested real estate curriculum presented in Table 13. Courses were sequenced according to the prerequisite skills as determined by the study.

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[6] Los Angeles Harbor College Bulletin, (Wilmington, California: Los Angeles Harbor College, 1975), p. 105.

[7] West Valley College Bulletin, p. 106.

TABLE 13

SUGGESTED REAL ESTATE CURRICULUM FOR USE
BY OKLAHOMA COMMUNITY COLLEGES

Course	Semester	Credit Hours
Oral & Written composition (English I)	1	3
Real Estate Mathematics	1	3
Principles of Real Estate	1	3
American History	1	3
Basic Construction	1	3
American Federal Government	2	3
Human Relations	2	3
Real Estate Practices	2	3
Real Estate Salesmanship	2	3
Composition & Literature (English II)	2	3
Real Estate Advertising	3	3
Real Estate Appraising	3	3
Small Business Accounting or Accounting I	3	3
Psychology	3	3
Elective	3	3
Real Estate Law	4	3
Real Estate Tax	4	3
Macro Economics	4	3
Electives	4	6

NOTE: Suggested electives are: Sociology, Data Processing and a management course such as Principles of Management or Small Business Management.

Summary

Each general education competency was analyzed by percentage of responses to determine the respondents' perception of the need for formal education or training in that competency. A competency rated very important to moderately important by more than fifty percent of the responding owners was designated as a part of a general education course. A summary of all responses is presented in Table 13.

A summary review of the recommendations for each course was presented. All courses which were determined to be required by the results of the study were placed in a suggested real estate curriculum. The sequence of courses was determined by the prerequisite skills required as indicated by the results of the study.

Chapter VI presents a summary of this study as well as recommendations for further research.

CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to collect data from a random sample of realestate brokers in Oklahoma to determine the competencies necessary for entrance as a real estate sales associate in Oklahoma. The data collected and analyzed was used as a basis for developing a real estate curriculum for use in Oklahoma community colleges.

The objectives of the study were to (1) determine the competencies necessary for success as a real estate sales associate, (2) determine the source of the information or skill necessary to meet these competencies, and (3) determine the role of formal education at the community college level in reaching the desired level of knowledge or skill.

The procedure used in the study was to develop a survey instrument in the form of a questionnaire. A pilot study was conducted and the revised questionnaire was mailed to 99 randomly selected members of the Oklahoma Association of Realtors.

From the 99 questionnaires sent to the realtors, 71 usable questionnaires were returned. This represents a 71.7 percent return. Responses were tabulated and analyzed to provide a basis for recommendations relative to the competencies which should be included in

various college courses and the sequence of those courses in the formation of a real estate curriculum. A suggested real estate curriculum to be used at the junior college was developed from the recommendations of the responding realtors.

Summation of Findings

Tabulation of the data collected revealed the relative importance of each competency in the education of students interested in the field of real estate. Following the design of this study, those competencies rated very important or moderately important by 50 percent or more of the respondents were selected to be included in the curriculum pattern for a community college program.

From the 68 competency items listed (52 relating directly to real estate course content and 16 relating to general education course content) 59 were rated very important or moderately important to the practice of real estate. The results of the findings are shown below ranked in the order of relative importance by the highest percentage of response.

The ability to communicate effectively, both orally and in writing (items 12 and 13, Table 12) received the greatest number of positive responses. These responses imply the need to review course content in Business Communications and general education courses such as freshman English.

Second highest in ranking of importance to the study of real estate were those competencies related to knowledge of law pertaining to real estate (items 14, 60, 61, and 68 through 75, Table 3). These responses imply the need for considering coursework in Business Law or Real Estate Law.

An understanding of the economic concepts of the free enterprise system (item 25, Table 12) ranked next in the order of importance suggesting a study of the sequence generally presented in the principles of economics offered in business programs.

An understanding of F.H.A. and G.I. regulations ranked fourth in the percentage responses (items 44 and 45, Table 3) signifying the importance of developing coursework in the principles of real estate.

An understanding of human relations skills (item 66, Table 12) ranked next in order of importance suggesting a close look be given to personnel management and general education courses such as Psychology, Sociology, or Human Relations.

Specific knowledges relating to the practice of real estate received approximately the same ranking of importance. These included techniques for prospecting for listings (item 15, Table 3), real property classification and evaluation (items 59 and 63, Table 3), real estate tax factors (items 40 through 43, Table 3), a knowledge of real property insurance (item 65, Table 3) and competencies related to building construction methods and materials (items 46 and 76 through 80, Table 3). These imply the need for including coursework in real estate practices, appraisal, classification, tax, insurance, finance, and construction. Mathematical computation competencies (items 48 through 59, Table 3) were next in relative ranking indicating a critical look at general education courses and the possible inclusion of specialized courses such as Business Mathematics, Real Estate Mathematics, and Business Finance.

Specific accounting competencies (items 19 through21, Table 3) were rated next in order of importance suggesting the study and importance

of the accounting sequence as offered in business programs to be included in preparation for real estate.

Rated last in order of importance among those competencies meeting the criteria for required coursework was an understanding of business organization and operation (items 30, 31, and 39, Table 3). These responses imple the need for possible inclusion of coursework such as Principles of Management, Small Business Management, or other related management courses.

The findings of the study were synthesized and a suggested curriculum for a real estate program which might be considered for an Oklahoma community college was developed and presented in Chapter V. In accordance with accepted educational practices, no Oklahoma community college should consider a real estate curriculum without conducting a comprehensive needs assessment.

Recommendations for Further Research

The findings of this study establish the need for further real estate curriculum development in Oklahoma. However, there is a need for further research.

Recommendations for further research are:

1. Community colleges in Oklahoma should conduct a needs assessment to determine the need for a real estate program for the community served by that college.

2. A study should be conducted to determine the specific content of recommended coursework for which no text is available; for example, Basic Construction.

3. This study should be replicated in three to five years after implementation to determine the adequacy of the curriculum.

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APPENDICES

APPENDIX A

QUESTIONNAIRE SENT TO SELECTED BROKERS

This column for analysis only

Information on Person Responding

( ) Owner ( ) Manager ( ) Employee 1. ____

Principle Business Activity

( ) Broker ( ) Insurance ( ) Savings & Loan
( ) Property Management ( ) Mortgage Company ( ) Title & Abstract
( ) Appraiser 2. ____

Indicate the highest year of formal education completed____ 3. ____

Indicate the number of college credit hours in real estate____ 4. ____

Number of clock hours of specialized real estate classes____ 5. ____

Years of experience as a salesman____ 6. ____

Years of experience as a broker____ 7. ____

Please indicate your age____ 8. ____

Total number of employees in your firm____ 9. ____

Present number of licensed personnel in your firm____ 10. ____

Projected licensed personnel needed in your firm by 1987____ 11. ____

COMPETENCIES TO BE DEVELOPED THROUGH THE FORMAL EDUCATIONAL PROCESS

Please circle one number for each question as follows: If the particular skill is very important, circle the 1; moderately important, circle 2; slightly important, circle 3; unimportant, circle 4; if you feel that the skill should be developed on the job, circle 5.

Ability to communicate effectively through:		
a. oral communication	1 2 3 4 5	12. ____
b. written communication	1 2 3 4 5	13. ____
Knowledge of title search techniques	1 2 3 4 5	14. ____
Knowledge of the techniques for prospecting	1 2 3 4 5	15. ____
A user's understanding of electronic data		
a. accounting	1 2 3 4 5	16. ____
b. investment analysis	1 2 3 4 5	17. ____
c. listing services	1 2 3 4 5	18. ____

A knowledge of accounting sufficient for:		
a. record keeping	1 2 3 4 5	19. ____
b. preparing accounting reports on commercial property	1 2 3 4 5	20. ____
c. interpreting accounting reports	1 2 3 4 5	21. ____
Ability to budget for:		
a. sales	1 2 3 4 5	22. ____
b. purchases	1 2 3 4 5	23. ____
c. expenses	1 2 3 4 5	24. ____
An understanding of the economic concepts of the free enterprise system	1 2 3 4 5	25. ____
An understanding of the psychological implications of consumer buying behavior	1 2 3 4 5	26. ____
An understanding of the social structure of:		
a. ethnic groups	1 2 3 4 5	27. ____
b. economic groups	1 2 3 4 5	28. ____
c. religious groups	1 2 3 4 5	29. ____
An understanding of business operation through:		
a. organizational structure	1 2 3 4 5	30. ____
b. management techniques	1 2 3 4 5	31. ____
Ability to apply advertising techniques		
a. planning layouts	1 2 3 4 5	32. ____
b. writing copy	1 2 3 4 5	33. ____
Knowledge of the best use of different advertising media	1 2 3 4 5	34. ____
Ability to apply good sales techniques for:		
a. residential	1 2 3 4 5	35. ____
b. rental housing	1 2 3 4 5	36. ____
c. commercial	1 2 3 4 5	37. ____
d. farm & ranch	1 2 3 4 5	38. ____
Knowledge of supervisory skills	1 2 3 4 5	39. ____
An understanding of the tax factors in real estate:		
a. residential	1 2 3 4 5	40. ____
b. rental housing	1 2 3 4 5	41. ____
c. commercial	1 2 3 4 5	42. ____
d. farm & ranch	1 2 3 4 5	43. ____
An understanding of FHA regulations	1 2 3 4 5	44. ____
A knowledge of GI loan regulations	1 2 3 4 5	45. ____
A knowledge of construction methods	1 2 3 4 5	46. ____

Supervised on-the-job training experience	1 2 3 4 5	47. ____
Ability to perform mathematical computations related to:		
a. prorations (tax, insurance, loan payments)	1 2 3 4 5	48. ____
b. decimals and percentage	1 2 3 4 5	49. ____
c. building dimension	1 2 3 4 5	50. ____
d. land measure	1 2 3 4 5	51. ____
e. volumn measure	1 2 3 4 5	52. ____
f. fractions	1 2 3 4 5	53. ____
g. amoritization	1 2 3 4 5	54. ____
h. depreciation	1 2 3 4 5	55. ____
i. closing costs	1 2 3 4 5	56. ____
Ability to calculate:		
a. rate of return	1 2 3 4 5	57. ____
b. present value	1 2 3 4 5	58. ____
Knowledge of appraisal methods	1 2 3 4 5	59. ____
Knowledge of building codes	1 2 3 4 5	60. ____
Knowledge of zoning regulations	1 2 3 4 5	61. ____
Knowledge of methods for zoning change	1 2 3 4 5	62. ____
Knowledge of property classification	1 2 3 4 5	63. ____
Knowledge of sources of mortgage funds	1 2 3 4 5	64. ____
Knowledge of property insurance	1 2 3 4 5	65. ____
An understanding of human relations skills	1 2 3 4 5	66. ____
Knowledge of the psychology of sales closing	1 2 3 4 5	67. ____
Knowledge of the principal's rights	1 2 3 4 5	68. ____
Knowledge of the principal's obligations	1 2 3 4 5	69. ____
Knowledge of real estate law as it pertains to:		
a. conveyances	1 2 3 4 5	70. ____
b. evidence of title	1 2 3 4 5	71. ____
c. deeds	1 2 3 4 5	72. ____
d. deeds	1 2 3 4 5	73. ____
e. agent relationships	1 2 3 4 5	74. ____
f. contracts	1 2 3 4 5	75. ____
A working knowledge of building materials		
a. foundations	1 2 3 4 5	76. ____
b. framing	1 2 3 4 5	77. ____
c. roofing	1 2 3 4 5	78. ____
d. electrical	1 2 3 4 5	79. ____
e. plumbing	1 2 3 4 5	80. ____

APPENDIX B

COVER LETTER ACCOMPANYING PILOT STUDY QUESTIONNAIRE

1006 North Washington
Edmond, Oklahoma 73034
March 15, 1977

Dear REALTOR:

What could I write to get you to help me?

I expect that the best approach is to tell you exactly what help I need and why. I am doing a curriculum research project in real estate for a doctoral dissertation. I expect that your first reaction might be to throw this away. Before you do that, however, please let me tell you what I hope to accomplish and why.

I am conducting a survey of Oklahoma REALTORS to determine what they would like for Oklahoma colleges to include in their real estate curriculum. When this has been accomplished, I will develop a curriculum from that information.

This mailing is the pilot study which is intended to determine the adequacy of the survey instrument. Please take the five minutes necessary and fill in the questionnaire and/or write your comments on it and return to me in the enclosed self-addressed stamped envelope.

If you would like to receive a copy of the summary of results, write your name on the questionnaire, or drop a business card in the return envelope and I will be happy to send you that information. Please accept my sincere gratitude for your assistance.

Sincerely,

Lester C. Miller

cw

Enclosure

APPENDIX C

PILOT STUDY FOLLOW-UP LETTER

1006 North Washington
Edmond, Oklahoma 73034
April 5, 1977

Dear REALTOR:

On March the 15th you were mailed a questionnaire requesting your help on a research project which I am conducting for a dissertation. This project is designed to help Oklahoma colleges and universities develop a more practical curriculum for real estate education. I am aware that this is much more important to me than it is to you, but I hope that you can see enough value in it for your profession to take the time to assist me.

