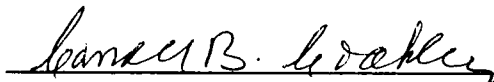
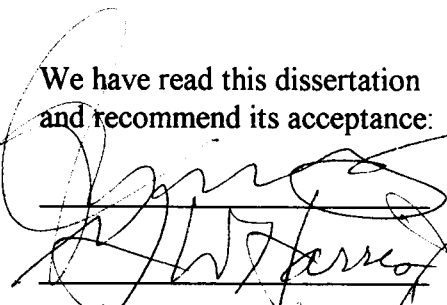
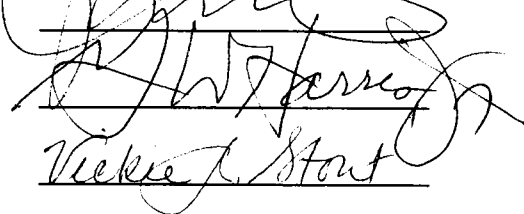


To the Graduate Council:

I am submitting herewith a dissertation written by Debra Louise Mackey entitled "Perceptions of Instructional Marketing Education Competencies by Marketing Education Instructors." I have examined the final copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy, with a major in Human Ecology.


Dr. Carroll B. Coakley, Major Professor

We have read this dissertation
and recommend its acceptance:



Vickie J. Stout

Accepted for the Council:


Associate Vice Chancellor and
Dean of the Graduate School

**PERCEPTIONS OF INSTRUCTIONAL MARKETING
EDUCATION COMPETENCIES BY MARKETING EDUCATION
INSTRUCTORS**

**A Dissertation
Presented for the
Doctor of Philosophy
Degree
The University of Tennessee, Knoxville**

**Debra Louise Mackey
May 1997**

Copyright @ Debra Louise Mackey
All rights reserved

DEDICATION

This dissertation is dedicated to my parents

Ollie E. Ellis Jr.

Who was there to encourage and support me

until October 13, 1996

and

Mary L. Ellis

Who has always been the greatest influence on my life.

ACKNOWLEDGMENTS

I wish to express my greatest appreciation for Dr. Carroll B. Coakley, my major professor and guide through my career at the University of Tennessee. He has been there to encourage and support my educational endeavors as well as giving me understanding during the challenging times. He has become a special friend and a positive influence in my life.

I would like to thank my committee for their support and understanding, Dr. George Harris, Dr. John Peters and Dr. Vickie Stout. A special thanks and memorial to Bill Radcliff who was there to support me until November 1997.

A special thanks to Trish McCurry for always encouraging me to continue and giving me great ideas. Thank you to all of the Marketing Education instructors who participated in my study in the great state of Tennessee.

I would also like to thank Dr. Walter Cameron for always giving me advice and helping me to understand statistics and tables. He is a wonderful instructor and I could not complete this dissertation without his help.

The most special thank you is to my beautiful family who kept me from being totally stressed during this time. Terry, thank you for always being so supportive and understanding. Chase for being born and adding laughter to my life during this time. Lauren for always being so sweet and understanding while I finish. I love you.

ABSTRACT

There has been a great concern for students leaving high school without having the knowledge and competencies to enter the field of work or higher education. Marketing Education has surveyed business people many times to find the specific competencies necessary for students to succeed. These competencies were developed into a National Curriculum Framework. The question to be answered was, are these competencies being taught in the classroom? This study was conducted to identify the competencies taught in the state of Tennessee by marketing education instructors based on the National Curriculum Framework.

The findings of the study led to the following conclusions:

1. The marketing education instructors in the state of Tennessee are using the framework set forth by the National Marketing Education Association. Based on the findings students should be prepared to meet the demands of the job market by acquiring these marketing competencies.
2. In the category of math procedures there were particular competencies that were not taught by a significant number of marketing education instructors. The competency concerning basic computer skills was not taught by 59 percent of the instructors. Many conclusions could be drawn concerning the lack of use or importance of computer skills. Evidence is not available to say if it could be lack of equipment or time.
3. The two questions, what competencies are actually being taught and what

competencies should be taught, yielded similar results. Marketing instructors felt confident in using this framework to prepare students for work and further education. Accountability is necessary in all areas of education and the Marketing education area has tried to attain the needed competencies to prepare students.

4. The third question, what additional competencies should be added to the curriculum yielded minimal answers. The answers concerning math, communications, tax, safety, and leadership were important in that the areas were essential areas to have on the job. Consideration could be made to add additional competencies in these areas.
5. One might also conclude that the involvement with DECA affects the learning of competencies along with the attendance at leadership conferences.
6. The National Curriculum Framework was found to be used in the state of Tennessee and was very important to marketing education high school instructors.
7. Other areas of marketing education curriculum could be studied to find out if these areas are being taught, such as international marketing and entrepreneurship.

TABLE OF CONTENTS

CHAPTER	PAGE
1. INTRODUCTION	1
Statement of the Problem	2
Purpose	3
Rationale	4
Research Questions	5
Limitations	5
Definitions	5
2. REVIEW OF LITERATURE	6
Marketing Education Background	6
Related Studies	9
Summary	27
3. METHODS AND PROCEDURES	29
Introduction	29
Population	29
Sampling Technique	30
Design	30
Instrumentation	31
Response Rate	33
Demographic Data of the Participants	33

CHAPTER	PAGE
Research Questions	35
Statistical Treatment	35
Data Tabulation Procedures	36
4. PRESENTATION OF THE DATA AND RESULTS	38
Research Questions	38
Research Question One	38
Research Question Two	44
Research Question Three	47
Summary	57
5. SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS	60
Summary	60
Major Findings	62
Conclusions	63
Recommendations	65
Implications	65
BIBLIOGRAPHY	67
VITA	72

LIST OF TABLES

TABLE	PAGE
1. Educational Level of 100 Marketing Instructors	34
2. Distribution of Surveys to the Marketing Education Instructors	37
3. Additional Marketing Competencies Given Individually by Marketing Education Instructors Responding to Research Question 3.	49
4. Fundamentals of Economics Competencies which were Significant According to the Marketing Education Instructors	51
5. Human Resource Development Competencies which were Significant According to the Marketing Education Instructors.	52
6. Marketing Foundations Competencies which were Significant According to the Marketing Education Instructors.	53
7. Promotion Competencies which were Significant According to the Marketing Education Instructors	54.
8. Math Procedures Competencies which were Significant According to the Marketing Education Instructors	55
9. Operational Concepts Competencies which were Significant According to the Marketing Education Instructors	57
10. Leadership Competencies which were Significant According to the Marketing Education Instructors	58
11. Work Related Skills Competencies which were Significant According to the Marketing Education Instructors	59

CHAPTER 1

INTRODUCTION

Environmental changes have caused marketing educators to take a close look at curriculum and examine what is relevant to the changing world. No more business as usual - we have to change the way we are preparing 75 percent of the students for the future! This was the message sent to educators by the Carl D. Perkins Vocational and Applied Technology Act (Smith & Burrow, 1994).

Marketing education represents a body of instruction focused on marketing, including merchandising and management. It includes multiple instructional programs to meet the education and training needs of youth and adults who have employment or self-employment goals in marketing or have employment goals in another career field and wish to acquire marketing competencies as part of their preparation. Specific occupational and educational needs will be met by the marketing education program. These needs are met by relating the functions of marketing, teaching public relations, and applying a positive work ethic along with an economic understanding in a private enterprise system and international commerce. The marketing curriculum should be based on nationally recognized core competencies. (Smith & Burrow, 1994).

Many studies have been conducted to show the needed competencies and skills employees should have when entering the work force. The SCANS 2000 report (1992) speaks clearly with this message: look beyond the schoolhouse to the roles students will

play when they leave to become workers, parents, and citizens. Marketing teachers should try to integrate all aspects of the student in order to prepare them for "learning a living" (SCANS, 2000). The framework of marketing competencies would prepare students for employment and citizenship, if taught properly. There are eight categories of competencies available in the framework to be taught by the instructors. These competencies were put together by business people. Marketing students completing two years of this curriculum would be ready for positions in the workforce. Change is necessary and continuous in curriculum so as to make our marketing programs produce students who can perform these identified business competencies.

Companies which are highly competitive perform well and have set high standards for other employers, as well as students. Industry has stated what is needed. Schools must now integrate these principles into the classroom. Instructors must be informed of these changes and how to use them in their program. Success will be generated if schools and companies work together to attain these goals set forth by attaining the competencies of the National Curriculum Framework.

STATEMENT OF THE PROBLEM

Marketing education has undergone tremendous changes in the last few years. The curriculum focus is on marketing and preparing students for a broad range of marketing occupations with less emphasis on retailing. The inconsistent identity and image of marketing education is a problem which leads to misconceptions about the curriculum and purpose of the program. The program should identify needed workplace competencies

and implement these to match what corporations have asked for in preparing productive employees. The problem employers and teachers face is matching the educational skills needed for living in society such as self-confidence, higher order cognitive skills, and motivation. Students should achieve these skills in high school to match the demands of employment. The problem being addressed is that students are leaving high school without attaining these competencies. Students are not ready for the job market based on employer surveys. Students would be ready for the job market having attained the identified marketing competencies in the framework.

PURPOSE

The purpose of the study is to identify the competencies taught in the state of Tennessee by marketing education high school instructors based on the National Curriculum Framework. The framework is divided into eight categories with a total of 97 competencies. The categories consisted of fundamentals of economics, human resource development, marketing foundations, promotion, math procedures, operational concepts, leadership, and work related skills. Employers have been surveyed to obtain the needed competencies and skills for the workplace. These competencies have been put into place through curriculum and guidelines. Students should attain these needed competencies through the curriculum. The question needs to be answered, What do marketing education teachers actually teach? Identifying needed competencies and teaching these competencies would solve the problem.

RATIONALE

The need for students educated in the ways of marketing is critical in today's society in order to meet the demands of a complex economic system , an anticipated growth in the service sector, and an increasing need for marketing employees. Businesses surveyed convey that employees need retraining when coming into the job field.

Marketing teachers have the tools to prepare their students for work. By updating and making curriculum current the goals and objectives of Marketing Education can be met. Using the National Curriculum Framework provided to teachers should give students the needed edge in this global world. These teachers are constantly in touch with employers who give them current information on the job situation. Surveying marketing teachers should give needed answers to the current problem of what students need and what should be taught.

Students are searching for ways to be prepared for the job market and to understand the international marketplace. Marketing education must be effective in order to have successful students. Curriculum assessment must be continuous in order to prepare students for the changing economy. The competencies which are taught should be relevant to today's business world. Marketing educators must look at the success of their teaching (Bunn, 1993). Curriculum must meet present and future needs of marketing students. Determining what is actually taught and adapting relevant competencies to existing curriculum will keep students and America competitive.

RESEARCH QUESTIONS

From the point of view of the instructor:

1. What competencies are actually being taught in the marketing programs?
2. What competencies should be taught in the marketing curriculum?
3. What new competencies should be added to the marketing curriculum as perceived by marketing education instructors?

