

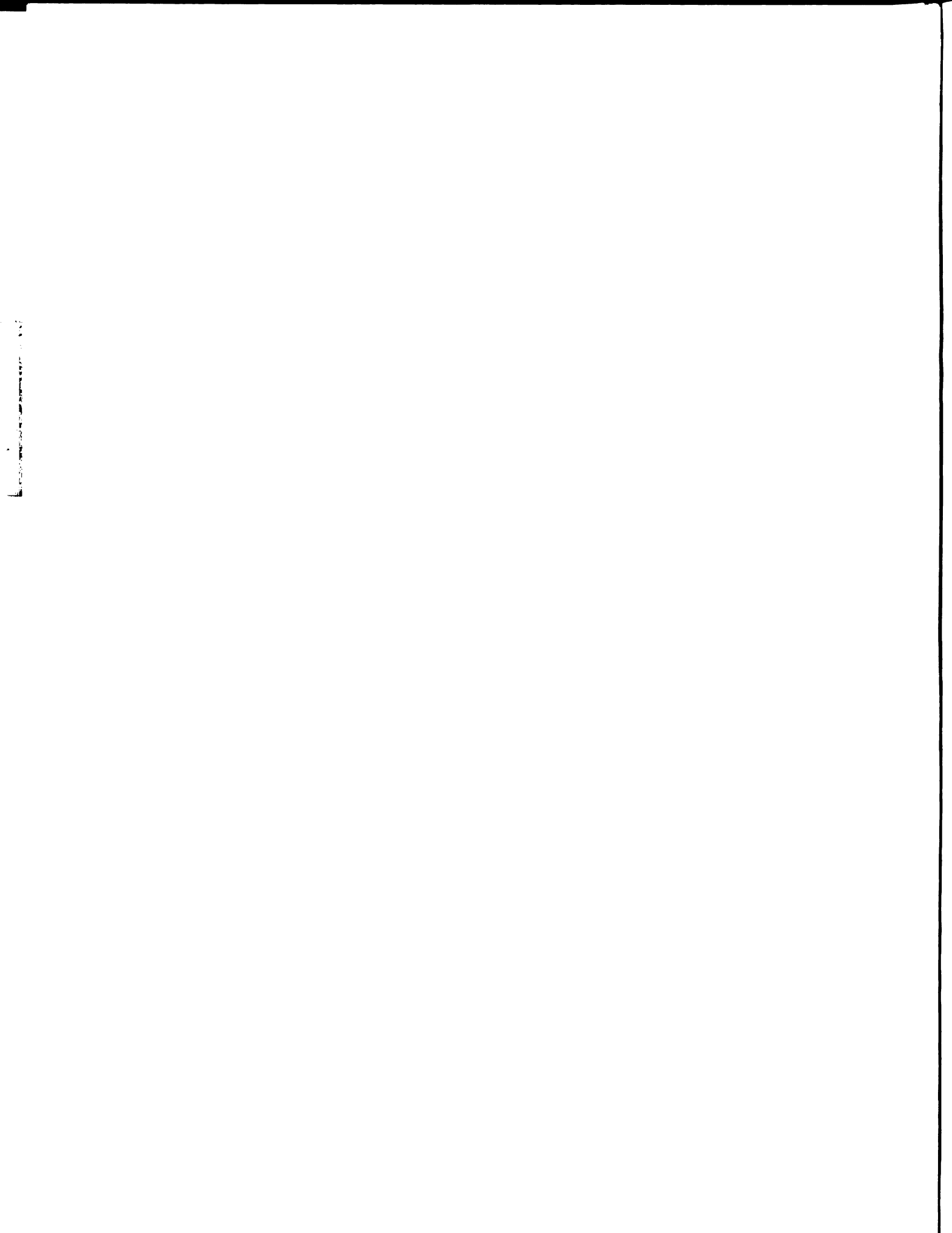
~~Q-103~~
~~A-131~~

~~SEP 25 1974~~ 1303

~~K-174~~ 156

35 ~~I-248~~

~~L SEP 28 1974~~ 269



ABSTRACT

A PROFILE OF DECA IN NEW YORK STATE WITH SELECTED EDUCATORS' AND SECONDARY STUDENTS' PERCEPTIONS REGARDING FUNCTIONAL AND OPERATIONAL BELIEFS OF THAT ORGANIZATION

By

Ross Tallman Dailey

The present study was concerned with identifying and distinguishing between the belief systems of various position groups regarding the functions and operations of a vocational co-curricular activity, the Distributive Education Clubs of America.