Several of your colleagues who have responded have had some nice things to say about the project and the questionnaire. However, I still need your help. Please take the five minutes necessary and fill in the questionnaire and/or write your comments on it and return it to me in the enclosed self-addressed envelope. I shall be very grateful.

If you have already responded, please accept my sincere gratitude for your assistance.

Sincerely,

Lester C. Miller

cw

Enclosure

APPENDIX D

COVER LETTER ACCOMPANYING STUDY QUESTIONNAIRE

1006 North Washington
Edmond, Oklahoma 73034
April 18, 1977

Dear REALTOR:

What could I write to get you to help me?

I expect that the best approach is to tell you exactly what help I need and why. I am doing a curriculum research project in real estate for a doctoral dissertation. I expect that your first reaction might be to throw this away. Before you do that, however, please let me tell you what I hope to accomplish and why.

I am conducting a survey of Oklahoma REALTORS to determine what they would like for Oklahoma colleges to include in their real estate curriculum. When this has been accomplished, I will develop a curriculum from that information.

Several of your colleagues who responded to the pilot study, had good things to say about the project and the questionnaire. However, I still need your help. Please take the five minutes necessary and fill in the questionnaire and return it to me in the enclosed self-addressed stamped envelope.

If you would like to receive a copy of the summary of results, write your name on the questionnaire, or drop a business card in the return envelope and I will be happy to send you that information. Please accept my sincere gratitude for your assistance.

Sincerely,

Lester C. Miller

cw

Enclosure

APPENDIX E

STUDY FOLLOW-UP LETTER

1006 North Washington
Edmond, Oklahoma 73034
April 25, 1977

Dear REALTOR:

On April the 18th you were mailed a questionnaire requesting your help on a research project which I am conducting for a dissertation. This project is designed to help Oklahoma colleges and universities develop a more practical curriculum for real estate education. I am aware that this is much more important to me than it is to you, but I hope that you can see enough value in it for your profession to take the time to assist me.

Several of your colleagues who have responded have had some nice things to say about the project and the questionnaire. However, I still need your help. Please take the five minutes necessary and fill in the questionnaire and return it to me in the enclosed self-addressed stamped envelope. I shall be very grateful.

If you have already responded, please accept my sincere gratitude for your assistance.

Sincerely,

Lester C. Miller

cw

Enclosure

APPENDIX F

CODE SHEET FOR RESPONDENT DATA

CARD COLUMN	DATA CODE
1	COMPANY RELATIONSHIP
	1 Owner
	2 Manager
	3 Employee
2	BUSINESS ACTIVITY
	1 Broker
	2 Property Manager
	3 Appraiser
	4 Insurance
	5 Mortgage Company
	6 Savings and Loan
	7 Title and Abstract
3	HIGHEST YEAR OF FORMAL EDUCATION
	1 0-8
	2 9-12
	3 Associate Degree
	4 Bachelors Degree
	5 Above Bachelors
4	NUMBER OF COLLEGE CREDIT HOURS IN REAL ESTATE
	1 0
	2 3-6
	3 7-12
	4 13-18
	5 19-30
5	CLOCK HOURS OF SPECIALIZED REAL ESTATE COURSES
	1 30
	2 31-60
	3 61-90
	4 91-120
	5 Over 120
6	YEARS OF EXPERIENCE AS A SALESMAN
	1 1-5 years
	2 6-10 years
	3 11-15 years
	4 16-20 years
	5 Over 20 years
7	YEARS OF EXPERIENCE AS A BROKER
	1 1-5 years
	2 6-10 years
	3 11-15 years
	4 16-20 years
	5 Over 20 years
8	AGE
	1 18-25 years
	2 26-35 years
	3 36-45 years
	4 46-55 years
	5 Over 55 years

CARD COLUMN	DATA CODE
9	TOTAL NUMBER OF EMPLOYEES
10	TOTAL NUMBER OF LICENSED PERSONNEL
11	PROJECTED LICENSED PERSONNEL NEEDED BY 1987
12-80	COMPETENCIES

1 Very Important
2. Moderately Important
3 Slightly Important
4 Unimportant
5 Should be Developed on the Job
0 No response

APPENDIX G

REAL ESTATE PROGRAMS AND COURSE DESCRIPTIONS

Los Angeles Harbor College

The Real Estate program has been developed, with the assistance of an advisory committee, for salesmen, brokers, appraisers, escrow officers, property managers, and community developers who wish to increase their knowledge and professional standing.

The Real Estate Certificate, granted in conjunction with the California Division of Real Estate and the California Real Estate Association, may be earned by completing Real Estate 3, 5, 7, 9, and 12 elective units from Real Estate 1, 11, 12, 13, 14, 16, 18, 19, 21.

First Semester	Units	Second Semester	Units
Real Estate 1	3	Real Estate 3	3
Accounting 21	3	Real Estate 5	3
Business 1	3	Real Estate 7	3
Business 5	3	Real Estate 9	3
Business 38	3	Management 31	2
Physical Education	½	Merchandising 1	2
		Physical Education	½
	15½		16½

Third Semester	Units	Fourth Semester	Units
Real Estate 10, 11, 12, or 13	3	Real Estate 18 or 19	3
Real Estate 14	3	Real Estate 21	3
Real Estate 16	3	Health 10	2
General Education Graduation Requirement	3	General Education Graduation Requirement	9
Business 60	1	Physical Education	½
Physical Education	½		
	16½		17½

Course Descriptions

These courses are designed to provide the student with on-the-job supervised and educationally-directed work experience. A one-hour-per-week class meeting relates this work experience with the academic program.

REAL ESTATE 1. Real Estate Principles (3) OB

This is a fundamental real estate course covering the basic laws and principles of California real estate. It provides the background and terminology necessary for advanced study in specialized courses.

REAL ESTATE 3. Real Estate Practice (3) OB

Prerequisite: Real Estate 1 or real estate sales license.

This course stresses day-to-day operations in real estate roles and brokerage activities, including listing, prospecting, advertising, financing, sales techniques, escrow, and ethics. It also applies toward the State's educational requirements for the broker's examination.

REAL ESTATE 5. Legal Aspects of Real Estate I (3) OB

This course is a study of California real estate law, including rights related to property ownerships and management, agency, contracts, and application to real estate transfer, conveyancing, probate proceedings, trust deeds, and foreclosure, as well as recent legislation governing real estate transactions. It also applies toward the educational requirement for the broker's examination.

REAL ESTATE 7. Real Estate Finance (3) OB

This course stresses the analysis of real estate financing including lending policies and problems in financing transactions in residential, apartment, commercial, and special purpose properties. Methods of financing properties are also emphasized.

REAL ESTATE 9. Real Estate Appraisal I (3) OB

This is an introductory course covering the purposes of appraisals, the appraisal process, and the different approaches, methods, and techniques used to determine the value of various types of property. Emphasis is placed on residential and single-unit properties.

REAL ESTATE 10. Real Estate Appraisal II (3) OB

In this course students solve practical appraisal problems and continue the study of tenchiques for appraisal of residences, multiple dwellings, and small commercial properties.

REAL ESTATE 11. Escrow Principles (3) OB

This course is designed to give an introduction to principles and methods of handling escrows involving title to land. The various forms used in escrows and escrow instructions are studied.

REAL ESTATE 12. Escrow Practices (3) OB

Designed for the person who has completed the fundamentals of escrow or has had some experience in the escrow field. Provides the advanced theory

REAL ESTATE 12. (Continued)

of escrows and extensive opportunity for practice in the preparation of the forms and documents of the escrow office.

REAL ESTATE 13. Escrow Case Problems (3) OB

Case method is used to study the correct handling of all details of an escrow. Actual escrows are studied with the objective of eliminating or minimizing problems which may have arisen.

REAL ESTATE 14. Property Management (3) OB

This is a course for persons who plan to become real estate operators or owners of income-producing properties. Topics covered include the nature and types of property management and management techniques for contracting, leasing, space selling, renting, and rent scheduling. Budgets, purchasing, reports, and legal and professional relationships are also included.

REAL ESTATE 16. Income Tax Aspects of Real EState Transactions (3) OB

This basic course covers the impact of Federal and California state income tax on the purchase, sales, exchange, and use of real property. Included among the topics covered are depreciation, capital gains, installment sales, and tax-savings opportunities.

REAL ESTATE 18. Real Estate Investments (3) OB

A thorough analysis of investment factors is made to determine the value of commercial, industrial, and residential projects. Among the areas emphasized are site location, feasibility studies, zoning, other restrictions, financing, sales and leaseback, and condominiums.

REAL ESTATE 19. Real EState Syndication (3) OB

This course covers the practical legal, financial, marketing, and managerial problems of real estate syndication projects. Students will participate in a simulated real estate syndication.

REAL ESTATE 21. Real Estate Economics (3) OB

This course stresses the trends and factors which affect the value of real estate, the nature and classification and land economics; the development of property, construction and subdivision, economic values, and real estate evaluation; real estate cycles and business fluctuations, residential market trends, real property, and special purpose property trends.

Los Angeles Valley College

Required Courses:

Courses	Units
Real Estate 3	3
Real Estate 5	3
Real Estate 7	3
Real Estate 9	3
AND ONE FROM GROUP I	
Real Estate 21	3
Any Accounting Course	3-5
AND ONE FROM GROUP II	
Real Estate 1	3 3
(Real Estate 4--Proposed)	3
Real Estate 6	3 3
(Real Estate 8--Proposed)	3
Real Estate 10	3
Real Estate 11	3 3
Real Estate 14	3
Business Law 1	3 3
Business Law 2	3

Recommended Courses:

Courses	Units
Business 1	3
Business 31	3
Business 32	3
Business 38	3
Economics 1	3
Economics 2	3
Finance 2	3
Finance 8	3
Management 13	3
Merchandising 1	3
Merchandising 11	3
Real Estate 16	3
Real Estate 18	3
Speech 1	3
Speech 2	3
OR ANY COURSES FROM GROUPS I AND II NOT ALREADY SELECTED	

REAL ESTATE 1. Real Estate Principles (3) OB

The basic real estate course covering fundamental principles of California real estate. Provides background and terminology necessary for advanced study in specialized courses. Will be of assistance to those preparing for the real estate license examination.

REAL ESTATE 3. Real Estate Practice (3)

Deals with the day-to-day operations in real estate brokerage, including listing, prospecting, advertising, financing, sales techniques, escrow, and ethics. Applies toward mandatory requirement for the broker's license.

REAL ESTATE 5. Legal Aspects of Real Estate I (3) OB

A study of California real estate law, including rights incident to property ownership and management, agency contracts; application to real estate transfer, conveyancing, probate proceedings, trust deeds, and foreclosures; recent legislation governing real estate transactions. Meets mandatory educational requirement for State real estate broker's examination.

REAL ESTATE 6. Legal Aspects of Real Estate II (3) OB

An advanced study of California real estate law, using the case study approach, with emphasis on the many phases of brokerage; trust deed

REAL ESTATE 6. (Continued)

foreclosure problems; insurance of real property; impact of taxation on methods of ownership; and new legal concepts on the use of property. It is designed as a continuation of Real Estate Law I by expanding the coverage of a selected number of topics. Especially valuable to brokers who have not taken a recent course and who desire to keep informed of the latest changes and developments in the dynamic field of real estate law.

REAL ESTATE 7. Real Estate Finance (3) OB

Prerequisite: Real Estate 1 or Real Estate 3

Analysis of real estate financing, including lending policies and problems in financing transactions in residential, apartment, commercial, and special purchase properties. Methods and sources of financing emphasized. Applies toward mandatory educational requirement for State real estate broker's examination.

REAL ESTATE 9. Real Estate Appraisal I (3) OB

Prerequisite: Real Estate 1 or Real Estate 3

An introductory course covering the purposes of appraisals, the appraisal process, and the different approaches, methods and techniques used to determine the value of various types of property. Emphasis is on residential and single-units property. Applies toward the mandatory educational requirement for real estate broker's examination.

REAL ESTATE 10. Real Estate Appraisal II (3) OB

Prerequisite: Real Estate 9 or consent of instructor

An extension of appraisal techniques studied in Real Estate Appraisal into the areas other than single-family residences. Types of properties covered include subdivisions, apartment buildings, hotels, office buildings, shopping centers, rural and ranch, industrial, leaseholds, easements, flowages, air rights, auto service properties, etc. The income approach is studied in depth including analysis of capital setups, leases, selection of capitalization rates, etc. Field work required. Applies toward mandatory educational requirement for state real estate broker's license.

REAL ESTATE 11. Escrow Principles (3) OB

Prerequisites: Real Estate or Real Estate 3

This course is designed to give an introduction to principles and methods of handling escrows involving title to real property. The various forms

REAL ESTATE 11. (Continued)

used in escrows and escrow instructions are studied. Applies toward mandatory educational requirement for state real estate broker's license.