LIMITATIONS

This study will be limited to marketing instructors in the state of Tennessee, currently teaching Marketing and Management Principles I.

DEFINITIONS

1. Tennessee marketing education instructors - Instructors at the high school level that teach and train students in marketing, merchandising and management.
2. Competencies - industry-based marketing skills and information covering marketing foundations and functions.
3. Framework - basis for curriculum planning and development of marketing education.
4. DECA chapter - a youth organization comprised of students and instructors involved in marketing education programs.
5. Marketing education curriculum - Instructional areas used by Tennessee marketing instructors obtained from the National Curriculum Framework.

6. Learning Activity Packages (LAPS) - Supplemental activities used in the marketing education classroom to enhance the student's learning.
7. Marketing education - a program of instruction in marketing, merchandising and management with classroom instruction, on-the-job training, and a DECA chapter.

CHAPTER 2

REVIEW OF LITERATURE

MARKETING EDUCATION BACKGROUND

“The single most important thing to remember about any enterprise is that results exist only on the outside. The result of a successful business is a satisfied customer....The result of a school is a student who has learned something and put it to work ten years later” (Drucker, 1992) p.22.

Marketing educators have researched for many years and put into practical application competencies which prepare students for using what they learn and satisfying the customer. Competencies required by a changing world help students prepare for successful careers. It is estimated that by the year 2000, 80 percent of all jobs will require some postsecondary education and training but less than a college degree (Hull& Parnell, 1991). Studies involving many business people have been used to obtain information which lead to competency development in marketing. Many skill levels can be attained by the mastering of marketing competencies.

The need to implement performance and skills standards is a result of a mandate for greater accountability in vocational education (Bunn, 1993). The Carl D. Perkins Vocational and Applied Technology Education Act addresses all vocational areas to work on competency attainment and advanced skills. Misconceptions about marketing education may diminish with increased public knowledge of these standards and skills. By using the new competencies in marketing, teachers will be able to see successful results.

Marketing educators must (1) assess what is currently being taught, (2) determine present and future needs of students, and (3) determine how those specific needs will be met (Bunn, 1993).

Competition and a free enterprise system are the trademarks of America. But, do we have too much competition from other countries? Workers today must be trained again when necessary to survive in a global marketplace. Continuous change in our economy should keep marketing teachers focused on relevant curriculum and up-to-date competencies.

Students should acquire transferable skills in a marketing education program. These skills are learned because of the curriculum created in the Marketing education program. A study was completed at Georgia State University to determine what competencies should be taught. The image and content of the overall marketing education program was changed based on the National Curriculum Framework and competencies were set for high school programs in marketing education. Curlette (1990) used a statement from the National Curriculum Committee, (1987), as the basis of her study and the problem statement, "The need for Marketing Education is well established; the ability of our Marketing Education discipline to deliver appropriate training and education is not"p.34. The study was conducted to determine if Georgia marketing education instructors were actively using the marketing competencies. If all the competencies were taught the disciplines of marketing would be covered in the high school program. Students would be ready for the highly competitive global society. This Georgia study also researched the image of the marketing education programs and determined that

programs must strive to inform the public of the mission of the program. Programs have been closed because of lack of information as to what the program can deliver. In 1984, Harvey and Gleason determined five steps to achieve a mission of excellence in Marketing Education: identification of the target market, conduct market research, design curriculum, implement and maintain quality control, and promote the program. These steps were based on the marketing concept and could be followed by both education and the business world. Curriculum can be changed and competencies can be added, but the marketing instructor determines the implementation of these competencies through the marketing education program and proper delivery. The study completed at Georgia State University used the directory of marketing education teachers at the high school level in the state of Georgia. Overall, these teachers ranked the common competencies as important and used them in the delivery of their program.

RELATED STUDIES

A study was completed at the University of Minnesota to identify needed competencies relating marketing education and Tech- Prep. The purpose of Tech-Prep was to restructure educational opportunities and to develop the academic and technical competencies students needed to successfully pursue a specific Associate Degree program in a technical college after high school (Benson, 1992). A model for a program of study had not been developed using Tech- Prep and marketing education. The Minnesota study was to help explore and define the integration of marketing education and Tech- Prep. The results were categorized into areas of study using the integration of marketing

competencies and Tech- Prep. Marketing Education has stressed the connection between learning and the workplace. Utilizing Tech- Prep in the marketing education program enhances this transition. The results of the study present a model which could be implemented using competencies from both marketing education and Tech- Prep. A partnership would take place between business and education to integrate needed marketing competencies for school and work. As a part of the study, specialty areas were defined in order to cluster the marketing competencies into different subject areas. These competencies were in alignment with the national marketing competencies defined for marketing education. The first area identified was marketing management which prepared students for areas such as supervisory and management positions. The second specialty area was marketing information management preparing students for management along with analyzing and gathering data for research. Retail merchandising was the final area considered, defining this as an area of merchandising for and emphasis on the consumer. The Minnesota study also looked at dividing competencies into specific subject areas such as advertising and consumer behavior once the student had completed the basic marketing course. The study recommended that teachers use the tech-prep portion to supplement and add to their marketing education program to enhance classroom instruction and supervised on-the-job training already taking place. The study also gave information concerning a breakdown of specific competencies in the marketing areas making semester or year long courses in certain areas of the curriculum.

Fritz (1992) states that employers want employees with self-confidence, the ability to direct their own course of action, and other attributes experts believe conation partially

explains - the desire to attain deeper understanding, to develop higher order cognitive skills, adaptive control, or achievement motivation. Conation is defined as a "conscious tendency to act; impulse, desire, and purposeful striving"(Fritz, 1992) p.14. These behaviors affect choices early on and shape the habits formed by teenagers. Ability is not always the factor in improving or advancing skills, but these behavioral patterns. Most improvement of basic education skills is aimed at cognitive ability and success lies with addressing conative factors. Marketing educators can apply this research in teaching students by reflecting reason behind the student's behavior and identifying behavior patterns which promote career and personal development.

Vocational teachers across the United States would like to prepare students for employment and to meet the career goals of students. Perceptions of business people have been measured in many areas of marketing to obtain the right mix of competencies to prepare these students. A study was completed in Michigan using secondary marketing education instructors to obtain data on what is taught in the marketing classroom. Academic skills with a blend of marketing competencies would be the ideal classroom setting. The survey, used in this study, asked about related activities used in the marketing classroom. Vocational educators, along with the business community in the Michigan area assumed responsibility for the education and training of the upcoming workforce. This blending of education and business is an asset because it created a strong relationship between the vocational and business community. John Dewey, referred to as the father of progressive education, promoted interactive experiences as an integral part of one's education. Experience in the work field will be continuous and direct the student

down his/her career path. Relating work with theory was a part of growing, as realized by Dewey and later by vocational educators.

In a study completed by Quinn, (1990), marketing education instructors felt the need for teaching communication and math skills in their programs. The respondents to the Quinn survey agreed that basic academic skills were vital for the student to master along with the needed marketing competencies. Quinn recommended that cooperative programs work with counseling departments and career personnel to complement classroom learning by giving students a dual role of workers as well as academic learners. Marketing instructors in this study indicated the use of supplemental material to keep the curriculum current. More emphasis should be placed on training the student. Business people surveyed in this area agreed that marketing students were proficient in basic skills to complement the marketing competencies.

Business, industry, labor, and community agency representatives, along with Ohio State University's instructional materials laboratory all work hard to keep the vocational programs in Ohio current in each vocational competency list. A program has been developed called Ohio's Competency Analysis Profile (OCAP). Educational units contain competencies and competency-builders which identify the occupational, academic and employability skills needed to enter an occupational area. Items which are required to be taught in each area will be the basis for state vocational competency tests. This is an incentive for teachers to teach the competencies and keep current on each occupational area.

Career preparation became a priority in New York state when the Board of Regents completed a study identifying skills and competencies needed by students for immediate employment and/or postsecondary education. A sample of 1,000 employees was selected to represent the diverse labor market in 35 job occupational areas in New York State. From this 1990 study, students' outcomes were developed designed to prepare students for adult roles as workers and life-long learners. This study showed the urgent need of teachers to raise the expectations we as educators should have for students and teach skills and competencies to prepare them for the changing job market.

Change and improvement are the keys in which business people and educators are using to make our work force successful. Haynes and Wray (1994) completed a study called "Structure, Curriculum, and Delivery of Business and Marketing Education: Perceived Changes for the Year 2000". This study was conducted to determine future developments of business and marketing education as seen by selected secondary and post secondary business and marketing education instructors in Illinois. Many areas of curriculum were addressed and the educational importance of competencies was addressed. Overall, business and marketing education instructors should focus on delivery, curriculum, changes in technology, and legislative changes and then incorporate them into their curriculum.

At the University of La Verne, a study was completed to determine if school-to-work transition programs made a difference in the success of a student. Matched pairs of students were used who were either in the marketing program or attending the regular high school program. Findings of this study showed that students going through a

marketing school-to-work program had a much greater success rate and the graduation percentage was much higher of these students. Job placement and promotion was significantly higher for these students as opposed to a traditional program at the school. The study indicated the need for marketing competencies to be taught in these school-to-work programs as well as career planning for the students.

Along with the many studies completed on needed job skills and marketing competencies is what type of jobs are available in the future. Leftwich (1992) reports there will be an increase of 2.7 million jobs in marketing and sales, with a better than average growth in the area of travel agents, real estate appraisers and financial services salespeople. Information such as this should give marketing instructors even more motivation to successfully teach and lead their students.

“Proponents of marketing say national skill standards would improve U.S. workforce and product quality in the global marketplace, provide better education and more portable employment credentials for American workers, and increase accountability among schools, teachers and vocational programs” Dale Hudelson p.32, (1993). In June of 1990, the U.S. General Accounting Office, stated that there was not enough classroom time devoted to preparing youth for gainful employment. Competencies are designed in most industrialized nations to establish skill standards. In the U.S. program completion is certified but specific skills are not certified. These standards are necessary for the upcoming workforce to be prepared and all the more reason to use the marketing competencies established by the national marketing education framework.

One measure of learning and competency gain in academic skills, plus a measure of at least one of the following: competency attainment, job or work skill attainment, retention in school and placement is required by the Perkins Act. (Hoachlander, 1991). After using these marketing competencies, teachers must adopt some time of measurement to be accountable to the Perkins Act. Accountability standards of instructors should be determined considering many factors such as statistical controls and classroom diversity. These standards would show the commitment vocational education has to helping students succeed in the workforce.

Competencies are required and analyzed in all types of organizations. A study was completed at Arizona State University using a comparison of market orientation, strategic orientation, and performance in non-profit organizations and looking at the influence of marketing competencies in these situations. Non-profit organizations have learned that a marketing discipline is needed to obtain their goals. Marketing competencies are the basis of a successful performance. The Miles and Snow typology was used giving respondents short paragraphs concerning the areas of entrepreneurial, engineering and administrative challenges to see how closely these areas fit their particular non-profit organization. By adapting established scales, marketing competencies were measured by each particular organization. One of the hypotheses tested was the degree of market orientation is positively related to the level of marketing competencies (Sehorn, 1995).