The first objective of this study was to identify any differences in the perceptions of student members of DECA, advisors of DECA, guidance directors, and principals regarding the functions and operations of the co-curricular activity, DECA.

The second objective of the study was to identify differences between the belief systems as perceived by the student members of DECA, advisors of DECA, guidance directors, and principals in relation to the selected background variables of: 1) degree of direct contact with DECA, 2) previous or prior knowledge or acquaintanceship with DECA, 3) years of chapter operation, 4) school enrollment, 5) distributive education enrollment, 6) extent of chapter's involvement and achievement in competitive events, 7) school and community involvement, 8) socio-economic level, and 9) ethnic origin.

The data related to the sixty-three questionnaire items was arranged and grouped into seven prepared sets of belief categories for application of the analysis procedure. These seven areas are: 1) membership and enrollment, 2) community and business affiliation, 3) advisorship, 4) information transmittal, 5) competition and contests, 6) participation and meetings, and 7) instruction and the classroom.

This study was limited to the student members, advisors, guidance directors, and principals of selected secondary schools in New York State which offer a distributive education curriculum and have an official local charter membership in DECA. The population included 236 educators and 2,040 students from 103 schools that were surveyed by the questionnaire. This relevant background information was developed into a population profile.

The sixty-three statement questionnaire was designed using a five-point scale and the respondents were asked to indicate the importance of the item along the scale. As the respondents recorded their evaluation of each item, both direction and intensity of their response were measured. The two-way analysis of variance was utilized as the statistical procedure in the treatment of the data.

The purpose of this study was to derive from such data the implications of effectiveness of the techniques and operations of the local club on the assumption that the extent of agreement toward the functions and operations of the activity by the students and the educational personnel with whom the student members work and with whom the organization comes in contact with is important to the success of the organization itself.

The data from this study indicates that the extent of agreement toward the functional and operational beliefs of the youth program by the students and educational personnel with whom the members work is important to the success of the organization. If the similarities and differences of beliefs between the groups can be fully understood, and secondly, if there then can be a closer agreement between the operating groups, a more desirable relationship and smoother working condition would result.

The findings of this study relating to the background variables suggests that the working effectiveness of the youth program could be improved if certain conditions inherent to the population, school, and community were removed or could be changed in some way. It is likely that many differences existing toward certain beliefs could merely be overcome by a better understanding of the actual situations as they presently exist.

The individual advisor who expects to have a favorable and invigorating program must work very hard and develop a well-balanced and active organization. The more activity, additional functions, efficient operation, and more involvement in school, businesses, and community results in what could be termed a "good club". Expansion of distributive education to larger numbers and higher quality can be traced to effective and efficient management by the advisor.

There is conclusive evidence which supports the whole notion of DECA. If the program of work of the co-curricular activity is implemented into the distributive education curriculum there can be desirable and often superior program outcomes. The M.A.P. (Merit Award Program) is supported by this study, the development of this

program at national level promotes, recognizes, and rewards individual student achievement on the local level based on performance standards which are within reach of all students.

A substantial proportion of the DECA members are not employed in distributive occupations; the majority, however, feel committed to a future in distribution. DECA members generally aspire a post-secondary experience with many of the members seeking the more difficult high school regents diploma. The students aspiring toward a related career in distribution have focused upon areas such as management, marketing, and retailing as "career clusters" rather than upon specific and possibly narrow occupations.