REAL ESTATE 14. Property Management (3) OB

Prerequisite: Real Estate 1 or Real Estate 3

Designed for real estate brokers and salesmen, and owners of income-producing properties; topics covered include nature and types of property management, organization for management, leases and contracts, rent scheduling, selling of space and techniques of renting, tenant selection and supervision, relations with owners and budgets, purchasing and accounts reports, ethics, and legal and professional relationship. Applies toward mandatory educational requirement for state real estate broker's license.

REAL ESTATE 16. Income Tax Aspects of Real Estate Transactions (3) OB

Prerequisite: Real Estate 1 or consent of instructor

Covers the impact of Federal and California State income tax laws upon the purchase, sale, exchange, and use of real property. Includes depreciation, capital ginas, installment sales, prepaid interest, and tax-planning.

REAL ESTATE 18. Real Estate Investments (3) OB

Prerequisite: Real Estate 1 or Real Estate 3 or consent of instructor

An advanced course in the analysis of investment factors in evaluation of commercial, industrial and residential properties. Includes site locations zoning and other record restrictions, financing, feasibility studies, exchanges, sales and leaseback, cooperatives, and condominiums.

REAL ESTATE 21. Real Estate Economics (3) OB

Prerequisite: Real Estate 1 or Real Estate 3 or Real Estate 7

Deals with those trends and factors which affect the value of real estate; the nature and classification of land economics; the development, construction, and subdivision of real estate; real estate cycles, and business fluctuations. This, the final unifying course of the basic six curriculum for which Real Estate 1, 3, 5, 7, and 9 are preparatory. Applies toward mandatory educational requirement for State real estate broker's license.

West Valley College

Major Requirements:

BUS28A	Business Law	3	RLEST90	Principles of Real Estate	3
BUS51	Introduction to American Business	3	RLEST91	Real Estate Practice	3
BUS53	Principles of Sales	3	RELST92	Real Estate Economics	3
ENGL58A	Effective Writing	3	RLEST93	Legal Aspects of Real Estate	3
ENGL58B	Effective Writing	3	RLEST94A	Real Estate Appraisal I	3
MATH50	Arithmetic Functions	3			

Recommended Electives to achieve a minimum of 62 units for A.S. Degree:

ACCTG50	Accounting for Small Business	3	SPECH51	Effective Speech	3
DP51	Introduction to Data Processing	3	Typng60 or 60AB	Beginning Typing	2

Recommended Electives (see Note 1 below):

BUS304	Occupational Work Experience (see Note 2)	4	RLEST96A	Real Estate Investment I	3
RLEST86	Real Estate Loan Processing	3	RLEST96B	Real Estate Investment II-Analysis	3
RLEST87	Escrow Procedures	3	RLEST98A	Tax Aspects of Real Estate I	3
RLEST88	Residential Construction	3	RLEST98B	Tax Aspects of Real Estate II	3
RLEST89	Real Estate Exchange	3	RLEST99	Property Management	3
RLEST90	Principles of Real Estate	3			
RLEST94B	Real Estate Appraisal II	3			

A minimum of four courses (12 semester units) have to be completed at West Valley College with a grade of C or better to qualify for the Real Estate Certificate. A maximum of four courses are transferable from other accredited schools. These must also have been completed with a minimum of a C grade or better.

NOTE: 1. Additional Real Estate course from other institutions such as Leases, Syndications, and others, may be accepted as electives upon review by the Real Estate Education Advisory Committee or the Coordinator of Real Estate Education.

2. Only a total of four units of work experience can be applied as an elective course toward the Real Estate Certificate.

Course Descriptions

REAL ESTATE 86. Real Estate Loan Processing (3)

Prerequisite: Consent of instructor

This is an introduction to basic loan processing covering credit, verifications, appraisal, loan application, submission of loan, loan approval, closing, insuring and guatanteeing. This will cover FHA, VA and Conventional loans.

REAL ESTATE 87. Escrow Procedures (3)

Prerequisite: Real Estate 90 or consent of the instructor

This course deals with the purposes and procedure of escrow; the objective role of the escrow officer in relation to their duties, and the why as well as the how of escrow procedures. The student will study all phases of handling the simpler escrow, the opiniong, preliminary title report, file compilation, preparation and purpose of documents, drawing instructions, and finally, the close. Role playing is used as an aid to learning sign-off techniques and customer relationships. This course also applies toward the educational requirements of the California Real Estate Broker's license examination.

REAL ESTATE 88. Residential Construction in Real Estate (3)

Prerequisite: Real Estate 92, Economics

This course is designed to familiarize the student with various types of residential construction, the different methods utilized in the Bay Area, how to recognize them and what the estimated costs would be for replacement or new construction. The proper methods of remodeling that will add to value of existing structure will be studied, the methods used to determine site utilization, zoning requirements, utility requirements, special engineering, off-site requirements and neighborhood compatibility will be presented in this course.

REAL ESTATE 89. Real Estate Exchanges (3)

Prerequisite: Real Estate License or permission of the instructor

A practical course on the mechanics of exchanges, the various types of exchanges, the income tax and depreciation considerations and the effects of tax law on all types of real estate exchanges. Emphasis will be placed on the ethical approach in order to fairly serve all parties involved.

REAL ESTATE 90. Principles of Real Estate (3)

This is a fundamental real estate course covering the basic understanding, background, and terminology necessary for advanced study in specialized courses. This course is intended to acquaint the student who has little or no training or experience in real estate with the basic theory of real estate. This course will be of assistance to those students preparing for the State of California real estate license examinations. However, considerable outside study is advised. This course also applies toward the educational requirements of the California Real Estate Broker's examination.

REAL ESTATE 91. Real Estate Practice (3)

Prerequisite: Real Estate 90, Real Estate License or consent of the Instructor

The student will study day-to-day operations in real estate roles and brokerage, with emphasis on the practical application in listing, selling, advertising, financing, escrows, taxation, income tax and the appraisal and valuation of real estate. This course applies toward the State's educational requirements for the broker's examination. This course will be of considerable assistance to those students preparing for the real estate salesman's license examination. This course also applies toward the educational requirements of the California Real Estate Broker's examination.

REAL ESTATE 92. Real Estate Economics (3)

Prerequisite: Knowledge of the fundamentals of real estate

This course deals with the causes and effects of value fluctuations in real estate; the nature of land economics and development of residential, commercial, industrial and special-purpose properties. The student will study various types of real estate investments, including syndications, recreational land, single-family residences, multi-family residences, condominiums, townhouses, mountain cabins, franchise operations and special purpose properties; the basic tax advantage of improved real estate over unimproved real estate; the effect of governmental actions such as zoning, planning, taxes and improvements such as freeways on various types of real estate; the single-tax theory, urban redevelopment, the causes of slums, the latest in community planning and the effect of environmental conditions on the value of real estate. This course applies toward the educational requirements of the California Real Estate Broker's license examination.

REAL ESTATE 93. Legal Aspects of Real Estate (3)

Prerequisite: Real Estate 90 or 91 or real estate license or consent of the instructor

REAL ESTATE 93 (Continued)

The student enrolling in this course will study California real estate law, including rights incident to property ownerships and management, agency, contracts, and application of real estate transfer, conveyancing, probate proceedings, trust deeds, and foreclosure, as well as recent legislation governing real estate transactions. This course applies toward the educational requirements of the California Real Estate Broker's examination.

REAL ESTATE 94A. Real Estate Appraisal I (3)

Prerequisite: Real Estate 90 or 91 or real estate license or consent of the instructor

This is an introductory course covering the purposes of appraisals, the appraisal process, and different approaches, methods and techniques used to determine the value of various types of property with a special emphasis on single-family residential properties. This course applies toward the educational requirements of the California Real Estate Broker's examination.

REAL ESTATE 94B. Real Estate Appraisal II (3)

Prerequisite: Real Estate 94A

This is an advanced real estate appraisal course which will prepare the student to analyze income and expense statements and gain a thorough knowledge of the economic approaches to value. Particular emphasis will be placed on the appraisal of multiple-family residential, commercial, industrial, and special purpose properties. This course also applies toward the educational requirements of the California Real Estate Broker's license examination.

REAL ESTATE 95. Real Estate Finance (3)

Prerequisite: Real EState 90 or 91, or real estate license, or consent of the instructor

The student taking this course will analyze real estate financing, which includes lending policies, problems in financing transactions in residential, apartment, commercial, and special purpose properties. Methods of financing properties also are emphasized in this course. This course applies toward the educational requirements of the California Real Estate Broker's examination.

REAL ESTATE 96A. Real Estate Investment I (3)

Prerequisite: Real Estate 94 or Real Estate 92 or more advanced real estate knowledge or consent of the instructor

REAL ESTATE 96A (Continued)

This course is designed to acquaint the more advanced real estate student with the specific advantages and disadvantages of the various types of real estate investments including commercial, multiresidential, industrial, professional, recreational, condominiums, and special purpose properties and the effect of inflation, depreciation, taxes, capital gains, nontaxable exchanges, rea lestate cycles, growth patterns, risk and liquidity on the total real estate investment. The student will also study the advantages and disadvantages of investments in related fields of real estate investments including syndications, limited partnerships, mutual funds and the use of leverage, equity, options and creative financing, such as all inclusive deeds of trust, in miximizing the real estate investment.

REAL ESTATE 96B. Real Estate Investment II-Analysis (3)

Prerequisites: Real Estate 90, 91, 94A, 95, 96A, or consent of instructor

Real Estate Investment II (Analysis) is designed as an advanced course focusing on the financial returns of real property investments. The course assumes a working knowledge of investment terminology and expands the concepts discussed in the Appraisal courses and in Real Estate Investment I. In Investment II the student will review the elements of ownership of real property, will learn how to analyze and project income and expense streams, and how to calculate discounted returns on invested capital. Through the case study format, the student will also learn how to structure financing of an investment ot produce optimal results.

REAL ESTATE 98A. Tax Aspects of Real Estate I (3)

Prerequisite: Real Estate 90 and 93 (may be taken concurrently)

Introductory course to principles of taxation applicable to real estate transactions with emphasis upon tax planning, capital gain treatment, depreciation methods, and methods of ownership as they affect the ownershipand operation of real estate.

REAL ESTATE 98B. Tax Aspects of Real Estate II (3)

Prerequisite: Real Estate 98A or consent of the instructor

Continuation of principles of taxation contained in 98A structured as a supplementary course on a more advanced basis to the prerequisite with emphasis on advanced methods of real estate operation and case studies of field problems.

REAL ESTATE 99. Property Management (3)

Prerequisite: Real Estate 90 or consent of the instructor

REAL ESTATE 99 (Continued)

The student will study successful techniques and practices in the management of income property from acquisition to disposal; neighborhood analysis, rent schedules, renting credit, collections,eviction, maintenance and rehabilitation; insurance, tax considerations, depreciation schedules and pitfalls in the purchase of income property. This course also applies toward the educational requirements of the California Real Estate Broker's license examination.

APPENDIX H

TEXTS AVAILABLE FOR REAL ESTATE COURSES

Real Estate Principles

Brown, Robert K. Essentials of Real Estate, Text ed. Englewood Cliffs, New Jersey: Prentice Hall Inc., 1969.

Buay, John D., and Cruikshank, Warren L. Real Estate Sales and Brokerage. New York: McGraw-Hill, 1975.

Hoagiand, Henry E. Real Estate Principles, 3rd ed. New York: McGraw-Hill, 1955.

Levine, Mark L. Real Estate Fundamentals. St. Paul, Minnesota: West Publishing Co., 1976.

O'Donnell, Paul T., and Maleady, Eugene L. Principles of Real Estate. Philadelphia: Saunders Publishing Co., 1976.

Shenkel, William M. Modern Real Estate Principles. Dallas, Texas: Business Publications Inc., 1977.

Unger, Maurice A. Real Estate, 5th ed. Cincinatti, Ohio: South-Western Publishing Co., 1974.

Weimer, Arthur M. Real Estate, 6th ed. New York: Ronuld Press, 1972.

Real Estate Practices

Case, Fred. Real Estate Brokerage. Englewood Cliffs, New Jersey: Prentice Hall, 1965.

Calaty, Fillmore W. Modern Real Estate Practice. Chicago: Real Estate Education Co., 1973.

O'Donnell, Paul T., and Maleady, Eugene L. The Practice of Real Estate. Philadelphia: Saunders Publishing Co., 1976.

Pembroke, John J. Real Estate Practice. Dallas, Texas: Burgess, 1976.

Real Estate Principles and Practices of Real Estate

Hines, Mary A. Principles and Practices of Real Estate. Homewood, Illinois: Richard D. Irwin, 1976.

Johnson, Ficek H. Real Estate Principles and Practices. Columbus, Ohio: Charles Merrill Co., 1976.

Ring, Alfred. Real Estate Principles and Practices, 8th ed. Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1977.

Real Estate Appraising

American Institute of Real Estate. The Appraisal of Real Estate. Chicago: American Institute of Real Estate, 1973.

Bank Preston, et al. Residential Real Estate Appraisal. St. Louis, Missouri: National Association of Independent Fee Appraisers, 1974.