Another study using the Miles and Snow typology was completed by McDaniel and Kolari, (1987) showing the use of marketing competencies in the banking industry. The

study found that more emphasis was put on product development, promotion, and marketing research than defenders, (Sehorn, 1995).

A scale for distinctive marketing competencies was created through the study completed by Conant, Mokwa, and Varadarajan, (1990) using health maintenance organizations as the research subjects. The study found that there was a relationship between strategic types of marketing and marketing competencies. Conant, Mokwa, and Varadarajan, (1990) created a scale to be used with the Miles and Snow typology. The typology can be used with marketing competencies to show a relationship between the marketing function in the firm with competencies used.

Sehorn, (1995) describes distinctive competencies as those capabilities, competencies, or skills which are unique to a firm and enable the organization to perform better than its competitors. Many studies have been done concerning the advantage distinctive competencies give a firm. These competencies give the firm success and a secure future.

The development of marketing competencies has been a slow process. There is a need for more empirical work in marketing in the area of distinctive competencies as supported by Day and Wensley (1988). Day (1994) divided competencies into three categories relating to outside-in and inside-out process. Some firms bring the information in to analyze the marketing orientation. Studies show success linked to firms with marketing competencies (McKee 1992). In this particular Arizona study, marketing competencies were found to be a determining factor related to performance of skills .

Studies have been done and competencies have been changed to make a difference in the lives of youth to better prepare them for the working world. Will these changes make a difference? Peter Senge believes in order to make a difference the system must change. In his book The Fifth Discipline: The Art and Practice of the Learning Organization (1990), each discipline is a part of the total system. Senge refers to a "body of knowledge" and "tools" which help us change patterns and, as a result, a positive difference will be found. One of the five disciplines- personal mastery- requires a vision and commitment on the part of each person. This goes along with acquiring marketing competencies. Instructors may teach marketing competencies but it is ultimately up to the student to acquire these competencies. Through systems thinking and a vision, success will be there for the taker.

The changing world today not only requires systems thinking and marketing competencies but, along with those is the necessity of being able to compete globally. "While Americans have always lived in a diverse world, only recently have we begun to accept the challenge of responding more expansively and sensitively to what has been called the 'global village' " (Inman, Ownby, Perreault & Rhea, 1991). Being competitive in America has been realized for several years. Going a step further, an understanding of cultures, customs, and values globally is a necessity to be able to communicate and negotiate. Written and oral communication are necessary skills in our changing world. One cannot assume that other countries are anything like America. Marketing competencies have been developed to enhance the international area. The key is the implementation of these by the instructor.

New marketing competencies and technology are linked to the changing marketplace. The computer has changed every aspect of our lives at work, home, and play. In the curriculum framework, there are competencies related to computers and the requirements in the business world. Sometimes teaching can be stressful for the instructor because of lack of equipment and money. Business people and instructors must determine general and program-specific applications of the computer which are most prevalent. These applications taught to the student will make them computer literate on many types of computers and businesses (Douglas, 1994). Instructors cannot keep up with all the changes in computers but keeping in constant touch with businesses who offer advice and used equipment would be helpful.

“Too many persons leave our educational system, at both the secondary and collegiate levels, unequipped with the vocational skills, the self-understanding and career decision-making skills, or the work attitudes which are essential for making a successful transition from school to work” (Hirsch, March 1989). Competencies attained at the high school level would enhance a person’s skills in college or work.

In Japan, on a naval base in a high school of 120 students, a plan was developed by the work coordinator, principal, and guidance counselor. Four major areas of competencies were developed to enhance the opportunities of each young person going on to school or becoming a successful member of society. The first area is the guidance and counseling program beginning with an interview of the student and parent at the start of school. The next step is to plan a career path with the student and the information obtained from the student and parent. The Guidance Information System (GIS) is

introduced to the student by the guidance counselor using the business lab. The plan may start as early as sixth grade and searches are kept to help the student in the last competency area the portfolio. Also under the guidance area is time for conflict resolution if needed. Many times students feel like they fail because of an interpersonal problem. Professional help is provided in order to prohibit or take care of this problem. Community bridging is the second competency area. Assistance is provided with practicing skills, job performance and providing job applications to ensure job success at the appropriate time. The third area is interdisciplinary instruction which involves all parts of the plan integrated together, using the contributions of parents, community, professionals, and teachers to give the students the best possible chance once they leave school. All of this leads to the last step of the portfolio which includes everything needed to be a success: four-year educational plan, GIS Career-Exploration Information, Learning-Style Information, Assessment Information, Performance Appraisals, Resume, Job-Interview Feedback Summaries, Job Applications, College Applications, Letters of Application, Letters Requesting Consumer/College Information, Sources of Reference Letters, Letters of References (Burdick, Pond&Yamamoto,1994). "If schools help students learn to become successful workers through the successful completion of job applications, resume writing, interviews, and the development of social and job skills based on their own interests and goals, we can significantly increase their chances for success in the world of work" (Burdick, Pond& Yamamoto, 1994).

A study was completed at Ball State University in Indiana concerning the problem of high school graduates not having the needed competencies when they go to work.

According to Moore on reform of Education in America, graduates were not surpassing their predecessors in educational skills, (Moore, 1981). High school graduates were going from one job to another not having the necessary competencies to move upward. Other countries were surpassing America on academic tests of high school graduates. Not only were test scores lower but illiteracy had become an increasing problem. Higher order skills were not developed and tests scores in the technology field were lower. The study indicated that schools should teach the basic competencies and not try to meet the demands of every employer. "The need for adaptability and lifelong learning dictates a set of core competencies critical to successful careers of high school graduates" (Goodlad, 1984) p.38. In order to achieve upward mobility, a core of basic competencies should be attained which are transferable to different areas of work.

Employers were surveyed from five Indiana cities to obtain needed competencies and attitudes for high school graduates. According to the survey results, employers rejected the need for free enterprise concepts and speaking critically as necessary skills to survive at work. Basic skills and many open- ended competencies in the survey scored a much higher response as necessary for survival and mobility at work (Shinn, 1987).

A study was completed at Ohio State University concerning a study by the American Society for Training and Development (ASTD) (McLagan & McCullough, 1983). The ASTD competency model described standards which had been developed concerning the area of professional development and occupational training. Vanterpool used this model to develop her study at Ohio State University. The purpose of the study was to gather information that might help training managers in their development of

training for employees. Billions of dollars will be spent each year to further employees training and development. Competencies are learned both at the education level and at the job site. What is actually learned at the education level? Employee training is a major educational enterprise, which nearly equals all other sources of education combined (Vanterpool, 1987).

Vanterpool used a four-step approach developed by Maddocks and Yellon (1986), which investigated procedures for identifying trainer competencies:

1. Determine the need for a list of trainer competencies.
2. Establish criteria to judge the list of competencies.
3. Identify a set of competencies by gradually building the content and structure of the list using literature and human resources.
4. Test the utility and acceptability of the list of competencies as a tool for selecting, developing and evaluating trainers.

In comparing the ASTD model with these steps, the competencies were completed of steps 1-3. The ASTD model was also used in the marketing education field by Husted (1985), to develop curriculum for training and development.

Many studies have been completed based on the ASTD model and how it works. In 1983, McLagan and McCullough completed a study and established a list of 31 competencies from the workplace. These studies could be helpful to marketing teachers keeping them up-to-date on what is happening in the marketplace. Competencies which are being taught in high school should be similar to those in the workplace and go along with other studies being done in the workplace.

Change in marketing is always taking place and new ideas are coming into play. Training is needed for employees as well as potential employees, whether it be in the education setting or at work. One area in marketing which is changing rapidly is in the computer field. In 1985, Rose completed a study on the diffusion of computer-based training (CBT) in business. Over 40 percent were using CBT and 23 percent were planning to use CBT. Competencies were identified to be used in the professional development and academic preparation of employees.

Competencies perceived by the business people as needed by graduates make up the curriculum for marketing and business. This is true in most areas of business as well as marketing. A study was completed using the competencies of office administration graduates to see if the curriculum was relevant to what business people deemed necessary. This study was completed at the University of Southern Mississippi using personnel directors of banks, hospitals, legal firms, and manufacturing firms in the Mid-South. Through literature the researcher discovered that areas of curriculum needed revision for students to be ready for business areas. The number one necessary skill, which many researchers agreed upon, was effective communication, (O'Neill and Prarat, 1982). Communication skills were necessary for any office having all the electronic equipment or lacking necessary equipment. Students should always be aware of changes in their field and know that professional advancement will not happen if one stereotypes a job (Forde, 1987). Belonging to professional organizations as well as reading professionally can help one in advancement and staying up with the latest technological changes. Management and people skills will go further than any other competency learned by the student. The

researcher concluded that curriculum review along with the student's communication skills and dependability, were the critical issues in this study.

Business people and managers provide information necessary for instructors which will keep students ready for entry-level and possibly higher position jobs. A study was completed in Houston where the business community was surveyed to provide tasks of first-line supervisors. Nethero (1983) researched and created a list of tasks for front-line supervisors which would be beneficial in any business or industry. Planning, problem-solving, gathering information, training, job evaluations, and giving feedback were the key performers which were beneficial for all supervisors (Smith, 1987). The business community need to work closely with secondary schools and community colleges to provide the newest information on training potential employees for these supervisory jobs. To complete this study, the DACUM approach was used as the survey instrument. The DACUM is "developing a curriculum" through selected business people and using certain tasks specific for an area. In this Houston study, nine duty areas were used which would be appropriate for first-line supervisors in any area. The managers and supervisors surveyed were asked to select training for a person to develop competency in each task. The managers and supervisors agreed on the nine duty areas giving more specifics as to how to obtain competency in each area. Results of this study could be used to develop curriculum in marketing and business and to provide students with the best training for an entry-level supervisor's job.

Competencies and tasks learned by the student will lead to a successful future for a prospective employee. Marketing instructors can produce these types of students with

proper instruction and curriculum. Designing a program using the proper curriculum is the key for the program's and the students success. Gleason, (1994) provided insight for marketing programs to stay innovative and ahead of the others. Constant communications with the business community and providing them with the National Curriculum Framework's goals will make them aware of your program's intention of providing the best for future employees. Of students who were surveyed in 1993, over half planned a professional career. At this point, present data completed by marketing surveys does not show this type of results. Competencies learned in a marketing education program could result in a management position and/or a successful career.