In summary, DECA is seen as having an influential role in the success of the distributive education program and as a factor in the initial enrollment of a student into the program. The activity is in a position to affect the school, businesses, community, and the students themselves in a beneficial and rewarding way.

© COPYRIGHT BY
ROSS TALLMAN DAILEY
1972

A PROFILE OF DECA IN NEW YORK STATE WITH SELECTED EDUCATORS'
AND SECONDARY STUDENTS' PERCEPTIONS REGARDING FUNCTIONAL
AND OPERATIONAL BELIEFS OF THAT ORGANIZATION

By

Ross Tallman Dailey

A THESIS

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

DOCTOR OF PHILOSOPHY

Department of Secondary Education and Curriculum

1972

ACKNOWLEDGMENTS

Special appreciation is extended to the New York State Education Department. In particular, members of the Bureau of Distributive Education staff: Douglas Adamson, Bureau Chief; Jack Brophy, State DECA Advisor; and William Plimley, State Supervisor in Distributive Education for their generous contributions of Bureau resources and facilities and of their own personal time, interest, and cooperation toward this study. Without their support and the cooperation of the educators and students, this project would not have been possible.

I would particularly like to acknowledge the interest and support of my committee: Dr. Peter Haines, Dr. Robert Poland, Dr. Richard Lewis, and Dr. Norman Bell. I valued the opportunity to work with Dr. Haines and found his encouragement, standards of performance, and professional levels of expectation to be a primary factor in the completion of this study.

Throughout the project the continuous interest of colleagues and friends and their willingness to assist were invaluable. Special tribute is extended to Jo Lynn Cunningham for her unlimited energies and interest in the study and for her statistical assistance. I especially wish to thank Fran Fowler for her personal assistance, encouragement, and level of performance in transforming my draft into the final copy. The completion of the final copy would not have been possible without the assistance of Marcia Austin and Judy Little.

A very sincere thanks is extended to my personal and new-found friends for their patience, understanding, and assistance when I needed them. A last note of thanks goes to my teacher, colleague, and friend, Professor Reno Knouse for his faith, inspiration, and encouragement not only to myself but to my contemporaries and his students.

TABLE OF CONTENTS

| | Page |
|--|------|
| ACKNOWLEDGMENTS | ii |
| LIST OF TABLES | viii |
| Chapter | |
| I. INTRODUCTION | 1 |
| STATEMENT OF THE PROBLEM | 3 |
| Hypothesis Number One | 4 |
| Hypothesis Number Two | 4 |
| NEED FOR THE STUDY | 5 |
| Professional Unification | 6 |
| Partnership of School, Community, and Business | 6 |
| Evaluation and Assessment of Youth Programs | 7 |
| Instructional and Behavioral Objectives | 8 |
| SIGNIFICANCE OF THE STUDY | 9 |
| Research Application | 10 |
| Unifying the Programs | 10 |
| Vocational Education Under Attack | 11 |
| SCOPE OF THE STUDY | 11 |
| LIMITATIONS OF THE STUDY | 12 |
| DEFINITIONS | 12 |
| II. THE FUNCTIONS AND OPERATIONS OF THE VOCATIONAL CO-CURRICULAR ACTIVITY--DECA | 15 |
| A HISTORICAL REVIEW | 15 |
| Background of the Distributive Education Clubs of America | 20 |