Kahn, Sanders A., and Case, Frederick. Real Estate Appraisal and Investment, 2nd ed. New York: Ronald Press, 1976.

Real Estate Mathematics

Folberg, Marilyn. Practice in Real Estate Mathematics. Scranton, Pennsylvania: Canfield Press, 1975.

Polley, Joseph H. Applied Real Estate Math. Englewood Cliffs, New Jersey: Reston Press, 1976.

Sussex, Margie, and Stapleton, John. The Complete Real Estate Math Book. Englewood Cliffs, New Jersey: Prentice Hall, 1976.

Real Estate Salesmanship

Training and Supervising Real Estate Salesmen. Englewood Cliffs, New Jersey: Prentice Hall, 1973.

Real Estate Tax and Investment

Benton, W. R. Real Estate Investment. Englewood Cliffs, New Jersey: Prentice Hall, 1977.

Boyd, Orton. Atlas' Tax Aspects of Real Estate Transactions. Washington, D.C.: Bureau of National Affairs, 1971.

Wendt, Paul F., and Cerf, Alan. Real Estate Investment Analysis and Taxation. Englewood Cliffs, New Jersey: Prentice Hall, 1969.

Real Estate Law

Hebard, Edna, and Maisel, Sherman. Principles of Real Estate Law. Cambridge, Massachusetts: Schenkman, 1967.

Lusk, Harold F., and French, William. Law of the Real Estate Business. Homewood, Illinois: Richard D. Irwin, 1975.

Rahl, Richard, et al. Principles of Real Estate Law. Cambridge, Massachusetts: Extension Publications, 1976.

Real Property Management

Downs, Jr., James C. Principles of Real Estate Management. Chicago: Institute of Real Estate, 1975.

Real Estate Finance

Hoagland, Henry E., and Stone, Leo. Real Estate Finance. Homewood, Illinois: Richard D. Irwin Inc., 1973.

Maisel, Sherman J., and Roulac, Stephen. Real Estate Investment and Finance. New York: McGraw-Hill, 1976.

Wiedemer, John P. Real Estate Finance. Englewood Cliffs, New Jersey: Reston Press, 1974.

APPENDIX I

COLLEGES OFFERING ASSOCIATE DEGREE PROGRAMS IN REAL ESTATE BY STATE

California
American River College
Antelope Valley College
Armstrong College
Bakersfield College
Butte Junior College
Carbillo College
Chabot College
Chaffey College
Citrus College
Columbia Junior College
Compton College
Cuesta College
De Anza College
Desert, College of the
Diablo Valley College
East Los Angeles College
El Camino College
Foothil College
Fresno City College
Fullerton Junior College
Gavilan College
Glendal College
Crossmont Community College
Long Beach City College
Los Angeles City College
Los Angeles Harbor College
Los Angeles Pierce College
Los Angeles Valley College
Marin, College of
Merced College
Merritt College
Miracost College
Modesto Junior College
Monterey Peninsula Junior College
Mount San Antonio College
Mount San Jacinto College
Ohlone College
Orange Coast College
Palomar College
Pasadena City College
Porterville College
Redwoods, College of the
Rio Hondo Junior College
Riverside City College
Sacramento City College
Saddleback College
San Diego City College

California (Continued)
San Diego Evening College
San Diego Mesa College
San Francisco City College
San Jose City College
San Mateo, College of
Santa Ana College
Santa Barbara City College
Shasta College
Sierra College
Siskiyous, College of the
Southwestern College
Ventura College
Victor Valley College

Connecticut:
Mattatuck Community College

Illinois:
Central YMCA College
Lake County, College of
Lewis and Clark Community College
Prairie State College
Triton College

Michigan:
Delta College
Macomb County Community College-
Center Campus

Minnesota:
Metropolitan Community College

Nevada:
Clark County Community College

New York:
Kingsborough Community College
Pace University

Ohio:
Cuyahoga Community College-
Metropolitan Campus
Cuyahoga Community College-Western
Campus
Terra Technical College

Oregon:
Chemeketa Community College
Mount Hood Community College
Treasure Valley Community College

Pennsylvania:
University Center at Harrisburg

South Dakota:
South Dakota, University of-
Springfield

Texas:
St. Philips College

Washington:
Spokane Falls Community College
Tacoma Community College
Yakima Valley College

APPENDIX J

TABLE 14

RESPONSE RATES TO COMPETENCY ASSIGNED
TO GENERAL EDUCATION COURSES

Survey Item Number	Competency Items as Listed in the Survey Instrument	Response Rate (%)	Course*																
			Business Communications	Accounting	Psychology	Economics Macro	Introduction to Data Processing	Sociology	Insurance	Principles of Real Estate	Real Estate Practices	Real Estate Law	Advertising	Real Estate Appraising	Real Estate Salesmanship	Real Estate Tax	Real Estate Math	Elementary Construction
	Ability to communicate effectively through:																	
12	a. oral communication	98.5	X															
13	b. written communication	81.3	X															
14	Knowledge of title search techniques	48.4									O							
15	Knowledge of the techniques for prospecting listings	78.1									X							
	A user's understanding of electronic data processing systems, with implications for:																	
16	a. accounting	29.1					O											
17	b. investment analysis	50.0					X											
18	c. listing services	46.9					O											
	A knowledge of accounting sufficient for:																	
19	a. record keeping	75.0		X														
20	b. preparing accounting reports on commercial property	74.1		X														
21	c. interpreting accounting reports	71.9		X														

TABLE 14--Continued

Survey Item Number	Competency Items as Listed in the Survey Instrument	Response Rate (%)	Course*																	
			Business Communications	Accounting	Psychology	Economics Macro	Introduction to Data Processing	Sociology	Insurance	Principles of Real Estate	Real Estate Practices	Real Estate Law	Advertising	Real Estate Appraising	Real Estate Salesmanship	Real Estate Tax	Real Estate Math	Elementary Construction
	Ability to budget for:																	
22	a. sales	34.4		O														
23	b. purchases	39.1		O														
24	c. expenses	37.5		O														
25	An understanding of the economic concepts of the free enterprise system	84.4				X												
26	An understanding of the psychological implications of consumer buying behavior	85.9									X				X			
	An understanding of the social structure of:																	
27	a. ethnic groups	40.6						O										
28	b. economic groups	46.9						O										
29	c. religious groups	32.8						O										
	An understanding of business operation through:																	
30	a. organizational structure	60.9									X							
31	b. management techniques	70.3									X							
	Ability to apply advertising techniques																	
32	a. planning layouts	64.1											X					
33	b. writing copy	82.9											X					
34	Knowledge of the best use of different advertising media	82.9											X					

TABLE 14--Continued

Survey Item Number	Competency Items as Listed in the Survey Instrument	Response Rate (%)	Course*																
			Business Communications	Accounting	Psychology	Economics Macro	Introduction to Data Processing	Sociology	Insurance	Principles of Real Estate	Real Estate Practices	Real Estate Law	Advertising	Real Estate Appraising	Real Estate Salesmanship	Real Estate Tax	Real Estate Math	Elementary Construction
	Ability to apply good sales techniques for:																		
35	a. residential	89.0													X				
36	b. rental housing	62.5													X				
37	c. commercial	76.5													X				
38	d. farm and ranch	79.7													X				
39	Knowledge of supervisory skills	65.6									X								
	An understanding of the tax factors in real estate																		
40	a. residential	79.7														X			
41	b. rental housing	75.0														X			
42	c. commercial	84.4														X			
43	d. farm and ranch	75.0														X			
44	An understanding of FHA regulations	82.8								X	X								
45	A knowledge of GI loan regulations	82.8								X	X								
46	A knowledge of construction methods	76.6																X	
47	Supervised on the job training																		
	Ability to perform mathematical computations related to:																		
48	a. prorations (tax, insurance, loan payments)	92.2								X	X						X		
49	b. decimals and percentage	87.5								X	X						X		

TABLE 14--Continued

Survey Item Number	Competency Items as Listed in the Survey Instrument	Response Rate (%)	Course*																	
			Business Communications	Accounting	Psychology	Economics Macro	Introduction to Data Processing	Sociology	Insurance	Principles of Real Estate	Real Estate Practices	Real Estate Law	Advertising	Real Estate Appraising	Real Estate Salesmanship	Real Estate Tax	Real Estate Math	Elementary Construction
50	c. building dimension	86.0								X	X							X
51	d. land measure	86.0								X	X							X
52	e. volume measure	86.0								X	X							X
53	f. fractions	75.0								X	X							X
54	g. amoritization	79.7								X	X							X
55	h. depreciation	86.0								X	X							X
56	i. closing costs	89.1								X	X							X
	Ability to calculate:																	
57	a. rate of return	84.4								X	X						X	
58	b. present value	89.1								X	X						X	
59	Knowledge of appraisal methods	82.8									X							
60	Knowledge of building codes	61.0									X							
61	Knowledge of zoning regulations	71.0									X							
62	Knowledge of methods for zoning change	42.2									O							
63	Knowledge of property classification	70.3									X							
64	Knowledge of sources of mortgage funds	81.2									X							
65	Knowledge of property insurance	56.3							X	X	X							
66	An understanding of human relations skills	79.7			X						X							

TABLE 14--Continued

Survey Item Number	Competency Items as Listed in the Survey Instrument	Response Rate (%)	Course*																	
			Business Communications	Accounting	Psychology	Economics Macro	Introduction to Data Processing	Sociology	Insurance	Principles of Real Estate	Real Estate Practices	Real Estate Law	Advertising	Real Estate Appraising	Real Estate Salesmanship	Real Estate Tax	Real Estate Math	Elementary Construction
67	Knowledge of the psychology of sales closing														X			
68	Knowledge of the principal's rights	90.5								X	X	X						
69	Knowledge of the principal's obligations	92.2								X	X	X						
	Knowledge of real estate law as it pertains to:																	
70	a. conveyances	89.1								X	X	X						
71	b. evidence to title	86.0								X	X	X						
72	c. mortgages	89.1								X	X	X						
73	d. deeds	89.1								X	X	X						
74	e. agent relationships	87.6								X	X	X						
75	f. contracts	90.8								X	X	X						
	A working knowledge of building materials																	
76	a. foundations	67.2																X
77	b. framing	65.7																X
78	c. roofing	67.2																X
79	d. electrical	64.1																X
80	e. plumbing	65.7																X

*X indicates a course competency recommended to to required
O indicates a course competency recommended to be elective

APPENDIX K

ANALYSIS OF RESPONSES TO SURVEY ITEMS

TABLE 15

ANALYSIS OF RESPONSES TO THE SURVEY ITEM ABOUT
THE NEED FOR KNOWLEDGE CONCERNING THE PRINCIPAL'S RIGHTS

Status	Responses					
	Very Important	Moderately Important	Slightly Important	Unimportant	Developed On the Job	Row Total
Owner	51 79.7	7 10.9	2 3.1	2 3.1	2 3.1	64 90.1
Manager	3 60.0	1 20.0	0 0.0	0 0.0	1 20.0	5 7.0
Employee	2 100.0	0 0.0	0 0.0	0 0.0	0 0.0	2 2.8
Column Total	56 78.9	8 11.3	2 2.8	2 2.8	3 4.2	71 100.0

Chi Square = 4.56428 with 8 Degrees of Freedom Significance = 0.8030
Cramer's V = 0.17928

TABLE 16

ANALYSIS OF RESPONSES TO THE SURVEY ITEM ABOUT
THE NEED FOR KNOWLEDGE CONCERNING THE PRINCIPAL'S OBLIGATIONS

Status	Responses					
	Very Important	Moderately Important	Slightly Important	Unimportant	Developed On the Job	Row Total
Owner	53 82.8	6 9.4	1 1.6	2 3.1	2 3.1	64 90.1
Manager	3 60.0	1 20.0	0 0.0	0 0.0	1 20.0	5 7.0
Employee	2 100.0	0 0.0	0 0.0	0 0.0	0 0.0	2 2.8
Column Total	58 81.7	7 9.9	1 1.4	2 2.8	3 4.2	71 100.0

Chi Square = 4.65445 with 8 Degrees of Freedom Significance = 0.7938
Cramer's V = 0.18105

TABLE 17

ANALYSIS OF RESPONSES TO THE SURVEY ITEM ABOUT
THE NEED FOR KNOWLEDGE CONCERNING THE LAW OF CONVEYANCES

Status	Responses					
	Very Important	Moderately Important	Slightly Important	Unimportant	Developed On the Job	Row Total
Owner	51 79.7	6 9.4	3 4.7	2 3.1	2 3.1	64 90.1
Manager	2 40.0	1 20.0	1 20.0	0 0.0	1 20.0	5 7.0
Employee	2 100.00	0 0.0	0 0.0	0 0.0	0 0.0	2 2.8
Column Total	55 77.5	7 9.9	4 5.6	2 2.8	3 4.2	71 100.0

Chi Square = 7.28917 with 8 Degrees of Freedom Significance = 0.5058
Cramer's V = 0.22657