Another area of added expertise to the overall marketing curriculum is the international marketing curriculum. This is an optional area for a teacher to use for the students interested in an international career or marketplace. A study was completed in 1990 at the University of Wyoming to assess the importance of competencies related to exporting and importing firms in Taiwan and the Pacific Coast of the United States, (Chen Man, 1990). The competencies were to help the secondary and post-secondary programs create curriculum which would be relevant to the job market and to the international marketplace. Employers from Taiwan and the United States were used to gather the data from a survey questionnaire. Similar competencies were as important to the Taiwan employers as to the employers in the United States that helped developed the National Marketing Curriculum Framework for the marketing education areas. Essential competencies regardless of the job were communications, human relations, problem solving and critical thinking. A foreign language was essential in Taiwan but not in the

United States. Computer operations was recommended for the marketing area regardless of the area along with the cooperative work experience. Specific marketing jobs were more prevalent in the American firms as opposed to the firms in Taiwan. Research projects, simulations, and case studies were recommended for a total marketing experience. These results again show that marketing education in the United States is focused on the correct competencies.

Research completed on a small group of corporations in the San Francisco area reported certain characteristics in hiring entry-level workers. Among these were communications skills, appearance, dependability, self-confidence, enthusiasm, business skills, and human relations. Problem-solving and negotiating were other key factors which made companies more competitive in the global marketplace.

Marketing education strives to update and revise curriculum to meet the needs of the business world and to keep students competitive. The National Curriculum Framework was developed in 1984 and has since been revised with competencies for the future. All marketing levels were to be met in these competencies for the different areas of curriculum at the high school level. The competencies begin with entry-level and lead to upper-level management. Currently the National Curriculum Framework includes fundamentals of economics, human resource development, marketing foundations, promotion, math procedures, operational concepts, leadership, and work related skills. The framework covers the basic entry-level marketing course and competencies.

Successful marketing education programs need to be specific in the delivery of needed competencies without trying to teach students all areas for success. Students

should leave the marketing education program with core competencies necessary for success in further education or work. Public relations is essential to the success of the marketing education program. In a study completed in 1984 by Steward and McGrew, 33 out of 52 marketing education evaluation instruments were too specific for vocational education. Public relations and community activities should be emphasized in the evaluative process of the marketing education program, (Curlette, 1990). Marketing education must change to keep up with the times. Core competencies are there for the instructors and students who need to grasp these competencies in order to be successful and benefit from the program. The National Curriculum Framework has provided the needed competencies and change. Marketing instructors should take the Framework, develop curriculum which relates to the real world and add appropriate activities to ensure the learning of each unit of curriculum.

Vocational education has strived to use the competency-based approach to learning to prepare students for the job market. A study was completed at Northern Illinois University concerning the needed work competencies for graduates of high school. These type of competencies are needed by employees to make small businesses successful and keep them competitive. Education and small businesses should work together to keep business and students competitive with the rest of the world. Crawford's research, funded by the Office of Education, set the pace for distributive education and the development of competencies. These competencies were evaluated by educators and business people and then given to the marketing education teachers. The Illinois study indicated that small businesses emphasize analysis of finances and relationships of employees with little

emphasis on advertising and a marketing plan. Competencies relevant to the success of small businesses need to be identified and curriculum developed for use in schools and the workplace.

Just as there are specific skills for certain businesses the most important skills to have in any marketing business are human relations skills. Conceptual skills and technical skills are also at the top of the list. These three clusters make for an excellent employee. Job experience during this early learning period is also important to the business people. A review of literature between 1991-1993 completed at the Center for Career and Technical Education at Michigan State University showed the high level of marketing jobs and the need for human relations skills being the most important. This review arrived at the other groups of important skills of conceptual and technical skills. These skills need to be incorporated into the high school marketing curriculum because of the importance of these to business people as well as marketing instructors. Marketing teachers teach these competencies and business people want these obtained competencies.

SUMMARY

Marketing competencies are created in all fields of education, both vocational and academic. The Marketing education focus has been to prepare a student for work using marketing instruction. Additional studies have shown the need for basic skills to go along with these marketing competencies. The marketing instructor has the very important job of relating school activities, classroom instruction, on-the-job training, and essentially marketing competencies to the whole program. What marketing teachers teach make the

difference in the student's success at present and in the future. Competencies will give the student the leading edge in an ever- changing United States and our global society.

CHAPTER 3

METHODS AND PROCEDURES

INTRODUCTION

The purpose of the study was to identify the competencies taught in the state of Tennessee by marketing education high school instructors based on the National Curriculum Framework. These competencies should follow the competencies developed by the National Marketing Education curriculum framework. This chapter identifies the population of the study, the design and the instrumentation used in the study. The data collection procedures and the response rate along with the demographic data of the participants are presented in this chapter. There is also an explanation of the research questions and the statistical treatment.

POPULATION

The population selected was the 130 marketing education instructors in the state of Tennessee. These instructors work closely with students and employers to match needed competencies and skills for the workplace. The leadership conferences held each Fall state-wide give the student and teacher an opportunity to meet with other marketing classes and DECA chapters across that particular region. Students attend workshops based on the chapter's interest in projects and workshops are provided for the officers of each chapter to meet the state DECA officers and learn about the particular role they play in their local chapter. The Marketing Education instructors attend a session to receive up-

to-date information on Marketing Education and DECA. Attendance at the conference is good and this provides for an appropriate time to complete a survey.

SAMPLING TECHNIQUE

The non-probability accidental technique was used taking into consideration the five marketing conferences held in the state of Tennessee. The population available at each conference was small, therefore random sampling could not be used. Melissa Wilson, State Advisor for Marketing Education, gave permission for the researcher to attend each conference and give the survey to the Marketing Education population. The teachers were asked to participate voluntarily. The participation was obtained verbally by the researcher at each particular time.

DESIGN

The study researched ideas and perceptions of marketing instructors as to what they perceived as the necessary marketing competencies to be taught. These competencies were from the National Curriculum Framework. The study also asked the participant for demographic information and, teaching and work experience in the marketing field. Comparisons were made of the actual use of the framework to the National Curriculum Framework and what competencies should be added to the curriculum. A frequency count was tabulated to compare what teachers actually teach to what they should teach based on the Framework. The McNemar Test was run on the data to compare the competency use answers of the instructors. The McNemar Test is another

type of sign test using paired observations of the competencies: what was actually taught and what should be taught by marketing education instructors. The McNemar Test was run to show the relationship between the two types of data and the responses were tabulated using frequency counts. The McNemar Test takes into account the correlation between what teachers actually teach and what should be taught. With the relation information and the competency use responses being yes/no the McNemar Test was the best one to use.

INSTRUMENTATION

In order to assess the needed competencies for the marketing education program, a state-wide survey was conducted of approximately 130 marketing education instructors in Tennessee was conducted. The survey was piloted using Marketing Education instructors in Knox County. The pilot was conducted in the spring before conducting the state-wide survey in order to clear up any discrepancies which might be apparent in the survey. The survey was given in October out at five different leadership conferences held across the state. The state of Tennessee has five regions according to Marketing programs and DECA chapters, and leadership conferences are held at various locations. Region I was held in Knoxville at the University of Tennessee. The first group of surveys was given out to Marketing Education instructors at this location. The second conference was held in Region II at East Tennessee State University in Johnson City. The next conference, Region IV, was held at Memphis State University followed by Region V in Trenton, Tennessee at Trenton High School. The final conference was held for Region III at

Middle Tennessee State University in Murfreesboro, Tennessee. Melissa Wilson, State Marketing Education Advisor, attended this particular conference and introduced the researcher. A letter was sent to the Marketing chairperson of each region to obtain final approval of attending the conference and conducting the survey at each of the five conferences. Marketing education instructors which were not in attendance at any of the five conferences were mailed a survey with a return envelope, giving them the opportunity to respond to the survey.

The marketing education instructors survey given state-wide was developed from nationally identified competencies in the area of Marketing and Management Principles I. The competencies were studied and organized according to the National Curriculum Framework. Marketing education has continued research since 1971, asking hundreds of business people what students need to know in the seven marketing areas. Research Question 1, what competencies are actually being taught in the marketing programs, will be answered by instructors identifying what is actually taught in Marketing and Management Principles I. Question 2, what competencies should be taught in the marketing curriculum, will be answered by instructors identifying what competencies should be taught based on the competencies of the National Curriculum Framework. Question 3, what new competencies should be added to the marketing curriculum, was answered by instructors, using space at the end of the questionnaire to state any additional competencies they felt necessary. Comparisons were made to establish the importance and use of each competency, along with a summation of additional responses to needed competencies. Results were used to write findings and make recommendations.

RESPONSE RATE

One hundred and thirty surveys were given out, including both the conferences and the mailings. Eighty five were completed at the conferences and fifteen were returned from the mailings. The return from the conference was 100 percent and the return from the mailings was 44 percent giving a total response rate of 76.9 percent. The instrument was not coded at the conference but the attendance of the school was recorded and mailings were completed from the absentee list of the conferences.

DEMOGRAPHIC DATA OF THE PARTICIPANTS

The participants were asked six demographic questions related to work experience, degree level, and instructional materials in their marketing program. The participants were asked how much related work experience was attained, and the mean was 8.48 years. They were also asked how much time had passed since having another related job and the mean was 10.16 years.

When looking at the education question, 36 percent held a Bachelor's degree and 42 percent held a Master's degree. There were 17 percent with 45 quarter hours beyond a Master's degree and three percent with an Education Specialist degree(Ed.S.). Two participants held a Doctoral degree. Table 1 shows the educational level of the participants. The largest group was the Master's level with 42 instructors holding this degree. The next highest number was that of a Bachelor's degree and the smallest group was at the Doctoral level.

On question four of the demographics, 98 percent of the participants said they obtained pertinent information from the business community and only two percent said

Table 1

EDUCATIONAL LEVEL OF 100 MARKETING INSTRUCTORS

Educational Level	Number	Percent
Bachelor's Degree	36	36%
Master's Degree	42	42%
+45	17	17%
Ed. S. Degree	3	3%
Doctoral Degree	2	2%
Total	100	100%

they did not. Ninety seven percent said that DECA was an integral part of the program and three percent said it was not. The final demographic question concerned Learning Activity Packages (LAPS) in marketing education. Seventy five percent responded that LAPS was necessary to attain the needed competencies and 25 percent did not see LAPS as being necessary.

RESEARCH QUESTIONS

The specific research questions for the competency study were:

From the point of view of the instructor:

1. What competencies are actually being taught in the marketing program?
2. What competencies should be taught in the marketing curriculum?
3. What new competencies should be added to the marketing curriculum as perceived by the Marketing Education instructors?

STATISTICAL TREATMENT

Three research questions were presented requiring descriptive statistics. The competency use responses yielded to the McNemar test because of comparing what was actually taught by Marketing Education instructors and what should be taught. Each question was restated and the procedure for statistics follows the question.

Q1: What competencies are actually being taught in the marketing program?

Frequency count was used to tabulate the yes/no answers. Answers were grouped according to categories of curriculum and tables were made to report the most and least significant answers.

Q2: What competencies should be taught in the marketing program?

The researcher used frequency count to tabulate the yes/no answers. Tables were developed to show the most significant differences between what competencies instructors indicated should be taught and what was actually taught. The survey was categorized by units of curriculum developed by the National Curriculum Framework.

Q3: What new competencies should be added to the marketing curriculum as perceived by the Marketing Education instructor?