| Chapter | Page |
|---|------|
| ORGANIZATION PURPOSES, OBJECTIVES, AND GOALS | 24 |
| Purposes | 24 |
| Objectives | 27 |
| Goals | 30 |
| Leadership | 32 |
| Values | 33 |
| ORGANIZATION ACTIVITIES | 36 |
| A Pattern of Approach | 37 |
| Development of Activities | 39 |
| Importance of Activities | 40 |
| POSITION GROUPS AFFECTING DECA | 41 |
| The DECA Advisor | 41 |
| The Guidance Director | 42 |
| The Principal | 43 |
| The Students | 44 |
| CLUSTERS OF FUNCTIONS AND OPERATIONS | 44 |
| Enrollment and Membership | 44 |
| Community and Business | 47 |
| Advisorship | 48 |
| Public Relations and the Transfer of Chapter Information | 49 |
| Competition and the Contest Program | 50 |
| Participation, Instruction, the Classroom and Meetings | 52 |
| DISCUSSION OF THE REVIEW OF THE LITERATURE | 54 |
| III. RESEARCH PROCEDURES | 55 |
| INTRODUCTION | 55 |
| POPULATION | 55 |
| QUESTIONNAIRE DEVELOPMENT | 57 |
| DATA COLLECTION PROCEDURES | 63 |
| PROCEDURES FOR TREATMENT OF DATA | 67 |
| Multivariate Analysis of Variance | 68 |
| RESPONDENTS' BACKGROUND INFORMATION | 71 |

| Chapter | Page |
|--|------|
| IV. THE FINDINGS | 72 |
| CHARACTERISTICS | 72 |
| General Background Factors | 72 |
| Advisor's Background Information | 74 |
| Student DECA Members | 80 |
| Educator's Background Information | 92 |
| DIFFERENCES IN PERCEPTIONS AMONG POSITION GROUPS AND BELIEF DIFFERENCES BASED ON SELECTED BACKGROUND VARIABLES | 100 |
| Hypothesis One--Differences in Perceptions Among Position Groups | 100 |
| Discussion of the Findings | 103 |
| Hypothesis Two--Belief Differences Based on Background Variables | 104 |
| First Variable--Degree of Direct Contact | 105 |
| Second Variable--Previous Knowledge | 110 |
| Third Variable--Years of Chapter Operation | 115 |
| Fourth Variable--School Enrollment | 120 |
| Fifth Variable--D.E. Enrollment | 123 |
| Sixth Variable--Competitive Events | 129 |
| Seventh Variable--School and Community | 137 |
| Eighth Variable--Socio-Economic Level | 145 |
| Ninth Variable--Ethnic Origin | 152 |
| QUESTIONNAIRE ITEM RESPONSES | 160 |
| V. SUMMARY OF MAJOR AND RELATED FINDINGS, CONCLUSIONS, RECOMMENDATIONS, AND IMPLICATIONS FOR PROGRAMS | 161 |
| SUMMARY OF MAJOR FINDINGS | 163 |
| Hypothesis One--Position Group Perceptions | 163 |
| Hypothesis Two--Relationship of Beliefs to Background Variables | 164 |
| POPULATION PROFILE FINDINGS | 170 |
| CONCLUSIONS REGARDING THE PROFILE OF DECA | 174 |
| CONCLUSIONS REGARDING THE MAJOR FINDINGS | 180 |

| Chapter | Page |
|---|------|
| IMPLICATIONS FOR PRACTICE | 187 |
| RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER RESEARCH | 192 |
| SELECTED BIBLIOGRAPHY | 194 |
| APPENDIX | 200 |

LIST OF TABLES

| TABLE | Page |
|---|------|
| 1. Population and Per Cent of Returns of Educators | 67 |
| 2. Estimated Percentage of Graduating Students Actually Entering College | 75 |
| 3. Percentage of Distributive Education Students Bound for College | 76 |
| 4. Percentage of Distributive Education Courses Taught by the Advisor | 77 |
| 5. Number of Additional Distributive Education Teachers Instructing Distributive Education Classes other than the Advisor | 77 |
| 6. Advisors' Response as to Whether they Coordinate the Co-op Phase of the Distributive Education Program . . . | 78 |
| 7. Advisors' Response as to Whether the School Store Operation is a part of the Distributive Education Program | 79 |
| 8. Advisors' Response as to Whether they are in Charge of the School Store | 79 |
| 9. Advisors' Amount of Conference Time Spent with their Full Slate of DECA Officers in Executive Meetings . . . | 81 |
| 10. Advisors' Responses as to the Number of Hours Per Week Directed toward DECA Activities outside of Class | 82 |
| 11. Advisors' Response as to the Number of Hours Per Week Expended During Contest Preparation Time outside of Class | 82 |
| 12. Sex of Student Respondents | 83 |
| 13. Present Class Status of Students | 84 |
| 14. Course Level of Student Enrollment in Distributive Education | 85 |