TABLE 18

ANALYSIS OF RESPONSES TO THE SURVEY ITEM ABOUT
THE NEED FOR KNOWLEDGE CONCERNING EVIDENCE OF TITLE

Status	Responses					
	Very Important	Moderately Important	Slightly Important	Unimportant	Developed On the Job	Row Total
Owner	46 71.9	9 14.1	5 7.8	2 3.1	2 3.1	64 90.1
Manager	2 40.0	1 20.0	1 20.0	0 0.0	1 20.0	5 7.0
Employee	2 100.0	0 0.0	0 0.0	0 0.0	0 0.0	2 2.8
Column Total	50 70.4	10 14.1	6 8.5	2 2.8	3 4.1	71 100.0

Chi Square = 5.75100 with 8 Degrees of Freedom Significance = 0.6751
Cramer's V = 0.20125

TABLE 19

ANALYSIS OF RESPONSES TO THE SURVEY ITEM ABOUT
THE NEED FOR KNOWLEDGE CONCERNING REAL ESTATE LAW AND MORTGAGES

Status	Responses					
	Very Important	Moderately Important	Slightly Important	Unimportant	Developed On the Job	Row Total
Owner	48 75.0	9 14.1	4 6.3	1 1.6	2 3.1	64 90.1
Manager	2 40.0	1 20.0	1 20.0	0 0.0	1 20.0	5 7.0
Employee	2 100.0	0 0.0	0 0.0	0 0.0	0 0.0	2 2.8
Column Total	52 73.2	10 14.1	5 7.0	1 1.4	3 4.2	71 100.0

Chi Square = 6.09473 with 8 Degrees of Freedom Significance = 0.6366
Cramer's V = 0.20717

TABLE 20

ANALYSIS OF RESPONSES TO THE SURVEY ITEM ABOUT
THE NEED FOR KNOWLEDGE CONCERNING REAL ESTATE LAW AND DEEDS

Status	Responses					
	Very Important	Moderately Important	Slightly Important	Unimportant	Developed On the Job	Row Total
Owner	49 76.6	8 12.5	3 4.7	2 3.1	2 3.1	64 90.1
Manager	2 40.0	1 20.0	1 20.0	0 0.0	1 20.0	5 7.0
Employee	2 100.0	0 0.0	0 0.0	0 0.0	0 0.0	2 2.8
Column Total	53 100.0	9 0.0	4 0.0	2 0.0	3 0.0	71 2.8

Chi Square = 6.95173 with 8 Degrees of Freedom Significance = 0.5418
Cramer's V = 0.22126

TABLE 21

ANALYSIS OF RESPONSES TO THE SURVEY ITEM ABOUT
THE NEED FOR KNOWLEDGE CONCERNING REAL ESTATE LAW AND AGENT RELATIONSHIPS

Status	Responses					
	Very Important	Moderately Important	Slightly Important	Unimportant	Developed On the Job	Row Total
Owner	52 81.3	4 6.3	3 4.7	2 3.1	3 4.7	64 90.1
Manager	2 40.0	1 20.0	1 20.0	0 0.0	1 20.0	5 7.0
Employee	2 100.0	0 0.0	0 0.0	0 0.0	0 0.0	2 2.8
Column Total	56 78.9	5 7.0	4 5.6	2 2.8	4 5.6	71 100.0

Chi Square = 6.81790 with 8 Degrees of Freedom Significance = 0.5564
Cramer's V = 0.21912

TABLE 22

ANALYSIS OF RESPONSES TO THE SURVEY ITEM ABOUT
THE NEED FOR KNOWLEDGE CONCERNING THE LAW OF CONTRACTS

Status	Responses					
	Very Important	Moderately Important	Slightly Important	Unimportant	Developed On the Job	Row Total
Owner	54 84.4	4 6.3	2 3.1	1 1.6	3 4.7	64 90.1
Manager	2 40.0	1 20.0	1 20.0	0 0.0	1 20.0	5 7.0
Employee	2 100.0	0 0.0	0 0.0	0 0.0	0 0.0	2 2.8
Column Total	58 81.7	5 7.0	3 4.2	1 1.4	4 5.6	71 100.0

Chi Square = 7.96033 with 8 Degrees of Freedom Significance = 0.4374
Cramer's V = 0.23677

TABLE 23

ANALYSIS OF RESPONSES TO THE SURVEY ITEM ABOUT
THE NEED FOR KNOWLEDGE CONCERNING PROPERTY INSURANCE

Status	Responses					
	Very Important	Moderately Important	Slightly Important	Unimportant	Developed On the Job	Row Total
Owner	21 32.8	24 37.5	12 18.8	2 3.1	5 7.8	64 90.1
Manager	3 60.0	0 0.0	1 20.0	0 0.0	1 20.0	5 7.0
Employee	0 0.0	2 100.0	0 0.0	0 0.0	0 0.0	2 2.8
Column Total	24 33.8	26 36.6	13 18.3	2 2.8	6 8.5	71 100.0

Chi Square = 7.33680 with 8 Degrees of Freedom Significance = 0.5008
Cramer's V = 0.22730

TABLE 24

ANALYSIS OF RESPONSES TO THE SURVEY ITEM ABOUT
THE NEED FOR KNOWLEDGE CONCERNING THE SOURCES OF MORTGAGE FUNDS

Status	Responses					
	Very Important	Moderately Important	Slightly Important	Unimportant	Developed On the Job	Row Total
Owner	42 65.6	10 15.6	5 7.8	0 0.0	7 10.9	64 90.1
Manager	3 60.0	0 0.0	0 0.0	1 20.0	1 20.0	5 7.0
Employee	1 50.0	1 50.0	0 0.0	0 0.0	0 0.0	2 2.8
Column Total	46 74.8	11 15.5	5 7.0	1 1.4	8 11.3	71 100.0

Chi Square = 16.72139 with 8 Degrees of Freedom Significance = 0.0331
Cramer's V = 0.34316

TABLE 25

ANALYSIS OF RESPONSES TO THE SURVEY ITEM
CONCERNING THE NEED FOR THE ABILITY TO PRORATE

Status	Responses					
	Very Important	Moderately Important	Slightly Important	Unimportant	Developed On the Job	Row Total
Owner	1 1.6	50 78.1	9 14.1	2 3.1	2 3.1	64 90.1
Manager	0 0.0	3 60.0	1 20.0	0 0.0	1 20.0	5 7.0
Employee	0 0.0	1 50.0	1 50.0	0 0.0	0 0.0	2 2.8
Column Total	1 1.4	54 76.1	11 15.5	2 2.8	3 4.2	71 100.0

Chi Square = 5.61187 with 8 Degrees of Freedom Significance = 0.6906
Cramer's V = 0.19880

TABLE 26

ANALYSIS OF RESPONSES TO THE SURVEY ITEM CONCERNING
THE NEED FOR THE ABILITY TO CALCULATE DECIMALS AND PERCENTAGES

Status	Responses					
	Very Important	Moderately Important	Slightly Important	Unimportant	Developed On the Job	Row Total
Owner	46 71.9	10 15.6	4 6.3	1 1.6	2 3.1	64 90.1
Manager	3 60.0	1 20.0	0 0.0	0 0.0	1 20.0	5 7.0
Employee	1 50.0	1 50.0	0 0.0	0 0.0	0 0.0	2 2.8
Column Total	50 70.4	12 16.9	4 5.6	1 1.4	3 4.2	71 100.0

Chi Square = 5.46995 with 10 Degrees of Freedom Significance = 0.8577
Cramer's V = 0.19627

TABLE 27

ANALYSIS OF RESPONSES TO THE SURVEY ITEM CONCERNING
THE NEED FOR THE ABILITY TO CALCULATE BUILDING DIMENSIONS

Status	Responses					
	Very Important	Moderately Important	Slightly Important	Unimportant	Developed On the Job	Row Total
Owner	43 67.2	12 18.8	4 6.3	2 3.1	2 3.1	64 90.1
Manager	3 60.0	1 20.0	0 0.0	0 0.0	1 20.0	5 7.0
Employee	1 50.0	1 50.0	0 0.0	0 0.0	0 0.0	2 2.8
Column Total	47 66.2	14 19.7	4 5.6	2 2.8	3 4.2	71 100.0

Chi Square = 5.05659 with 10 Degrees of Freedom Significance = 0.8874
Cramer's V = 0.18871

TABLE 28

ANALYSIS OF RESPONSES TO THE SURVEY ITEM
CONCERNING THE NEED FOR THE ABILITY TO COMPUTE LAND MEASURE

Status	Responses					
	Very Important	Moderately Important	Slightly Important	Unimportant	Developed On the Job	Row Total
Owner	1 1.6	41 64.1	14 21.9	5 7.8	3 4.8	64 90.1
Manager	0 0.0	4 80.0	0 0.0	0 0.0	1 20.0	5 7.0
Employee	0 0.0	1 50.0	1 50.0	0 0.0	0 0.0	2 2.8
Column Total	1 1.4	46 64.8	15 21.1	5 7.0	4 5.6	71 100.0

Chi Square = 4.81613 with 8 Degrees of Freedom Significance = 01770
Cramer's V = 0.18416

TABLE 29

ANALYSIS OF RESPONSES TO THE SURVEY ITEM CONCERNING
THE NEED FOR THE ABILITY TO COMPUTE THE MEASURE FOR VOLUME

Status	Responses					
	Very Important	Moderately Important	Slightly Important	Unimportant	Developed On the Job	Row Total
Owner	29 45.3	16 25.0	12 18.8	2 3.1	4 6.3	64 90.1
Manager	2 40.0	1 20.0	0 0.0	1 20.0	1 20.0	5 7.0
Employee	1 50.0	0 0.0	1 50.0	0 0.0	0 0.0	2 2.8
Column Total	32 45.1	17 23.9	13 18.3	3 4.2	5 7.0	71 100.0

Chi Square = 7.31241 with 10 Degrees of Freedom Significance = 0.6957
Cramer's V = 0.22693

TABLE 30

ANALYSIS OF RESPONSES TO THE SURVEY ITEM
CONCERNING THE NEED FOR THE ABILITY TO CALCULATE FRACTIONS

Status	Responses					
	Very Important	Moderately Important	Slightly Important	Unimportant	Developed On the Job	Row Total
Owner	33 51.6	15 23.4	8 12.5	1 1.6	6 9.4	64 90.1
Manager	3 60.0	1 20.0	0 0.0	0 0.0	1 20.0	5 7.0
Employee	1 50.0	0 0.0	1 50.0	0 0.0	0 0.0	2 2.8
Column Total	37 52.1	16 22.5	9 12.7	1 1.4	7 9.9	71 100.0

Chi Square = 4.33921 with 10 Degrees of Freedom Significance =0.9307
Cramer's V = 0.17481

TABLE 31

ANALYSIS OF RESPONSES TO THE SURVEY ITEM CONCERNING
THE NEED FOR THE ABILITY TO CALCULATE AMORITIZATION PROBLEMS

Status	Responses					
	Very Important	Moderately Important	Slightly Important	Unimportant	Developed On the Job	Row Total
Owner	39 60.9	12 18.8	8 12.5	1 1.6	3 4.7	64 90.1
Manager	3 60.0	1 20.0	0 0.0	0 0.0	1 20.0	5 7.0
Employee	1 50.0	0 0.0	1 50.0	0 0.0	0 0.0	2 2.8
Column Total	43 60.6	13 18.3	9 12.7	1 1.4	4 5.6	71 100.0

Chi Square = 5.51753 with 10 Degrees of Freedom Significance = 0.8540
Cramer's V = 0.19712

TABLE 32

ANALYSIS OF RESPONSES TO THE SURVEY ITEM
CONCERNING THE NEED FOR THE ABILITY TO CALCULATE DEPRECIATION

Status	Responses					
	Very Important	Moderately Important	Slightly Important	Unimportant	Developed On the Job	Row Total
Owner	43 67.2	12 18.8	4 6.3	2 3.1	2 3.1	64 90.1
Manager	2 40.0	2 40.0	1 20.0	0 0.0	0 0.0	5 7.0
Employee	1 50.0	0 0.0	1 50.0	0 0.0	0 0.0	2 2.8
Column Total	46 64.8	14 19.7	6 8.5	2 2.8	2 2.8	71 100.0

Chi Square = 7.85497 with 10 Degrees of Freedom Significance = 0.6430
Cramer's V = 0.23519

TABLE 33

ANALYSIS OF RESPONSES TO THE SURVEY ITEM CONCERNING THE NEED FOR THE ABILITY TO CALCULATE CLOSING COSTS

Status	Responses					
	Very Important	Moderately Important	Slightly Important	Unimportant	Developed On the Job	Row Total
Owner	1 1.6	49 76.6	8 1.25	3 4.7	3 4.7	64 90.1
Manager	0 0.0	3 60.0	1 20.0	0 0.0	1 20.0	5 7.0
Employee	0 0.0	1 50.0	1 50.0	0 0.0	0 0.0	2 2.8
Column Total	1 1.4	53 74.6	10 14.1	3 4.2	4 5.6	71 100.0

Chi Square = 4.89150 with 8 Degrees of Freedom Significance = 0.7691
Cramer's V = 0.18560