Answers were given by the population and the researcher summarized the answers using the results to make recommendations for additional competencies. This was an open-ended question and the answers given were limited.

DATA TABULATION PROCEDURES

During the month of October the five DECA leadership conferences were held and the survey was given out at each of these conferences across the state. There were 130 marketing education programs in the state of Tennessee that made up the population to attend the five leadership conferences. Eighty-five surveys were completed at the conference and fifteen surveys were returned through the mail.

The researcher attended each conference and was introduced by the marketing education chairman of that region who gave verbal permission for the instructors to complete the survey. The researcher explained the purpose of the study and thanked each participant for volunteering. The participants completed the survey and returned the survey to the marketing education chairman of that region. Table 2 gives a summary of how packets were distributed. The highest attendance was in Region III and there were 23 marketing instructors at the leadership conference. The smallest conference was in Region IV with the attendance being 13. Thirty-four surveys were mailed after the conferences were held.

The actual data was entered and tabulated into the computer by the researcher. The Statistical Analysis System (SAS), at the University of Tennessee was used to run the statistical analysis on the data. Mean scores and percentages for each region were tabulated for the demographic questions and then summarized by the researcher. The McNemar Test was run on the competency use responses to show the similarity of the competencies actually being used and the competencies which should be used. Significant

Table 2

**DISTRIBUTION OF SURVEYS TO THE MARKETING EDUCATION
INSTRUCTORS**

METHOD OF DISTRIBUTION	NUMBER DISTRIBUTED
Region I-Knoxville	20
Region II-Johnson City	14
Region III-Murfreesboro	23
Region IV-Trenton	13
Region V-Memphis	16
Mailings	34
Total	130

answers were analyzed at the .05 level and tables were made for these particular competencies from the survey. Competencies that were not significant were analyzed .

CHAPTER 4

PRESENTATION OF THE DATA AND RESULTS

The purpose of the study was to identify the competencies taught in the state of Tennessee by marketing education instructors based on the National Curriculum . Do marketing education instructors actually teach these competencies in the classroom following the guidelines of the Framework. This chapter presents the questions, with tables, showing frequently taught competencies. Results of the three research questions were presented, and significant competencies were analyzed by the researcher.

RESEARCH QUESTIONS

Research Question One

Research question one was: What are the competencies actually taught in the marketing programs? The competencies were broken into eight categories according to subject matter based on the National Curriculum Framework. Tables and findings will be explained according to these categories. The first category was: **Fundamentals of Economics**. There were eighteen competencies in this area appropriate for the marketing program. Ninety eight percent or more of the marketing instructors actually taught the first eight competencies in their program. Ninety four percent said they actually taught competency nine: *Explain how the cost/profit relationships are affected by productivity*. Competencies ten through fifteen were taught by one 100 percent of the marketing instructors in Tennessee. Seventy nine percent of the marketing instructors actually taught competency sixteen: *Define international trade and its affect on the American economy*.

Eighty five percent of the marketing instructors actually taught competency 17: *Explain how economic concepts are applied in the cooperative marketing experience. Analyze the roles of money, banking, and the Federal Reserve System in the economic cycle,* competency 18, was actually taught by 73 percent of the marketing instructors. In the category of **Fundamentals of Economics** all of the 18 competencies were considered significant. Marketing education instructors actually taught these competencies. The only competency in this category below 80 percent of actually teaching was competency 18: *Analyze the role of money, banking, and the Federal Reserve System in the economic cycle.*

The second category of competencies was: **Human Resource Development**. There were 14 competencies in this area for the marketing program. The first six competencies were actually taught by 98 percent and above of the marketing instructors. Ninety three percent actually taught competency seven which was: *Assess one's needs, wants, and personal resources as they relate to career selection.* Competencies eight and nine were also taught by 95 percent and above of the marketing instructors. Ninety two percent actually taught competency ten which was: *Use feedback for personal growth.* *Demonstrate efforts toward professional and personal growth,* competency 11, was taught by 91 percent of the marketing instructors. Ninety seven percent and above taught competencies 12 and 13. Eighty one percent taught competency 14 which was: *Orient new employees.* All of the competencies in the category of Human Resource Development were significant. All of the competencies were taught above the 90 percent level except for competency 14.

The third category of marketing competencies was **Marketing Foundations**.

There were 19 competencies in this category. The first seven competencies were taught by 96 percent and above of the marketing instructors. Competency eight, taught by 90 percent of the instructors, was: *Explain the importance of marketing research in making business decisions*. Eighty eight percent of the marketing instructors taught competency nine: *Explain the nature and cost of product planning and product mix*. Ninety percent of the instructors taught competency ten which was: *Analyze price as measure of value and a communication device*. Competencies eleven and twelve were taught by 95 percent of the marketing instructors. Competency thirteen: *Explain the influence of buying motives*, was taught by 92 percent of the marketing instructors. Ninety percent of the instructors actually taught competency 14, *Explain the stages of the consumer decision making process*. *Demonstrate the steps of a sale*, competency 15 was taught by ninety percent of the instructors. Ninety four percent of the instructors taught competency 16, *Explain the role of the basic channels of distribution*. Competency 17, *differentiate between the channels used by consumer and industrial markets*, was taught by 89 percent of the marketing instructors. Seventy three percent of the instructors actually taught competency 18: *Identify the factors needed for an effective distribution plan*. Competency 19: *Apply marketing principles to a specific cooperative training station*, was actually taught by 84 percent of the marketing instructors. In the category of Marketing Foundations, all competencies were found to be significant. All the percentages of teaching were above 80 percent except for: *Identify the factors needed for an effective distribution plan*.

The fourth category of competencies was **Promotion**. There were ten competencies in this area. Competency one: *Identify the components of a promotional mix*, was actually taught by 90 percent of the marketing instructors. Ninety three percent of the marketing instructors actually taught competency two: *Explain the use of brands to create a company image*. Competency three: *Describe the elements of public relations*, was taught by 92 percent of the marketing instructors. Ninety one percent of the marketing instructors actually taught competency four, which was: *Analyze the differences in the use of institutional advertising*. Competency five: *Compare the advantages and disadvantages of the basic categories advertising media*, was taught by 85 percent of the instructors. Eighty one percent of the instructors actually taught competency six: *Apply the elements of print advertisements*. Competency seven: *Interpret the purpose of visual merchandising*, was taught by 82 percent of the marketing instructors. Eighty percent of the instructors actually taught competency eight of **Promotion** which was: *Differentiate between visual merchandising and display*. Competency nine: *Explain how interior and exterior displays contribute to a store's image*, was taught by 89 percent of the instructors. Finally, in **Promotion**, 78 percent of the instructors actually taught competency ten which was: *Demonstrate the proper procedures involved in display preparation*. All of the **Promotion** competencies' percentages of what was actually being taught by marketing education instructors were significantcy, being above 80 percent except for the tenth competency: *Demonstrate the proper procedures involved in display preparation*.

The fifth category of marketing competencies was **Math Procedures**. There were 15 competencies in this area. Eighty nine percent of the marketing instructors actually taught

competency one: *Solve basic mathematical computations: addition, subtraction, multiplication and division*. Competency two: *Solve mathematical problems involving fractions, percentages, and decimals in marketing applications*, was taught by 92 percent of the marketing instructors. Competency three was taught by 96 percent of the instructors. Ninety one percent of the instructors actually taught competency four: *Calculate mark up and mark down*. Competency five: *Compute an invoice extension*, was taught by 85 percent of the instructors. Eighty six percent of the instructors actually taught competency six which was: *determine invoice dates and discounts*. Competency seven: *Demonstrate basic computer skills*, was actually taught by 53 percent of the instructors. Seventy two percent of the instructors taught competency eight: *Compute various methods of compensation*. Competency nine: *Use conversion properties of the metric system*, was actually taught by 29 percent of the instructors. Ninety three percent of the instructors actually taught competency ten: *Make change*. Competency eleven: *Read charts and graphs*, was actually taught by 86 of the instructors. Seventy six percent of the instructors actually taught competency twelve: *Process cash substitutes*. Competency thirteen: *Use dating and shipping terminology*, was taught by 80 percent of the instructors. Eighty three percent of the instructors actually taught competency 14, which was: *Recognize receiving and inventory procedures*. Competency fifteen of **Math Procedures**: *Apply basic math and inventory procedures in the cooperative training stations*, was taught by 79 percent of the marketing instructors. All of the competencies' percentages were not significant in this category.

The sixth category of competencies was **Operational Concepts**. There were four competencies in this category. Seventy seven percent of the instructors actually taught

competency one which was: *explain measures used by businesses to protect themselves from internal and external losses*. Competency two: *Describe safety procedures used as part of the efficient operation of a business*, was actually taught by 77 percent of the instructors.

Seventy eight percent of the instructors taught competency three which was: *Describe the use of relevant business operations in a cooperative experience*. Competency four: *Apply the use of appropriate safety procedures in a cooperative training station* was taught by 86 percent of the marketing education instructors. All of the operational concepts competencies were found to be significant.

The seventh category of competencies was **Leadership Skills**. There were four competencies. Competency one, *state the purposes and principles of DECA*, was actually taught by 92 percent of the instructors. Competency two, three, and four was actually taught by more than 95 percent of the instructors. All of the leadership skills were found to be significant.

The final category of competencies was **Work Related Skills**. There were thirteen competencies in this area. Ninety one percent of the marketing instructors actually taught competency one which was: *Dependability, follow instructions, be punctual, and attend regularly*. Competency two: *initiative: show willingness to do more than is required, be highly motivated and determined*, was actually taught by 91 percent of the instructors. Ninety three percent of the instructors taught competency three which was: *Cooperation: demonstrate willingness to do more than is required, be highly motivated and determined*. Competency four, *Judgement: demonstrate the ability to make sound decisions*, was actually taught by 88 percent of the instructors. Ninety percent of the instructors taught competency

five which was: *Attitude: show a positive attitude toward work and co-workers*. Competency six, *Confidence: believe in self and demonstrate self-control*, was actually taught by 92 percent of the instructors. Ninety percent of the instructors actually taught competency seven which was: *adaptability: adjust to change in work routine and assignments*. Competency eight, *Communication: express ideas and information clearly using proper terminology and grammar*, was taught by 94 percent of the instructors. Ninety four percent of the instructors actually taught competency nine which was: *Perform basic math skills*. Competency ten: *Management: use management skills to conserve time and energy*, was actually taught by 84 percent of the instructors. Ninety two percent of the instructors actually taught competency eleven which was: *Grooming: maintain proper grooming and dress standards*. Competency 12, *Health: practice good physical fitness habits*, was taught by 82 percent of the instructors. Ninety percent of the instructors actually taught competency 13 which was: *Safety: follow safety rules and regulations*. All of the competencies were found to be significant.

Research Question Two

The second research question to be answered was: What should be taught in the marketing curriculum? This question was answered in the survey along with the first research question. There were the eight categories of competencies with teachers answering yes/no to the question of what should be taught according to the competencies. The first category of competencies was **Fundamentals of Economics**. There were eighteen competencies in this category. Responses for competencies one through eighteen were 95 percent or more. The marketing instructors all agreed that all the **Fundamentals of Economics** should be taught in the curriculum.