| TABLE | Page |
|--|------|
| 15. Student Responses as to Whether DECA was an Influential Factor toward Enrollment in Distributive Education . . . | 86 |
| 16. Number and Percentage of Students Provided with Information about Distributive Education before their Enrollment in Distributive Education | 87 |
| 17. Number of Years of Student Enrollment in Distributive Education | 88 |
| 18. Students Employed in Distributive Occupations | 89 |
| 19. Students working toward a New York State Regents Diploma . | 89 |
| 20. College Attendance Plans after High School Graduation for DECA Members | 90 |
| 21. Degree of Student Commitment to a Future in Distribution . | 91 |
| 22. Student Career Goals | 92 |
| 23. Educators' Years of Service in Present Capacity while DECA has been Active | 94 |
| 24. Educators' having Served in another Capacity in the same School while DECA has been Active | 95 |
| 25. Educators' Years of Enrollment in High School Vocational Education | 97 |
| 26. Educators who have taken College Course Work in Vocational Education | 98 |
| 27. Number of Formally Scheduled Meetings Regarding the Functions and Operations of the Educators' School's DECA | 99 |
| 28. Design Matrix of Independent Variables of Groups and Sizes as they Relate to Beliefs | 101 |
| 29. Multivariate Test of Interactions of Position Groups and Organization Size | 101 |
| 30. Multivariate Test of Group Main Effect Upon the Seven Sets of Beliefs | 102 |
| 31. Multivariate Test of Organization Size and its Main Effect Upon the Seven Sets of Beliefs | 103 |

| TABLE | Page |
|---|------|
| 46. Multivariate Test of the Main Effect of School Size for the Seven Sets of Beliefs | 123 |
| 47. Multivariate Test of Interaction between the Main Effects of Position Groups and Distributive Education Enroll- ments for the Seven Sets of Beliefs | 124 |
| 48. Multivariate Test of the Group Main Effect for the Seven Sets of Beliefs | 125 |
| 49. Multivariate Test of the Main Effect of Distributive Education Enrollments containing Small, Medium, and Large Size Clubs | 126 |
| 50. Number and Percentage of Advisors with Distributive Education Enrollments containing Small, Medium, and Large Size Clubs | 128 |
| 51. Multivariate Test of Interactions between the Main Effects of Position Groups and Contest Involvement and Achievement to the Seven Sets of Belief Systems . . | 130 |
| 52. Multivariate Test of Group Main Effect for Seven Sets of Beliefs | 131 |
| 53. Multivariate Test of the Main Effect of the Degree of Contest Involvement and Achievement for the Seven Sets of Beliefs | 132 |
| 54. Number of District Contest Winners in the Respective School Chapters during the Last School Year. | 133 |
| 55. Number of Direct State Contest Entries at the last State Leadership Conference | 134 |
| 56. Total Number of Chapter Contestants Participating at the last State Leadership Conference | 135 |
| 57. Multivariate Test of Interactions of the Main Effects of Position Groups and School-Community Involvement for the Seven Sets of Beliefs | 138 |
| 58. Multivariate Test of Group Main Effect for the Seven Sets of Beliefs | 140 |
| 59. Multivariate Test of the Main Effect of School-Community Involvement for the Seven Sets of Beliefs | 140 |