TABLE 34

ANALYSIS OF RESPONSES TO THE SURVEY ITEM CONCERNING THE NEED FOR THE ABILITY TO CALCULATE RATE OF RETURN

Status	Responses					
	Very Important	Moderately Important	Slightly Important	Unimportant	Developed On the Job	Row Total
Owner	2 3.1	38 59.4	16 25.0	5 7.8	3 4.7	64 90.1
Manager	0 0.0	4 80.0	0 0.0	1 20.0	0 0.0	5 7.0
Employee	0 0.0	2 100.0	0 0.0	0 0.0	0 0.0	2 2.8
Column Total	2 2.8	44 62.0	16 22.5	6 8.5	3 4.2	71 100.0

Chi Square = 4.08451 with 8 Degrees of Freedom Significance = 0.8494
Cramer's V = 0.16960

TABLE 35

ANALYSIS OF RESPONSES TO THE SURVEY ITEM CONCERNING
THE NEED FOR THE ABILITY TO CALCULATE PRESENT VALUE

Status	Responses					
	Very Important	Moderately Important	Slightly Important	Unimportant	Developed On the Job	Row Total
Owner	1 1.6	45 70.3	12 18.8	2 3.1	4 6.3	64 90.1
Manager	0 0.0	3 60.0	1 20.0	0 0.0	1 20.0	5 7.0
Employee	0 0.0	2 100.0	0 0.0	0 0.0	0 0.0	2 2.8
Column Total	1 1.4	50 70.4	13 18.3	2 2.8	5 7.0	71 100.0

Chi Square = 2.42458 with 8 Degrees of Freedom Significance = 0.9652
Cramer's V = 0.13067

TABLE 36

ANALYSIS OF RESPONSES TO THE SURVEY ITEM ABOUT
THE NEED FOR KNOWLEDGE CONCERNING TITLE SEARCH TECHNIQUES

Status	Responses					
	Very Important	Moderately Important	Slightly Important	Unimportant	Developed On the Job	Row Total
Owner	16 25.0	15 23.4	18 28.1	5 7.8	10 15.6	64 90.1
Manager	1 20.0	2 40.0	1 20.0	1 20.0	0 0.0	5 7.0
Employee	0 0.0	2 100.0	0 0.0	0 0.0	0 0.0	2 2.8
Column Total	17 23.9	19 26.8	19 26.8	6 8.5	10 14.1	71 100.0

Chi Square = 7.88961 with 8 Degrees of Freedom Significance = 0.4443
Cramer's V = 0.23571

TABLE 37

ANALYSIS OF RESPONSES TO THE SURVEY ITEM ABOUT THE NEED FOR KNOWLEDGE CONCERNING TECHNIQUES FOR PROSPECTING LISTINGS

Status	Responses					
	Very Important	Moderately Important	Slightly Important	UnImportant	Developed On the Job	Row Total
Owner	42 65.6	8 12.5	5 7.8	3 4.7	6 9.4	64 90.1
Manager	3 60.0	1 20.0	0 0.0	1 20.0	0 0.0	5 7.0
Employee	2 100.0	0 0.0	0 0.0	0 0.0	0 0.0	2 2.8
Column Total	47 66.2	9 12.7	5 7.0	4 5.6	6 8.5	71 100.0

Chi Square = 4.09328 with 8 Degrees of Freedom Significance = 0.8486
Cramer's V = 0.16978

TABLE 38

ANALYSIS OF RESPONSES TO THE SURVEY ITEM ABOUT THE NEED FOR KNOWLEDGE CONCERNING THE PSYCHOLOGY OF CONSUMER BUYING BEHAVIOR

Status	Responses					
	Very Important	Moderately Important	Slightly Important	UnImportant	Developed On the Job	Row Total
Owner	34 53.1	21 32.8	8 12.5		1 1.6	64 90.1
Manager	3 60.0	1 20.0	0 0.0		1 20.0	5 7.0
Employee	1 50.0	1 50.0	0 0.0		0 0.0	2 2.8
Column Total	38 53.5	23 32.4	8 11.3		2 2.8	71 100.0

Chi Square = 7.00734 with 6 Degrees of Freedom Significance = 0.3202
Cramer's V = 0.22214

TABLE 39

ANALYSIS OF RESPONSES TO THE SURVEY ITEM ABOUT THE NEED FOR KNOWLEDGE CONCERNING BUSINESS ORGANIZATIONAL STRUCTURE

Status	Responses					
	Very Important	Moderately Important	Slightly Important	Unimportant	Developed On the Job	Row Total
Owner	18 28.1	21 32.8	15 23.4	4 6.3	5 7.8	64 90.1
Manager	1 20.0	3 60.0	0 0.0	1 20.0	0 0.0	5 7.0
Employee	2 100.0	0 0.0	0 0.0	0 0.0	0 0.0	2 2.8
Column Total	21 29.6	24 33.8	15 21.1	5 7.0	5 7.0	71 100.0

Chi Square = 8.95079 with 10 Degrees of Freedom Significance = 0.5368
Cramer's V = 0.25107

TABLE 40

ANALYSIS OF RESPONSES TO THE SURVEY ITEM ABOUT THE NEED FOR KNOWLEDGE CONCERNING BUSINESS MANAGEMENT TECHNIQUES

Status	Responses					
	Very Important	Moderately Important	Slightly Important	Unimportant	Developed On the Job	Row Total
Owner	23 35.9	22 34.4	12 18.8	3 4.7	3 4.7	64 90.1
Manager	1 20.0	3 60.0	0 0.0	0 0.0	1 20.0	5 7.0
Employee	2 100.0	0 0.0	0 0.0	0 0.0	0 0.0	2 2.8
Column Total	26 36.6	25 35.2	12 16.9	3 4.2	4 5.6	71 100.0

Chi Square = 7.96479 with 10 Degrees of Freedom Significance = 0.6323
Cramer's V = 0.23683

TABLE 41

ANALYSIS OF RESPONSES TO THE SURVEY ITEM ABOUT
THE NEED FOR KNOWLEDGE CONCERNING BUSINESS SUPERVISORY SKILLS

Status	Responses					
	Very Important	Moderately Important	Slightly Important	Unimportant	Developed On the Job	Row Total
Owner	24 37.5	18 28.1	15 23.4	3 4.7	1 1.6	64 90.1
Manager	0 0.0	2 40.0	0 0.0	1 20.0	2 40.0	5 7.0
Employee	0 0.0	1 50.0	1 50.0	0 0.0	0 0.0	2 2.8
Column Total	24 33.8	21 29.6	16 22.5	4 5.6	3 4.2	71 100.0

Chi Square = 23.63293 with 10 Degrees of Freedom Significance = 0.0086
Cramer's V = 0.40796

TABLE 42

ANALYSIS OF RESPONSES TO THE SURVEY ITEM ABOUT THE NEED
FOR KNOWLEDGE CONCERNING ADVERTISING TECHNIQUES FOR PLANNING LAYOUTS

Status	Responses					
	Very Important	Moderately Important	Slightly Important	Unimportant	Developed On the Job	Row Total
Owner	21 32.8	20 31.3	13 20.3	3 4.7	5 7.8	64 90.1
Manager	0 0.0	1 20.0	1 20.0	2 40.0	1 20.0	5 7.0
Employee	1 50.0	1 50.0	0 0.0	0 0.0	0 0.0	2 2.8
Column Total	22 31.0	22 31.0	14 19.7	5 7.0	6 8.5	71 100.0

Chi Square = 12.25182 with 10 Degrees of Freedom Significance = 0.2686
Cramer's V = 0.29374

TABLE 43

ANALYSIS OF RESPONSES TO THE SURVEY ITEM ABOUT THE NEED FOR KNOWLEDGE CONCERNING ADVERTISING TECHNIQUES FOR WRITING COPY

Status	Responses					
	Very Important	Moderately Important	Slightly Important	Unimportant	Developed On the Job	Row Total
Owner	33 51.6	20 31.3	4 6.3	1 1.6	4 6.3	64 90.1
Manager	2 40.0	0 0.0	0 0.0	2 40.0	1 20.0	5 7.0
Employee	2 100.0	0 0.0	0 0.0	0 0.0	0 0.0	2 2.8
Column Total	37 52.1	20 28.2	4 5.5	3 4.2	5 7.0	71 100.0

Chi Square = 21.56139 with 10 Degrees of Freedom Significance = 0.0175
Cramer's V = 0.38967

TABLE 44

ANALYSIS OF RESPONSES TO THE SURVEY ITEM ABOUT THE NEED FOR KNOWLEDGE CONCERNING DIFFERENT ADVERTISING MEDIA

Status	Responses					
	Very Important	Moderately Important	Slightly Important	Unimportant	Developed On the Job	Row Total
Owner	33 51.6	20 31.3	5 7.8	0 0.0	4 6.3	64 90.1
Manager	0 0.0	3 60.0	0 0.0	2 40.0	0 0.0	5 7.0
Employee	1 50.0	1 50.0	0 0.0	0 0.0	0 0.0	2 2.8
Column Total	34 47.9	24 33.8	5 7.0	2 2.8	4 5.6	71 100.0

Chi Square = 31.47356 with 10 Degrees of Freedom Significance = 0.0005
Cramer's V = 0.47079

TABLE 45

ANALYSIS OF RESPONSES TO THE SURVEY ITEM ABOUT
THE NEED FOR KNOWLEDGE CONCERNING RESIDENTIAL SALES TECHNIQUES

Status	Responses					
	Very Important	Moderately Important	Slightly Important	Unimportant	Developed On the Job	Row Total
Owner	50 78.1	7 10.9	3 3.1		5 7.8	64 90.1
Manager	4 80.0	0 0.0	0 0.0		1 20.0	5 7.0
Employee	2 100.0	0 0.0	0 0.0		0 0.0	2 2.8
Column Total	56 78.9	7 9.9	2 2.8		6 8.5	71 100.0

Chi Square = 2.09196 with 6 Degrees of Freedom Significance = 0.9110
Cramer's V = 0.12138

TABLE 46

ANALYSIS OF RESPONSES TO THE SURVEY ITEM ABOUT THE NEED
FOR KNOWLEDGE CONCERNING RENTAL HOUSING SALES TECHNIQUES

Status	Responses					
	Very Important	Moderately Important	Slightly Important	Unimportant	Developed On the Job	Row Total
Owner	25 39.1	15 23.4	13 20.3	2 3.1	7 10.9	64 90.1
Manager	2 40.0	2 40.0	0 0.0	0 0.0	1 20.0	5 7.0
Employee	0 0.0	2 100.0	0 0.0	0 0.0	0 0.0	2 2.8
Column Total	27 38.0	19 26.8	13 18.3	2 2.8	8 11.3	71 100.0

Chi Square = 7.81346 with 10 Degrees of Freedom Significance = 0.6471
Cramer's V = 0.23457

TABLE 47

ANALYSIS OF RESPONSES TO THE SURVEY ITEM ABOUT
THE NEED FOR KNOWLEDGE CONCERNING COMMERCIAL SALES TECHNIQUES

Status	Responses					
	Very Important	Moderately Important	Slightly Important	Unimportant	Developed On the Job	Row Total
Owner	39 60.9	10 15.6	6 9.4	1 1.6	6 9.4	64 90.1
Manager	2 40.0	1 20.0	2 40.0	0 0.0	0 0.0	5 7.0
Employee	1 50.0	1 50.0	0 0.0	0 0.0	0 0.0	2 2.8
Column Total	42 59.2	12 16.9	8 11.3	1 1.4	6 8.5	71 100.0

Chi Square = 6.83586 with 10 Degrees of Freedom Significance = 0.7408
Cramer's V = 0.21941

TABLE 48

ANALYSIS OF RESPONSES TO THE SURVEY ITEM ABOUT THE NEED
FOR KNOWLEDGE CONCERNING FARM AND RANCH SALES TECHNIQUES

Status	Responses					
	Very Important	Moderately Important	Slightly Important	Unimportant	Developed On the Job	Row Total
Owner	39 60.9	12 18.8	4 6.3	1 1.6	6 9.4	64 90.1
Manager	2 40.0	1 20.0	1 20.0	1 20.0	0 0.0	5 7.0
Employee	1 50.0	1 50.0	0 0.0	0 0.0	0 0.0	2 2.8
Column Total	42 59.2	14 19.7	5 7.0	2 2.8	6 8.5	71 100.0

Chi Square = 9.25324 with 10 Degrees of Freedom Significance = 0.5083
Cramer's V = 0.25527

TABLE 49

ANALYSIS OF RESPONSES TO THE SURVEY ITEM ABOUT
THE NEED FOR KNOWLEDGE CONCERNING APPRAISING METHODS

Status	Responses					
	Very Important	Moderately Important	Slightly Important	Unimportant	Developed On the Job	Row Total
Owner	35 54.7	18 28.1	5 7.8	1 1.6	5 7.8	64 90.1
Manager	1 20.0	2 40.0	1 20.0	1 20.0	0 0.0	5 7.0
Employee	1 50.0	1 50.0	0 0.0	0 0.0	0 0.0	2 2.8
Column Total	37 52.1	21 29.6	6 8.5	2 2.8	5 7.0	71 100.0