The second category of competencies was **Human Resource Development**. There were fourteen competencies in this area. Ninety five percent or more of the instructors agreed that competencies one through nine should be taught in the marketing curriculum. Ninety two percent of the instructors agreed competency ten, *use feedback for personal growth*, should be taught. Ninety one percent of the marketing education instructors agreed competency 11 should be taught which was: *Demonstrate efforts toward professional and personal growth*. Competencies twelve and thirteen were agreed upon by 97 percent of the instructors. Competency fourteen, *orient new employees*, was agreed upon by 80 percent of the instructors.

The third category of competencies was **Marketing Foundations**. There were nineteen competencies in this area. Competencies one through seven should be taught according to 96 percent or more of the marketing education instructors. Ninety percent agreed that competency eight, *explain the importance of marketing research in making business decisions*, should be taught. Competency nine: *Explain the nature and cost of product planning and product mix*, should be taught according to 88 percent of the instructors. Competencies ten through twelve should be taught according to 95 percent or more of the instructors, and competencies 13 through 16 should be taught according to 90 percent or more of the instructors. Competency seventeen, *Differentiate between the channels used by consumer and industrial markets*, was agreed upon to be taught by 89 percent of the instructors. Seventy three percent agreed competency: *Identify the factors needed for an effective distribution plan*, should be taught. Competency nineteen, *Apply marketing*

principles to a specific cooperative training station, should be taught according to 84 percent of the instructors.

The fourth category of competencies was **Promotion**. There were ten competencies in this category. Competencies one through four should be taught according to 90 percent or more of the instructors. Eighty five percent of the instructors agreed that competency five: *Compare the advantages and disadvantages of the basic categories of advertising media*, should be taught. Competency six: *Apply the elements of print advertisements* should be taught according to eighty one percent of the instructors. Eighty two percent of the Marketing Education instructors agreed that competency seven: *Interpret the purpose of visual merchandising*, should be taught. Competency eight: *Differentiate between visual merchandising and display*, should be taught according to 80 percent of the instructors. Ninety percent of the instructors agreed that competency nine: *Explain how interior and exterior displays contribute to a store's image*, should be taught. Competency ten, *demonstrate the proper procedures involved in display preparation*, should be taught according to 78 percent of the instructors.

The fifth category of competencies was **Math Procedures**. There were 15 competencies in this area. Competencies one through six should be taught according to 90 percent or more of the instructors. Competency seven: *Demonstrate basic computer skills*, should be taught according to 59 percent of the instructors. Eighty two percent of the instructors agreed competency eight should be taught. Competency nine: *Use conversion properties of the metric system*, was agreed upon to be taught by 25 percent of the instructors. Competency ten: *Make change*, should be taught in the marketing curriculum

according to only 46 percent of the marketing education instructors. Ninety three percent of the instructors agreed competency eleven should be taught. Competency twelve: Process cash substitutes, should be taught according to 70 percent of the instructors. Competencies 13 through 15 should be taught according to 90 percent or more of the instructors.

The sixth category of competencies was **Operational Concepts**. There were four competencies in this area. All of these competencies should be taught according to 90 percent or more of the marketing education instructors.

The seventh category of competencies was **Leadership**. There were four competencies in this area. All of these competencies should be taught according to 95 percent or more of the marketing education instructors.

The eighth category of competencies was **Work Related Skills**. There were 13 competencies in this area. Competencies one through nine should be taught according to 90 percent or more of the instructors. Eighty four percent agreed that competency ten: *Management: use management skills to conserve time and energy*, should be taught. Ninety five percent agreed that competency 11 should be taught. Eighty two percent agreed that competency 12: *Health: practice good physical fitness habits*, should be taught. Competency thirteen should be taught as agreed upon by 96 percent of the instructors.

Research Question Three

Research question three: what new competencies should be added to the marketing curriculum? This was an open-ended question at the end of the survey. Very few responses were given to this question.

Of the 100 surveys returned, only 14 responded to the third research question: are

there any additional competencies that need to be added to the Marketing I curriculum?

Respondents wrote many different answers to this question. Four responded that it is too hard to cover all of the competencies listed and that the new scheduling in Tennessee would destroy DECA. Business ethics was another area that was listed as to be added to the competency list. Two respondents said the tax system and the income tax form was taught in their class and should be added. More math, along with anti shoplifting procedures, and how to use credit were responses. One response was that some substitutions could be made, but no additions due to lack of time. Another response was the need to teach more concerning the global market. Communication specifics would be helpful as an additional competency or competencies. Another response was that additional competencies should be taught concerning civic consciousness, parliamentary procedure, market research, and test marketing. Another response was that the depth of the Framework provided would give the student a quality education. Finally, the last response concerned providing some type of competencies which covered safety in the classroom and on the job. Table 3 gives a list of the additional competencies given by the respondents.

There was a positive relationship between what was actually taught and what should be taught according to the marketing education instructors. There was a high response rate on what was actually taught and what should be taught except for three competencies in the **Math Procedures** category. Competency use for most competencies was 90 percent and higher. The math area had more

Table 3

Additional Marketing Competencies Given Individually by Marketing Education

Instructors Responding to Research Question 3

Business ethics	1 respondent
Federal tax system	2 respondents
More math, shoplifting, credit	1 respondent
Global market	1 respondent
Communication	1 respondent
Civic consciousness, parliamentary procedure	1 respondent
Safety	1 respondent
Test market	1 respondent

discrepancies than the other categories. Generally, the use of all competencies was frequent except for the three in the math category. The frequency of use was lower on the three math competencies; the probability of these being taught was substantially lower than other competencies. Comparisons were made between what was actually taught and what should be taught. There was a relationship found between what was actually taught and what should be taught.

The results of the study were predominantly positive in that 94 out of 97 competencies were actually being taught. The statistics were highly skewed because the percentages were so high in the yes response. The significance of what was actually taught and what should be taught was high because of the yes response rate. The McNemar Test showed that all but

three competencies were significant at a probability level of .05. Therefore, tables are appropriate to show the high percentage of what was actually taught and what should be taught. Table 4 gives the first category of competencies and their high percentage of use. Fundamentals of economics was the first category. All of these competencies were significant and were being taught by the marketing education instructors.

The second category of competencies was **Human Resource Development**. All of the competencies in this category were significant. Table 5 gives the list of these competencies. Ninety-eight percent of the instructors taught the first six competencies.

The third category of competencies was **Marketing Foundations**. All of these competencies were significant. Table 6 give a list of these competencies. Ninety six percent of the marketing education instructors taught the first seven competencies and the lowest percentage of the other competencies being 84%.

The fourth category of competencies was **Promotion**. Ninety three percent was the highest percentage and 73% being the lowest, making all the competencies significant. Table 7 gives the list of these competencies.

The fifth category of competencies was **Math Procedures**. Twelve out of fifteen competencies were significant in this category. Computer skills, the metric system, and making change were not significant competencies. Table 8 gives a list of significant competencies. Percentages varied more in this category than with the other competencies.

Table 4

Fundamentals of Economics Competencies which were Significant According to the Marketing Education Instructors

Competency	Actually Taught		Should be Taught	
	Yes	No	Yes	No
<i>Define the terms economic and economic systems</i>	100%	0%	100%	0%
<i>Explain the concept of economic goods and services.</i>	100%	0%	100%	0%
<i>Define: profit, risk, competition, freedoms of business ownership.</i>	100%	0%	100%	0%
<i>Compare the characteristics and goals of the economic systems.</i>	100%	0%	100%	0%
<i>Analyze the economic questions: What to produce and how many; how to produce; and for whom to produce.</i>	99%	1%	99%	1%
<i>Define gross national product.</i>	100%	0%	100%	0%
<i>Differentiate between personal, disposable, and discretionary income.</i>	98%	2%	98%	2%
<i>Explain how the cost/profit relationships are affected by productivity.</i>	94%	6%	94%	6%
<i>Identify the factors of production.</i>	100%	0%	100%	0%
<i>Explain the concept of utility.</i>	100%	0%	99%	1%
<i>Explain the role of government in the free enterprise system.</i>	100%	0%	100%	0%
<i>Define and compare the characteristics of the basic type of business ownership.</i>	100%	0%	98%	2%
<i>Analyze the economic concept of scarcity.</i>	100%	0%	100%	0%
<i>Explain the four phases of the business cycle.</i>	100%	0%	95%	5%
<i>Define international trade and its effect on the American economy.</i>	79%	21%	95%	5%
<i>Explain how economic concepts are applied in the cooperative marketing experience</i>	85%	15%	97%	3%

Table 5
Human Resource Development Competencies which were Significant According to the Marketing Education Instructors

<i>Competency</i>	Actually Taught		Should Be Taught	
	Yes	No	Yes	No
<i>Identify the skills necessary to obtain a marketing job.</i>	98%	2%	100%	0%
<i>Demonstrate the desirable characteristics of an employee.</i>	98%	2%	100%	0%
<i>Apply job application and interview skills.</i>	98%	2%	100%	0%
<i>Explain the importance of marketing careers in the U.S.</i>	98%	2%	96%	4%
<i>Describe the opportunities available in marketing.</i>	98%	2%	98%	2%
<i>Assess one's needs, wants, and personal resources as they relate to career selection.</i>	93%	7%	95%	5%
<i>Explain the importance of good communication skills needed in a cooperative experience.</i>	95%	5%	100%	0%
<i>Demonstrate verbal, nonverbal, and written communication skills needed in a cooperative experience.</i>	95%	5%	95%	5%
<i>Use feedback for personal growth.</i>	92%	8%	92%	8%
<i>Demonstrate efforts toward professional and personal growth.</i>	91%	9%	91%	9%
<i>Maintain appropriate personal appearance.</i>	97%	3%	97%	3%
<i>Demonstrate appropriate interpersonal skills toward employers, co-workers, and clients.</i>	97%	3%	97%	3%
<i>Orient new employees.</i>	81%	19%	80%	20%

Table 6
Marketing Foundations Competencies which were Significant According to the
Marketing Education Instructors

Competency	Actually Taught		Should Be Taught	
	Yes	No	Yes	No
<i>Explain the benefits of marketing and their importance.</i>	96%	4%	96%	4%
<i>Define market identification.</i>	96%	4%	99%	1%
<i>Define the types of markets: consumer, industrial, institutional, and commercial.</i>	96%	4%	99%	1%
<i>Explain market segmentation.</i>	96%	4%	97%	3%
<i>Describe the consumer market using demographic and psychographic characteristics.</i>	96%	4%	97%	3%
<i>Distinguish between the different types of marketing businesses.</i>	96%	4%	96%	4%
<i>Identify the classification of consumer goods: shopping, convenience, and specialty goods.</i>	96%	4%	99%	1%
<i>Explain the importance of marketing research in making business decisions.</i>	90%	10%	90%	10%
<i>Explain the nature and cost of product planning and product mix.</i>	88%	12%	88%	12%
<i>Analyze price as measure of value and a communication device.</i>	90%	10%	98%	2%
<i>Explain the functions of marketing as they are used by businesses to achieve their objectives: selling, promotion, pricing, purchasing, marketing information management, product, service planning, financing, risk management.</i>	95%	5%	95%	5%
<i>Describe the personality traits of a successful person.</i>	95%	5%	95%	5%