| TABLE | Page |
|--|------|
| 60. Amount of School and Community Involvement by the DECA Organization | 141 |
| 61. Number of Chapters having an Advisory Committee | 142 |
| 62. Number of Times the Local DECA Chapter or Officers have addressed the Local Chamber of Commerce, Service Club, Businessmen's Association, or other Civic Organizations during the past School Year | 143 |
| 63. Chapters involved in other Related Civic or Service Activities this past year | 147 |
| 64. Multivariate Test of Interactions between the Main Effects of Position Groups and the Socio-Economic Level for the Seven Sets of Beliefs | 148 |
| 65. Multivariate Test of Group Main Effect for the Seven Sets of Beliefs | 149 |
| 66. Multivariate Test of the Main Effect of Socio-Economic Level for the Seven Sets of Beliefs | 150 |
| 67. Family Income description of the Students Enrolled in Schools housing Small, Medium, and Large Size Clubs | 150 |
| 68. Family Income description of the Student enrolled in Distributive Education | 150 |
| 69. Multivariate Test of Interactions between the Main Effects of Position Groups and Ethnic Origin for the Seven Sets of Beliefs | 154 |
| 70. Multivariate Test of Group Main Effect for the Seven Sets of Beliefs | 154 |
| 71. Multivariate Test of the Main Effect of Ethnic Origin upon the Seven Sets of Beliefs | 156 |
| 72. Percentage of Non-White Students in Schools for Position Groups | 157 |
| 73. Percentage of Non-White Students in Schools of Various Club Sizes | 158 |
| 74. Percentage of Non-White Students in Distributive Education | 159 |

CHAPTER I

INTRODUCTION

"I believe in the future which I am planning for myself in the field of distribution, and in the opportunities which my vocation offers.

I believe in fulfilling the highest measure of service to my vocation, my fellow beings, my country and my God-- that by so doing, I will be rewarded with personal satisfaction and material wealth.

I believe in the democratic philosophies of private enterprise and competition, and in the freedom of this nation--that these philosophies allow for the fullest development of my individual abilities.

I believe that by doing my best to live according to these high principles, I will be of greater service both to myself and to mankind."¹

With congressional approval of the George-Deen Act on June 8, 1936, specific federal monetary support was authorized for vocational programs in the distributive occupations. The George-Barden Act of August 1, 1946, authorized funds to be expended toward vocational education "for the same purpose and in the same manner" as provided in earlier legislation but with several differences in allocations and specifications.² The high school distributive education programs which were reimbursable were required to use the cooperative plan of instruction. Students were legally classified as employees who were returning

¹DECA Handbook, Distributive Education Clubs of America, (Washington, D. C., 1967).

²Education for a Changing World of Work, Report of the Panel of Consultants on Vocational Education, (Washington, D. C., U. S. Government Printing Office, 1964), page 24.

part-time to school and continuing education.

During this ten year period between 1936 and 1946, when secondary cooperative programs in distributive education were becoming established, the students in these same classes began to form clubs. Several basic factors were involved in this spontaneous growth throughout the nation. Very briefly, these factors were: 1) the common interests in their work, 2) the common need for social and professional development, and 3) the need to belong.³ Similarly, other vocational education students also had, or were, developing affiliate organizations. These organizations are known today by such letters as FFA (Future Farmers of America) and FHA (Future Homemakers of America). Later, in the fifties and sixties other groups were formed such as the Future Business Leaders of America, Office Education Association, and Vocational Industrial Clubs of America.

An increasing number of vocational educators have become concerned with the quality of these youth organizations during this past decade. Many professional educators feel that youth organizations in the vocational areas should be an integral part of the instructional program while others feel they should be kept separate and distinct from the instruction and viewed along with other extra-curricular activities.⁴

The Vocational Education Act of 1963 and the subsequent Amendments of 1968 which made it possible to broaden vocational education,

³"DECA: Alive and Well at 25", The Distributor, XXV, (April, 1971), page 20.

⁴Harold Binkley, "Guiding Principles for Vocational Youth Groups", American Vocational Journal, (May, 1968), page 27.

also stressed the need for the development of leadership and citizenship in all vocational students. The challenge for those responsible for youth organizations in vocational education lies within the congressional acts. "Only by continually and progressively establishing higher goals and presenting new challenges can youth organizations⁵ maintain a line of advancement and success."