Chi Square = 8.77448 with 8 Degrees of Freedom Significance = 0.3617
Cramer's V = 0.24858

TABLE 50

ANALYSIS OF RESPONSES TO THE SURVEY ITEM ABOUT
THE NEED FOR KNOWLEDGE CONCERNING BUILDING CODES

Status	Responses					
	Very Important	Moderately Important	Slightly Important	Unimportant	Developed On the Job	Row Total
Owner	22 34.4	17 26.6	15 23.4	3 4.7	7 10.9	64 90.1
Manager	1 20.0	1 20.0	3 60.0	0 0.0	0 0.0	5 7.0
Employee	1 50.0	1 50.0	0 0.0	0 0.0	0 0.0	2 2.8
Column Total	24 33.8	19 26.8	18 25.4	3 4.2	7 9.9	71 100.0

Chi Square = 4.99413 with 8 Degrees of Freedom Significance = 0.7582
Cramer's V = 0.18754

TABLE 51

ANALYSIS OF RESPONSES TO THE SURVEY ITEM ABOUT
THE NEED FOR KNOWLEDGE CONCERNING PROPERTY CLASSIFICATIONS

Status	Responses					
	Very Important	Moderately Important	Slightly Important	Unimportant	Developed On the Job	Row Total
Owner	23 35.9	22 34.4	11 17.2	3 4.7	5 7.8	64 90.1
Manager	2 40.0	1 20.0	0 0.0	1 20.0	1 20.0	5 7.0
Employee	1 50.0	1 50.0	0 0.0	0 0.0	0 0.0	2 2.8
Column Total	26 36.6	24 33.8	11 15.5	4 5.6	6 8.5	71 100.0

Chi Square = 4.80302 with 8 Degrees of Freedom Significance = 0.7784
Cramer's V = 0.18391

TABLE 52

ANALYSIS OF RESPONSES TO THE SURVEY ITEM ABOUT
THE NEED FOR KNOWLEDGE CONCERNING ZONING REGULATIONS

Status	Responses					
	Very Important	Moderately Important	Slightly Important	Unimportant	Developed On the Job	Row Total
Owner	19 45.3	17 26.6	10 15.6	1 1.6	7 10.9	64 90.1
Manager	3 60.0	0 0.0	1 20.0	0 0.0	1 20.0	5 7.0
Employee	1 50.0	1 50.0	0 0.0	0 0.0	0 0.0	2 2.8
Column Total	33 46.5	18 25.4	11 15.5	1 1.4	8 11.3	71 100.0

Chi Square = 3.06002 with 8 Degrees of Freedom Significance = 0.9305
Cramer's V = 0.14680

TABLE 53

ANALYSIS OF RESPONSES TO THE SURVEY ITEM ABOUT
THE NEED FOR KNOWLEDGE CONCERNING METHODS FOR ZONING CHANGE

Status	Responses					
	Very Important	Moderately Important	Slightly Important	UnImportant	Developed On the Job	Row Total
Owner	27 42.2	18 28.1	9 14.1	2 3.1	8 12.5	64 90.1
Manager	2 40.0	1 20.0	2 40.0	0 0.0	0 0.0	5 7.0
Employee	1 50.0	1 50.0	0 0.0	0 0.0	0 0.0	2 2.8
Column Total	30 42.3	20 28.2	11 15.5	2 2.8	8 11.3	71 100.0

Chi Square = 3.91777 with 8 Degrees of Freedom Significance = 0.8645
Cramer's V = 0.16610

TABLE 54

ANALYSIS OF RESPONSES TO THE SURVEY ITEM ABOUT
THE NEED FOR KNOWLEDGE CONCERNING ACCOUNTING FOR RECORD KEEPING

Status	Responses					
	Very Important	Moderately Important	Slightly Important	UnImportant	Developed On the Job	Row Total
Owner	24 37.5	24 37.5	7 10.9	4 6.3	4 6.3	64 90.1
Manager	4 80.0	0 0.0	0 0.0	0 0.0	1 20.0	5 7.0
Employee	1 50.0	1 50.0	0 0.0	0 0.0	0 0.0	2 2.8
Column Total	29 40.8	25 35.2	7 9.9	4 5.6	5 7.0	71 100.0

Chi Square = 6.77560 with 10 Degrees of Freedom Significance = 0.7464
Cramer's V = 0.21844

TABLE 55

ANALYSIS OF RESPONSES TO THE SURVEY ITEM ABOUT
THE NEED FOR KNOWLEDGE CONCERNING ACCOUNTING REPORTS FOR COMMERCIAL PROPERTY

Status	Responses					
	Very Important	Moderately Important	Slightly Important	Unimportant	Developed On the Job	Row Total
Owner	22 34.4	19 29.7	13 20.3	4 6.3	5 7.8	64 90.1
Manager	2 40.0	2 40.0	0 0.0	1 20.0	0 0.0	5 7.0
Employee	0 0.0	2 100.0	0 0.0	0 0.0	0 0.0	2 2.8
Column Total	24 33.8	23 32.4	13 18.3	5 7.0	5 7.0	71 100.0

Chi Square = 7.28302 with 10 Degrees of Freedom Significance = 0.7004
Cramer's V = 0.22616

TABLE 56

ANALYSIS OF RESPONSES TO THE SURVEY ITEM ABOUT
THE NEED FOR KNOWLEDGE CONCERNING INTERPRETING ACCOUNTING REPORTS

Status	Responses					
	Very Important	Moderately Important	Slightly Important	Unimportant	Developed On the Job	Row Total
Owner	25 39.1	21 32.8	8 12.5	3 4.7	5 7.8	64 90.1
Manager	2 40.0	2 40.0	0 0.0	1 20.0	0 0.0	5 7.0
Employee	1 50.0	1 50.0	0 0.0	0 0.0	0 0.0	2 2.8
Column Total	28 39.4	24 33.8	8 11.3	4 5.6	5 7.0	71 100.0

Chi Square = 3.97657 with 10 Degrees of Freedom Significance = 0.9484
Cramer's V = 0.16734

TABLE 57

ANALYSIS OF RESPONSES TO THE SURVEY ITEM ABOUT
THE NEED FOR KNOWLEDGE CONCERNING BUDGETING FOR SALES

Status	Responses					
	Very Important	Moderately Important	Slightly Important	Unimportant	Developed On the Job	Row Total
Owner	2 3.1	20 31.3	23 35.9	11 17.2	8 12.5	64 90.1
Manager	0 0.0	4 80.0	0 0.0	0 0.0	1 20.0	5 7.0
Employee	0 0.0	1 50.0	1 50.0	0 0.0	0 0.0	2 2.8
Column Total	2 2.8	25 35.2	24 33.8	11 15.5	9 12.7	71 100.0

Chi Square = 7.07818 with 8 Degrees of Freedom Significance = 0.5282
Cramer's V = 0.22326

TABLE 58

ANALYSIS OF RESPONSES TO THE SURVEY ITEM ABOUT
THE NEED FOR KNOWLEDGE CONCERNING BUDGETING FOR EXPENSES

Status	Responses					
	Very Important	Moderately Important	Slightly Important	Unimportant	Developed On the Job	Row Total
Owner	1 1.6	24 37.5	20 31.3	11 17.2	8 12.5	64 90.1
Manager	0 0.0	4 80.0	0 0.0	0 0.0	1 20.0	5 7.0
Employee	0 0.0	1 50.0	1 50.0	0 0.0	0 0.0	2 2.8
Column Total	1 1.4	29 40.8	21 29.6	11 15.5	9 12.7	71 100.0

Chi Square = 5.69369 with 8 Degrees of Freedom Significance = 0.6815
Cramer's V = 0.20024

TABLE 59

ANALYSIS OF RESPONSES TO THE SURVEY ITEM ABOUT
THE NEED FOR KNOWLEDGE CONCERNING RESIDENTIAL TAX FACTORS

Status	Responses					
	Very Important	Moderately Important	Slightly Important	Unimportant	Developed On the Job	Row Total
Owner	39 60.9	12 18.8	9 14.1	2 3.1	1 1.6	64 90.1
Manager	4 80.0	0 0.0	0 0.0	0 0.0	1 20.0	5 7.0
Employee	1 50.0	1 50.0	0 0.0	0 0.0	0 0.0	2 2.8
Column Total	44 62.0	13 18.3	9 12.7	2 2.8	2 2.8	71 100.0

Chi Square = 9.30594 with 10 Degrees of Freedom Significance = 0.5033
Cramer's V = 0.25600

TABLE 60

ANALYSIS OF RESPONSES TO THE SURVEY ITEM ABOUT
THE NEED FOR KNOWLEDGE CONCERNING RENTAL HOUSING TAX FACTORS

Status	Responses					
	Very Important	Moderately Important	Slightly Important	Unimportant	Developed On the Job	Row Total
Owner	32 50.0	16 25.0	10 15.6	2 3.1	3 4.7	64 90.1
Manager	3 60.0	0 0.0	1 20.0	0 0.0	1 20.0	5 7.0
Employee	0 0.0	2 100.0	0 0.0	0 0.0	0 0.0	2 2.8
Column Total	35 49.3	18 25.4	11 15.5	2 2.8	4 5.6	71 100.0

Chi Square = 9.52558 with 10 Degrees of Freedom Significance = 0.4831
Cramer's V = 0.25900

TABLE 61

ANALYSIS OF RESPONSES TO THE SURVEY ITEM ABOUT
THE NEED FOR KNOWLEDGE CONCERNING FARM AND RANCH TAX FACTORS

Status	Responses					
	Very Important	Moderately Important	Slightly Important	Unimportant	Developed On the Job	Row Total
Owner	32 50.0	16 25.0	9 14.1	2 3.1	3 4.7	64 90.1
Manager	3 60.0	0 0.0	2 40.0	0 0.0	0 0.0	5 7.0
Employee	0 0.0	2 100.0	0 0.0	0 0.0	0 0.0	1 2.8
Column Total	35 49.3	18 25.4	11 15.5	2 2.8	3 4.2	71 100.0

Chi Square = 9.87352 with 10 Degrees of Freedom Significance = 0.4517
Cramer's V = 0.26369

TABLE 62

ANALYSIS OF RESPONSES TO THE SURVEY ITEM ABOUT
THE NEED FOR KNOWLEDGE CONCERNING COMMERCIAL TAX FACTORS

Status	Responses					
	Very Important	Moderately Important	Slightly Important	Unimportant	Developed On the Job	Row Total
Owner	2 3.1	42 65.6	12 18.8	5 7.8	3 4.7	64 90.1
Manager	0 0.0	3 60.0	0 0.0	2 40.0	0 0.0	5 7.0
Employee	0 0.0	0 0.0	2 100.0	0 0.0	0 0.0	2 2.8
Column Total	2 2.8	45 63.4	14 19.7	7 9.9	3 4.2	71 100.0

Chi Square = 14.50428 with 8 Degrees of Freedom Significance = 0.0695
Cramer's V = 0.31960

TABLE 63

ANALYSIS OF RESPONSES TO THE SURVEY ITEM ABOUT
THE NEED FOR KNOWLEDGE CONCERNING CONSTRUCTION METHODS

Status	Responses					
	Very Important	Moderately Important	Slightly Important	Unimportant	Developed On the Job	Row Total
Owner	25 39.1	24 37.5	10 15.6	1 1.6	3 4.7	64 90.1
Manager	1 20.0	3 60.0	0 0.0	1 20.0	0 0.0	5 7.0
Employee	1 50.0	0 0.0	1 50.0	0 0.0	0 0.0	2 2.8
Column Total	27 38.0	27 38.0	11 15.5	2 2.8	3 4.2	71 100.0

Chi Square = 10.32540 with 10 Degrees of Freedom . Significance = 0.4124
Cramer's V = 0.26966

TABLE 64

ANALYSIS OF RESPONSES TO THE SURVEY ITEM ABOUT
THE NEED FOR KNOWLEDGE CONCERNING BUILDING MATERIALS FOR FOUNDATIONS

Status	Responses					
	Very Important	Moderately Important	Slightly Important	Unimportant	Developed On the Job	Row Total
Owner	13 20.3	30 46.9	14 21.9	4 6.3	3 4.7	64 90.1
Manager	2 40.0	2 40.0	0 0.0	0 0.0	1 20.0	5 7.0
Employee	1 50.0	1 50.0	0 0.0	0 0.0	0 0.0	2 2.8
Column Total	16 22.5	33 46.5	14 19.7	4 5.6	4 5.6	71 100.0

Chi Square = 5.55401 with 8 Degrees of Freedom Significance = 0.6970
Cramer's V = 0.19777