Competency	Yes	No	Yes	No
<i>Explain the benefits of marketing and their importance.</i>	96%	4%	96%	4%
	Actually Taught		Should Be Taught	
Competency	Yes	No	Yes	No
<i>Explain the influence of buying motives.</i>	92%	8%	92%	8%
<i>Explain the stages of the consumer decision-making process.</i>	90%	10%	90%	10%
<i>Demonstrate the steps of a sale.</i>	90%	10%	90%	10%
<i>Explain the role of the basic channels of distribution.</i>	94%	6%	94%	6%
<i>Differentiate between the channels used by consumer and industrial markets.</i>	89%	11%	89%	11%
<i>Identify the factors needed for an effective distribution plan.</i>	73%	27%	73%	27%
<i>Apply marketing principles to a specific cooperative training station.</i>	84%	16%	84%	16%

Table 7
Promotion Competencies which were Significant According to the Marketing
Education Instructors

	Actually Taught		Should Be Taught	
Competency	Yes	No	Yes	No
<i>Identify the components of a promotional mix.</i>	90%	10%	90%	10%
<i>Explain the use of brands to create a company image.</i>	93%	7%	93%	7%
<i>Describe the elements of public relations.</i>	92%	8%	92%	8%
<i>Analyze the differences in the use of institutional and promotional advertising.</i>	91%	9%	91%	9%

<i>Competency</i>	Actually Taught		Should Be Taught	
	Yes	No	Yes	No
<i>Compare the advantages and disadvantages of the basic categories of advertising media.</i>	85%	15%	85%	15%
<i>Apply the elements of print advertisements.</i>	81%	19%	81%	19%
<i>Interpret the purpose of visual merchandising.</i>	82%	18%	82%	18%
<i>Differentiate between visual merchandising and display.</i>	80%	20%	80%	20%
<i>Explain how interior and exterior displays contribute to a store's image.</i>	89%	11%	90%	10%
<i>Demonstrate the proper procedures involved in display preparation.</i>	78%	22%	78%	22%

Table 8
Math Procedures Competencies which were Significant According to the
Marketing Education Instructors

<i>Competency</i>	Actually Taught		Should Be Taught	
	Yes	No	Yes	No
<i>Solve basic mathematical computations: addition, subtraction, multiplication, and division.</i>	89%	11%	90%	10%
<i>Solve mathematical problems involving fractions, percentages, and decimals in marketing applications.</i>	92%	8%	92%	8%
<i>Calculate sales tax and discounts.</i>	96%	4%	96%	4%
<i>Calculate mark-up and mark-down.</i>	91%	9%	91%	9%
<i>Compute an invoice extension.</i>	85%	15%	90%	10%
<i>Determine invoice dates and discounts.</i>	86%	14%	90%	10%

<i>Competency</i>	Actually Taught		Should Be Taught	
	Yes	No	Yes	No
<i>Compute various methods of compensation.</i>	72%	28%	82%	18%
<i>Read charts and graphs.</i>	86%	14%	93%	7%
<i>Process cash substitutes.</i>	76%	24%	77%	23%
<i>Use dating and shipping terminology.</i>	80%	20%	97%	3%
<i>Recognize receiving and inventory procedures.</i>	74%	26%	94%	6%
<i>Apply basic math and inventory procedures in the cooperative training stations.</i>	79%	21%	92%	8%

Operational Concepts was the next category of competencies. All of these competencies were significant and were taught by the marketing education instructors. Table 9 gives the list of these competencies. Seventy seven percent taught two of these competencies and the other two competencies were taught at a higher level.

The next category of competencies was **Leadership Skills**. All of these competencies were found to be significant. Table 10 gives a list of these competencies. All of these competencies were taught by 90% or more of the instructors except for three competencies.

Work Related Skills was the final category of competencies. Table 11 gives a list of the significant competencies. All of these competencies were significant and were taught in the classroom.

SUMMARY

Data obtained from the participants were analyzed in this chapter. Three research questions were presented. The first two questions were answered based on a frequency count of yes/no answers. The third question was answered by giving the marketing instructors time to comment on additional competencies they would like to see added to the marketing curriculum. Marketing instructors responded positively in use of competencies and what should be used in the curriculum. There were eight categories of competencies in the survey. All categories were used by the marketing education instructors and were responded to with high probability that the competencies should be used with the exception of three math competencies. The probability of not using competencies seven, nine, and ten in the math category and all other competencies was positively significant and was used to draw conclusions from these responses.

Table 9

Operational Concepts Competencies which were Significant According to the Marketing Education Instructors

<i>Competency</i>	Actually Taught		Should Be Taught	
	<i>Yes</i>	<i>No</i>	<i>Yes</i>	<i>No</i>
<i>Explain measures used by businesses to protect themselves from internal and external losses.</i>	77%	23%	91%	9%
<i>Describe safety procedures used as part of the efficient operation of a business.</i>	77%	23%	96%	4%

<i>Competency</i>	Actually Taught		Should Be Taught	
	Yes	No	Yes	No
<i>Describe the use of relevant business operations in a cooperative experience.</i>	78%	22%	96%	4%
<i>Apply the use of appropriate safety procedures in a cooperative training station.</i>	86%	14%	97%	3%

Table 10
Leadership Skills Competencies which were Significant According to Marketing Education Instructors

<i>Competency</i>	Actually Taught		Should Be Taught	
	Yes	No	Yes	No
<i>State the purposes and principles of DECA.</i>	92%	8%	100%	0%
<i>Describe the DECA competitive events program.</i>	98%	2%	98%	2%
<i>Explain how leadership skills relate to a cooperative training experience.</i>	98%	2%	96%	4%
<i>Exhibit leadership skills.</i>	99%	1%	98%	1%

Table 11
Work Related Skills Competencies which were Significant According to the
Marketing Education Instructors

<i>Competency</i>	Actually Taught		Should Be Taught	
	<i>Yes</i>	<i>No</i>	<i>Yes</i>	<i>No</i>
<i>Dependability: follow instructions, be punctual, and attend regularly.</i>	91%	9%	93%	7%
<i>Initiative: show willingness to do more than is required, be highly motivated and determined.</i>	91%	9%	93%	7%
<i>Cooperation: demonstrate willingness to do more than is required, be highly motivated and determined.</i>	93%	7%	100%	0%
<i>Judgement: demonstrate the ability to make sound decisions.</i>	88%	12%	97%	3%
<i>Attitude: show a positive attitude toward work and co-workers.</i>	90%	10%	100%	0%
<i>Confidence: believe in self and demonstrate self-control.</i>	92%	8%	98%	2%
<i>Adaptability: adjust to change in work routine and assignments.</i>	90%	10%	98%	2%
<i>Communication: express ideas and information clearly using proper terminology and grammar.</i>	94%	6%	100%	0%
<i>Math: perform basic math skills.</i>	94%	6%	98%	2%
<i>Management: use management skills to conserve time and energy.</i>	84%	16%	84%	16%
<i>Grooming: maintain proper grooming and dress standards.</i>	92%	8%	95%	5%
<i>Health: practice good physical fitness habits.</i>	82%	18%	82%	18%
<i>Safety: follow safety rules and regulations.</i>	90%	10%	96%	4%

CHAPTER 5

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Chapter five presents a summary of the study, the major findings of the data analysis and recommendations to be made for further study in this area. Conclusions were also made according to the data obtained and the results of the study.

SUMMARY

The purpose of the study was to identify the competencies taught in the state of Tennessee by marketing education high school instructors based on the National Curriculum Framework. The final question concerned any competencies which should be added from the point of view of the instructor. Three research questions were asked and answered by the survey.

The first question was to determine what marketing instructors actually taught in the classroom. The second question was to identify what should be taught in the classroom using the National Curriculum Framework as a resource. The third question was to identify any competencies which were not already in this Framework.

The instrument was prepared using the National Curriculum Framework of competencies based on research by the National Marketing Education Association. These competencies should be taught in the marketing classroom.

One hundred and thirty surveys were given to Marketing Education instructors across the state of Tennessee. One hundred surveys were returned and used to analyze

the data in the survey. Frequency counts were tabulated and percentages used to determine what was being taught and what should be taught in the marketing classroom across the state of Tennessee.

The study answered research Question 1 by showing that Marketing instructors actually teach the competencies organized by the National Marketing Education Association. Competency use responses were high and the Framework was used. Question 2 was answered by a very high percentage of yes responses that Marketing instructors should teach these competencies. There was a high correlation between what was actually taught and what should be taught by the Marketing instructors.

The third question was an open-ended question regarding what should be added to the Framework. The response was low. Marketing instructors responded that there should be competencies concerning tax preparation and a safety unit. Other responses concerned the global market, leadership activities, communication skills, test marketing, and more specifics on math and shoplifting.

The study showed that marketing instructors actually teach the competencies established by the National Curriculum Framework. High use responses were consistent in every category except for some differences in the math area.

MAJOR FINDINGS

This section discusses the demographic data received from the participants and the three research questions answered by the survey.

The largest category of marketing education respondents were those that held a Master's degree. Forty two out of one hundred respondents held a Master of Science(M.S.) degree. The average time Marketing instructors spent in related work experience other than teaching was 8.48. DECA was found to be an integral part of the program for marketing for ninety seven percent of the participants. The involvement with DECA could be a great enhancement to learning marketing competencies particularly the leadership competencies. The Learning Activity Packages (LAPS) used for competency-based, self-paced instruction, were used by 75 percent of those surveyed.

The marketing education instructors in Tennessee were found to use the competencies defined for the marketing curriculum by the National Curriculum Framework. There were eight categories of competencies used in the survey. Of the instructors surveyed, the results revealed the competencies were taught in the classroom. Actual competency use responses and responses of what should be taught were very high. There was not a probability level of not being used except for the competencies in the math procedures category. Competency seven was to demonstrate basic computer skills and the level of actually teaching was 53 percent while if it should be taught was 59 percent. There was a probability level of not being used on competency nine also. This competency dealt with the use of conversion properties of the metric system. Twenty nine percent of the marketing instructors actually taught this competency while twenty

five percent thought it should be taught in the curriculum. Competency ten, to make change, was actually taught but only 46 percent responded that this competency should be taught. The other percentages were 90 percent and higher in agreement with the National Curriculum Framework on what competencies were actually taught and what should be taught. The National Curriculum framework was being followed by the classroom instructors. The positive significance was overwhelming on 94 out of the 97 competencies.

The third research question of what additional competencies should be added received a very low response. The implications indicated that the marketing competencies listed met the instructional categories needed. Fourteen respondents out of 100 gave additional comments concerning safety, communication, tax systems, parliamentary procedure, and more math.