TABLE 65

ANALYSIS OF RESPONSES TO THE SURVEY ITEM ABOUT
THE NEED FOR KNOWLEDGE CONCERNING BUILDING MATERIALS FOR FRAMING

Status	Responses					
	Very Important	Moderately Important	Slightly Important	Unimportant	Developed On the Job	Row Total
Owner	12 18.8	30 46.9	15 23.4	4 6.3	3 4.7	64 90.1
Manager	1 20.0	3 60.0	0 0.0	0 0.0	1 20.0	5 7.0
Employee	1 50.0	1 50.0	0 0.0	0 0.0	0 0.0	2 2.8
Column Total	14 19.7	34 47.9	15 21.1	4 5.6	4 5.6	71 100.0

Chi Square = 5.25368 with 8 Degrees of Freedom Significance = 0.7302
Cramer's V = 0.19235

TABLE 66

ANALYSIS OF RESPONSES TO THE SURVEY ITEM ABOUT
THE NEED FOR KNOWLEDGE CONCERNING BUILDING MATERIALS FOR ROOFING

Status	Responses					
	Very Important	Moderately Important	Slightly Important	Unimportant	Developed On the Job	Row Total
Owner	14 21.9	29 45.3	14 21.9	4 6.3	3 4.7	64 90.1
Manager	1 20.0	3 60.0	0 0.0	0 0.0	1 20.0	5 7.0
Employee	1 50.0	1 50.0	0 0.0	0 0.0	0 0.0	2 2.8
Column Total	16 22.5	33 46.5	14 19.7	4 5.6	4 5.6	71 100.0

Chi Square = 4.93167 with 8 Degrees of Freedom Significance = 0.7649
Cramer's V = 0.18636

TABLE 67

ANALYSIS OF RESPONSES TO THE SURVEY ITEM ABOUT
THE NEED FOR KNOWLEDGE CONCERNING ELECTRICAL BUILDING MATERIALS

Status	Responses					
	Very Important	Moderately Important	Slightly Important	Unimportant	Developed On the Job	Row Total
Owner	14 21.9	28 42.2	16 25.0	4 6.3	3 4.7	64 90.1
Manager	1 20.0	3 60.0	0 0.0	0 0.0	1 20.0	5 7.0
Employee	1 50.0	1 50.0	0 0.0	0 0.0	0 0.0	2 2.8
Column Total	16 22.5	31 43.7	16 22.5	4 5.6	4 5.6	71 100.0

Chi Square = 5.28563 with 8 Degrees of Freedom Significance = 0.7267
Cramer's V = 0.19293

TABLE 68

ANALYSIS OF RESPONSES TO THE SURVEY ITEM ABOUT
THE NEED FOR KNOWLEDGE CONCERNING BUILDING MATERIALS FOR PLUMBING

Status	Responses					
	Very Important	Moderately Important	Slightly Important	Unimportant	Developed On the Job	Row Total
Owner	14 21.9	28 43.8	15 23.4	4 6.3	3 4.7	64 90.1
Manager	1 20.0	3 60.0	0 0.0	0 0.0	1 20.0	5 7.0
Employee	1 50.0	1 50.0	0 0.0	0 0.0	0 0.0	2 2.8
Column Total	16 22.5	32 45.1	15 21.1	4 5.6	4 5.6	71 100.0

Chi Square = 5.10312 with 8 Degrees of Freedom Significance = 0.7465
Cramer's V = 0.18957

TABLE 69

ANALYSIS OF RESPONSES TO THE SURVEY ITEM ABOUT THE NEED FOR KNOWLEDGE CONCERNING SUPERVISED ON-THE-JOB-TRAINING EXPERIENCE

Status	Responses					
	Very Important	Moderately Important	Slightly Important	Unimportant	Developed On the Job	Row Total
Owner	27 42.2	8 12.5	10 15.6	5 7.8	5 7.8	64 90.1
Manager	2 40.0	1 20.0	0 0.0	0 0.0	2 40.0	5 7.0
Employee	0 0.0	1 50.0	1 50.0	0 0.0	0 0.0	2 2.8
Column Total	29 40.8	10 14.1	11 15.5	5 7.0	7 9.9	71 100.0

Chi Square = 11.83609 with 10 Degrees of Freedom Significance = 0.2962
Cramer's V = 0.28871

TABLE 70

ANALYSIS OF RESPONSES TO THE SURVEY ITEM ABOUT THE NEED FOR KNOWLEDGE CONCERNING DATA PROCESSING SYSTEMS FOR ACCOUNTING

Status	Responses					
	Very Important	Moderately Important	Slightly Important	Unimportant	Developed On the Job	Row Total
Owner	7 10.9	11 17.2	21 32.8	11 17.2	8 12.5	64 90.1
Manager	0 0.0	1 20.0	1 20.0	2 40.0	1 20.0	5 7.0
Employee	0 0.0	2 100.0	0 0.0	0 0.0	0 0.0	2 2.8
Column Total	7 9.9	14 19.7	22 31.0	13 18.3	9 12.7	71 100.0

Chi Square = 11.21218 with 10 Degrees of Freedom Significance = 0.3412
Cramer's V = 0.28100

TABLE 71

ANALYSIS OF RESPONSES TO THE SURVEY ITEM ABOUT THE NEED FOR KNOWLEDGE CONCERNING DATA PROCESSING SYSTEMS FOR INVESTMENT ANALYSIS

Status	Responses					
	Very Important	Moderately Important	Slightly Important	Unimportant	Developed On the Job	Row Total
Owner	10 15.6	22 34.4	16 25.0	5 7.8	7 10.9	64 90.1
Manager	1 20.0	2 40.0	0 0.0	1 20.0	1 20.0	5 7.0
Employee	2 100.0	0 0.0	0 0.0	0 0.0	0 0.0	2 2.8
Column Total	13 18.3	24 33.8	16 22.5	6 8.5	8 11.3	71 100.0

Chi Square = 12.03458 with 10 Degrees of Freedom Significance = 0.2827
Cramer's V = 0.29112

TABLE 72

ANALYSIS OF RESPONSES TO THE SURVEY ITEM ABOUT THE NEED FOR KNOWLEDGE CONCERNING DATA PROCESSING SYSTEMS FOR LISTING SERVICES

Status	Responses					
	Very Important	Moderately Important	Slightly Important	Unimportant	Developed On the Job	Row Total
Owner	18 28.1	12 18.8	15 23.4	6 9.4	9 14.1	64 90.1
Manager	2 40.0	0 0.0	1 20.0	0 0.0	2 40.0	5 7.0
Employee	1 50.0	1 50.0	0 0.0	0 0.0	0 0.0	2 2.8
Column Total	21 29.6	13 18.3	16 22.5	6 8.5	11 15.5	71 100.0

Chi Square = 6.44504 with 10 Degrees of Freedom Significance = 0.7766
Cramer's V = 0.21304

TABLE 73

ANALYSIS OF RESPONSES TO THE SURVEY ITEM ABOUT THE NEED FOR KNOWLEDGE CONCERNING SOCIAL STRUCTURE OF ECONOMIC GROUPS

Status	Responses					
	Very Important	Moderately Important	Slightly Important	Unimportant	Developed On the Job	Row Total
Owner	10 15.6	20 31.3	22 34.4	6 9.4	5 7.8	64 90.1
Manager	0 0.0	3 60.0	2 40.0	0 0.0	0 0.0	5 7.0
Employee	1 50.0	1 50.0	0 0.0	0 0.0	0 0.0	2 2.8
Column Total	11 15.5	24 33.8	24 33.8	6 8.5	5 7.0	71 100.0

Chi Square = 5.65781 with 10 Degrees of Freedom Significance = 0.8431
Cramer's V = 0.19961

TABLE 74

ANALYSIS OF RESPONSES TO THE SURVEY ITEM ABOUT THE NEED FOR KNOWLEDGE CONCERNING SOCIAL STRUCTURE OF ETHNIC GROUPS

Status	Responses					
	Very Important	Moderately Important	Slightly Important	Unimportant	Developed On the Job	Row Total
Owner	8 12.5	18 28.1	24 37.5	8 12.5	5 7.8	64 90.1
Manager	0 0.0	3 60.0	1 20.0	0 0.0	1 20.0	5 7.0
Employee	1 50.0	1 50.0	0 0.0	0 0.0	0 0.0	2 2.8
Column Total	9 12.7	22 31.0	25 35.2	8 11.3	6 8.5	71 100.0

Chi Square = 7.69556 with 10 Degrees of Freedom Significance = 0.6585
Cramer's V = 0.23280

TABLE 75

ANALYSIS OF RESPONSES TO THE SURVEY ITEM ABOUT THE NEED FOR KNOWLEDGE CONCERNING SOCIAL STRUCTURE OF RELIGIOUS GROUPS

Status	Responses					
	Very Important	Moderately Important	Slightly Important	Unimportant	Developed On the Job	Row Total
Owner	5 7.8	16 25.0	26 40.6	9 14.1	7 10.9	64 90.1
Manager	0 0.0	3 60.0	1 20.0	0 0.0	1 20.0	5 7.0
Employee	0 0.0	2 100.0	0 0.0	0 0.0	0 0.0	2 2.8
Column Total	5 7.0	21 29.6	27 38.0	9 12.7	8 11.3	71 100.0

Chi Square = 8.88335 with 10 Degrees of Freedom Significance = 0.5432
Cramer's V = 0.25012

TABLE 76

ANALYSIS OF RESPONSES TO THE SURVEY ITEM ABOUT THE NEED FOR KNOWLEDGE CONCERNING HUMAN RELATIONS SKILLS

Status	Responses					
	Very Important	Moderately Important	Slightly Important	Unimportant	Developed On the Job	Row Total
Owner	30 46.9	21 32.8	8 12.5	1 1.6	4 6.3	64 90.1
Manager	3 60.0	1 20.0	0 0.0	0 0.0	1 20.0	5 7.0
Employee	1 50.0	1 50.0	0 0.0	0 0.0	0 0.0	2 2.8
Column Total	34 47.9	23 32.4	8 11.3	1 1.4	5 7.0	71 100.0

Chi Square = 2.97505 with 8 Degrees of Freedom Significance = 0.9359
Cramer's V = 0.14474

TABLE 77

ANALYSIS OF RESPONSES TO THE SURVEY ITEM ABOUT
THE NEED FOR KNOWLEDGE CONCERNING ORAL COMMUNICATIONS

Status	Responses					
	Very Important	Moderately Important	Slightly Important	Unimportant	Developed On the Job	Row Total
Owner	59 92.2	4 6.3			1 1.6	64 90.1
Manager	3 80.0	0 0.0			1 20.0	5 7.0
Employee	2 100.0	0 0.0			0 0.0	2 2.8
Column Total	65 91.5	4 5.6			2 2.8	71 100.0

Chi Square = 6.18348 with 4 Degrees of Freedom Significance = 0.1859
Cramer's V = 0.20868

TABLE 78

ANALYSIS OF RESPONSES TO THE SURVEY ITEM ABOUT
THE NEED FOR KNOWLEDGE CONCERNING WRITTEN COMMUNICATIONS

Status	Responses					
	Very Important	Moderately Important	Slightly Important	Unimportant	Developed On the Job	Row Total
Owner	33 51.6	19 29.7	9 14.1	1 1.6	1 1.6	64 90.1
Manager	4 80.0	0 0.0	0 0.0	0 0.0	1 20.0	5 7.0
Employee	2 100.0	0 0.0	0 0.0	0 0.0	0 0.0	2 2.8
Column Total	39 54.9	19 26.8	9 12.7	1 1.4	2 2.8	71 100.0

Chi Square = 10.37976 with 10 Degrees of Freedom Significance = 0.4078
Cramer's V = 0.27036

TABLE 79

ANALYSIS OF RESPONSES TO THE SURVEY ITEM ABOUT
THE NEED FOR KNOWLEDGE CONCERNING FREE ENTERPRISE ECONOMIC CONCEPTS

Status	Responses					
	Very Important	Moderately Important	Slightly Important	Unimportant	Developed On the Job	Row Total
Owner	37 57.8	17 26.6	8 12.5	2 3.1		64 90.1
Manager	2 40.0	2 40.0	0 0.0	1 20.0		5 7.0
Employee	1 50.0	1 50.0	0 0.0	0 0.0		2 2.8
Column Total	40 56.3	20 28.2	8 11.3	3 4.2		71 100.0

Chi Square = 5.00883 with 6 Degrees of Freedom Significance = 0.5427
Cramer's V = 0.18781

TABLE 80

ANALYSIS OF RESPONSES TO THE SURVEY ITEM ABOUT
THE NEED FOR KNOWLEDGE CONCERNING PSYCHOLOGY OF SALES CLOSING

Status	Responses					
	Very Important	Moderately Important	Slightly Important	Unimportant	Developed On the Job	Row Total
Owner	45 70.3	12 18.8	2 3.1	1 1.6	4 6.3	64 90.1
Manager	3 60.0	1 20.0	0 0.0	0 0.0	1 20.0	5 7.0
Employee	2 100.0	0 0.0	0 0.0	0 0.0	0 0.0	2 2.8
Column Total	50 70.4	13 18.3	2 2.8	1 1.4	5 7.0	71 100.0

Chi Square = 2.42458 with 8 Degrees of Freedom Significance = 0.9652
Cramer's V = 0.13067