CONCLUSIONS

The following conclusions were made based on the findings of the study:

1. Marketing education instructors in the state of Tennessee are using the framework set forth by the National Marketing Education Association. Based on these findings, students should be prepared to meet the demands of the job market by acquiring these marketing competencies.
2. In the category of math procedures there were three particular competencies that were not taught by a significant number of marketing education instructors. The competency concerning basic computer skills was not taught by a majority of the

instructors. Many conclusions could be drawn concerning the lack of use or importance of computer skills. Evidence is not available to say if it could be lack of equipment or time.

3. Conversion properties were not important to the marketing education instructors.

Again, evidence is not available to conclude that instructors may not justify the time spent on this competency. Writers for the National Curriculum Framework felt it necessary to include this competency. The framework was based on many surveys from business people indicating strong support for teaching this competency along with the other competencies in the Framework. The conclusion could be made that this particular competency should be used in the classroom.

4. The two questions, what competencies are actually being taught and what competencies should be taught, yielded similar results. Marketing instructors felt confident in using this framework to prepare students for work and further education. Accountability is necessary in all areas of education and the marketing education area has tried to attain the needed competencies to prepare students.
5. What additional competencies should be added to the curriculum yielded minimal answers. The answers concerning math, communications, tax, safety, and leadership were important in that the areas were thought to be essential areas to have on the job. Consideration could be made to add additional competencies in these areas.
6. One could also conclude that the involvement with DECA affects the learning of competencies along with the attendance at leadership conferences.

RECOMMENDATIONS

The following recommendations are made based on the findings and conclusions of the study:

1. Generalizations cannot be made to other state marketing education programs, although this study could be an indication of how important the National Curriculum Framework is in the state of Tennessee.
2. A similar study should be done to compare what is actually taught and what should be taught possibly observing actual classrooms to obtain more accurate results of what is actually being taught.
3. A study should be conducted concerning computer skills and how important these skills are to the marketing classroom along with the metric system.
4. Similar studies should be done concerning leadership competencies and how this could or is enhanced by the involvement of DECA.
5. A study should be conducted concerning the additional competencies and areas that need to be added to the marketing curriculum and the National Curriculum Framework.

IMPLICATIONS

1. The National Curriculum Framework was found to be very important to the marketing education instructors in the state of Tennessee.
2. DECA was found to be a necessary aspect and the leadership skills should be studied in greater depth.

3. Other areas of the marketing curriculum such as international marketing and entrepreneurship should be studied to see how important these categories are to the the Framework.
4. The National Curriculum Framework was created using information from the business community and this update should be continuous.

BIBLIOGRAPHY

BIBLIOGRAPHY

Bunn, Phyllis. (1992, April). Use of Performance Standards and Skills in Marketing Education. Business Education Forum. 38-40.

Benson, C. (1992). Tech-Prep: Developing cooperative programs and partnerships. National Satellite Teleconference Proceedings, Berkely, CA. National Center for Research in Vocational Education: Author.

Burdick, Susan E., Pond, Beth N. and Yamaoto Joanne K. Career-Life Planning. Business Education Forum. 15-18.

Conant, Jeffrey S. (1986), Strategic Organizational Styles and Marketing Management Performance: An Empirical Policy Study, " Doctoral dissertation, Arizona State University.

---and Michael P. Mokwa (1986), Strategic Management Styles and Marketing Management Practices, Working Paper.

--,--, and P. Rajan Varadarajan (1990), strategic Types, distinctive Marketing competencies and Organizational performance: A Multiple Measures-Based Study, Strategic Management Journal, 11, 365-383.

Curlette, Deborah S. (1990). Importance and Instructional Focus of national Core Competencies and the Degree to Which National Program Standards are Met in Georgia's Secondary Marketing Education Programs. Atlanta, Georgia. Georgia State University: Author.

Day, George S. (1992), Marketing's Contribution to the Strategy Dialogue, Journal of the Academy of Marketing Science, 20 (Fall), 323-329.

Douglas, Ann M. (1994, December). Taming the Electronic Paper Tiger. Business Education Forum. 23-25.

Eisen, Phyllis. (1993, October). A new Game Plan for American Workers. Vocational Educational Journal. 18-19, 57.

Floyd, Roberta R. (1994). A Study of an Apparel Marketing/Merchandising School-to-Work Transition Program, La Verne, CA. University of La Verne: Author

Forde, Connie McMullan. (1987). Competencies of Four-Year Office Administration Graduates As Perceived By Personnel Directors Of Business Organizations In The Mid-South. Mississippi. University of Southern Mississippi: Author

Fritz., Bob. (1992, January). Applying Research to the Desire to Learn. Perspectives on Marketing. 14, 5.

Gleason, James, R. (1994, November). Hards Facts on Marketing. Perspectives on Marketing. 10, 2.

Goodlad, John I. (1984). A place Called School, Prospects for the Future. New York, New York: McGraw-Hill Publishing Company.

Gleason, James R. (1993, March). The Program and the Pendulum. Perspectives on Marketing. 5, 14.

Harvey, B.M. and Gleason, J.R. (1984, September). Applying the Marketing Concept to the Marketing and Distributive Education Curriculum. Paper presented at the 1984 National Marketing and Distributive Education Curriculum Conference, Atlanta, GA.

Haynes, Thomas, Wray, Ralph D. (1994). Structure, Curriculum and Delivery of Business and Marketing Education: Perceived Changes for the Year 2000. NABTE Review. 25-28, 21.

Hirsch, E. D., Jr. (March 1989). The primal scene of education. New York Review of Books quoted by Innovation and Change in Voc-Tech Education, Report Number 964.

Hoachlander, Gareth E. (1993, February). Designing Measure Education. Vocational Education Journal. 20-21, 65.

Hudelson, Dale. (1991, February). The Standard Approach. Vocational Education Journal. 32-34, 51.

Hull, D., & Parnell, D. (1991) Tech-Prep associate degree. Waco, TX: Center for Occupational Research and Development.

Husted, S. W. (1985). Preparing HRD professionals: A marketing education model. Training and Development Journal, 39 (8), 8-10.

Inman Thomas H., Ownby Arnola C., Perreault Heidi R. and Rhea Jeanine N. (1991, December). Internantionalizing the Business Communication Curriculum. Business Education Forum. 19-22.

Isaacson, Nancy and Jerry Bamburg(1992 November), Can Schools Become Learning Organizations? Educational Leadership , 42-44.

Leftwich, Kathy. Job Outlook 2005, Where to Find the Good Jobs. Vocational Education Journal. 27-29.

McKee, Daryl O., P. Rajan Varadarajan, and William M. Pride (1989), Strategic Adaptability and Firm Performance: A Market-Contingent Perspective" Journal of Marketing, 53 (July), 21-35.

McLagan, P. A., & McCullough, R.C. (1983). Models for excellence: The conclusions and resommendations fo the ASTD training and development competency study. Washington, DC: American Society for Training and Development.

Miller, Gerri L. (1990). Identification and Analysis of the Marketing Competencies Essential for Small Business in Illinois, Illinois. Northern Illinois University: Author.

Mooney, Carl T.(1995) The Development of a Model for a Program of Study in Marketing Education Tech-Prep, Minneapolis, Minnesota. University of Minnesota: Author

Moore, John A. (!981, November). Reforming Education in America: A Critical National Need. Washington, D.C.: Commission on Human Resources of the National Research Council.

Murray, John L. (1994). Identifications of Emerging New Workplace Skills for Community College Marketing. Ann Arbor, Michigan. Michigan State University: Author.

Naisbitt, John. (1984). Megatrends: Ten New Directions Transforming Out Lives. New York, New York: A Warner Commnication Company.

National Curriculum Commitee of the National Council for Marketing Education (1987). Marketinf Education Curriculum Framework and Core Competencies. Columbus, Ohio: Marketing Education Resource Center Division of IDECC, Inc.

Nethero, Susan. (1983). Supervisory training: A blueprint for research and testing in program development. Training and Development Journal. v37, n3, 21-25.

O'Neill, S. S. and Prarat, E.M. (1982). Balancing "Skills" of the Modern Office Worker. Journal of Business Education. 58, (2), 68-70.

Pan, Chen-Man A. (1990). Competencies needed for entry-level marketing positions in exporting/importing firms in Taiwan and the Pacific Coast of the United States. Wyoming. University of Wyoming: Author.

Pointz, David. (1994). Best Practices of Innovative Colleges: Presented at League of Innovation Session. Humber College.

Quinn, Donald O. (1990). A Study of the Significance, Extent, and Implications of Teaching Basic Academic Skills as Perceived by Secondary Vocational Marketing Education Teachers. Michigan. Michigan State University: Author.

Rose, V.A. (1985). The diffusion of educational technology: A profile of computer-based training in business/industry (Doctoral dissertation, The Ohio State University, 1984). Dissertation Abstracts International, 45, 374A.

Secretary's Commission on Achieving Necessary Skills. (1992, April). Learning a Living: A Blueprint for High Performance. A SCANS Report for America 2000. Washington D.C., U.S. Department of Labor.

Sehorn, Garcia, Annette. (1995) Market Orientation, Strategic Orientation and Performance in Not-For-Organizations, Arizona. Arizona State University: Author

Smith, Clifton L., Burrow, James. Tech Prep and a Marketing Careers Model. Perspectives on Marketing. 5-6, 16.

Smith, Peggy. (1987) The duties of a first-line supervisor as perceived by first-line supervisors and middle managers in the Houston business community, Houston. University of Houston: Author

Smith, Clifton L. (1995, March). NAVE Report and Implications for Marketing Education. Perspectives on Marketing. 5-6, 12.

Treichel, J.M. (1991, February). Moving toward the 21st century. Business Education Forum 45, 52.

Vanterpool, Maureen Olivia. (1987). Concerns of Training Managers About the Competency Standards Prescribed by the American Society for Training and Development, Ohio. The Ohio State University: Author

VITA

Debra Louise Mackey, daughter of Mary Lee Ellis and the late Ollie E. Ellis Jr., was born in Knoxville, Tennessee on December 20, 1956. She grew up in Seymour, Tennessee, graduating from Seymour High School in 1974.

She attended the University of Tennessee in Knoxville and received her BS in Fashion Merchandising with a certification in Distributive Education in 1978. She worked in retailing for one year and then started a Distributive Education program at Gatlinburg-Pittman high school in 1979. Her program was moved to Seymour High School where she taught for seven years. She obtained her MS in Vocational Technical Education in 1984. She wrote curriculum for the state department in 1986 and 1987.

In 1993, she began her doctoral program at the University of Tennessee, working as a graduate assistant for Dr. Carroll Coakley. She assisted in writing international marketing curriculum for the state department in 1993. She received an award of excellence in Human Ecology for outstanding teaching as a graduate student in 1996.

She participates in volunteer work for Children's Hospital. She is the co-chair for Fantasy of Trees for the 1997-1998 seasons.