Youth organizations are important for another reason. An objective of vocational education is to provide the opportunity for each individual to develop to his fullest potential. It is therefore essential that the program offered in the secondary schools be based upon a philosophy and theoretical framework of involvement and participation in the selected vocational area. The educational family of teachers, guidance personnel, and administrators have the authority and the responsibility for providing an educational program to prepare youth for the occupational world. One of the instruments which can be effectively utilized toward youth development is the co-curricular organizations affiliated with the vocational distributive education program, DECA (Distributive Education Clubs of America).

STATEMENT OF THE PROBLEM

This study is concerned with identifying and distinguishing between the belief system of various groups of people regarding the functions and operations of DECA (Distributive Education Clubs of America) chapters by those who relate to it at the local level. These

⁵Ibid., page 27.

people can be classified into four position groups including:

1) students, 2) advisors, 3) guidance directors, and 4) principals.

The belief systems are: 1) information transmittal, 2) community and businesses, 3) competition and contests, 4) participation and meetings, 5) membership, 6) advisorship, and 7) instruction.

The purpose of this study is to derive from such data the implications of effectiveness of the techniques and operations of the club which can be translated into effective educational practices. This objective is based on the assumption that the extent of agreement to the functions and operations of the vocational co-curricular activity by the students and the educational personnel with whom the student members work and with whom the organization comes in contact is important to the success of the organization.

The problem of the study is specified by null hypotheses.

Hypothesis Number One

There are no significant differences between the perceptions of student members of DECA, DECA Advisors, guidance directors, and principals regarding the seven sets of belief classifications toward the functions and operations of the vocational co-curricular activity, DECA.

Hypothesis Number Two

There are no significant differences between the belief classifications as perceived by the student members of DECA, DECA

⁶The term, Position Groups will be used throughout this study and refers to the groups of people which represent the students, advisors, guidance directors, and principals in the study.

Advisors, guidance directors, and principals in relation to the selected background variables of:

1. Degree of Direct Contact with DECA
2. Previous Knowledge of DECA
3. Years of Chapter Operation
4. School Enrollment
5. Distributive Education Enrollment
6. Competitive Involvement
7. School and Community Involvement
8. Socio-economic Level
9. Ethnic Origin

NEED FOR THE STUDY

This study is concerned with the functions and operations of the co-curricular activity, DECA. It is of prime importance to consider those groups closely associated with the operation and performance of such activities. The groups mentioned will be considered as position groups and are very significant factors in the ultimate outcomes and achievements of the organization and the individuals in it.

To help keep vocational co-curricular program modern and in step with the needs of students; advisors and coordinators need abundant communication and positive interaction amongst their chapter members and the educational family of program advisors, guidance personnel, and school administrators for advice, assistance, and direction regarding the functions and operations of their programs.

This section will deal with four areas of discussion concerning the need for this study. They are: 1) professional unification, 2) the

partnership of school, community, and business, 3) evaluation and assessment of youth programs, and 4) educational instruction and behavioral objectives of youth programs.

Professional Unification

There is a definite need for professional workers who have responsibility for youth organizations to present a united front to school people and the public regarding the purposes and place of these organizations in vocational education.

If educators are to work effectively with their co-curricular activities, it is important that they possess an understanding of how various groups perceive and expect the organization to function and operate. Certainly the most important groups holding perceptions and expectations regarding the functions and operation of the co-curricular activity are the student members themselves, the organization advisor, guidance counselor, and administrative personnel.

If differences or similarities between the position groups regarding the activity can be determined, then steps can be taken towards effective operational guidelines and leadership training for club advisors and student members.

The Partnership of School, Community and Business

Many schools can cite situations in which businesses, the community, and the school have cooperated through various channels, but there is often little, if any, meaningful, sustained, coordinated, and systematic participation and involvement of business and community as a way of life for occupational education. An important question is, does the educational family support this notion, and more important, if they

do, what perceptions do they have regarding the operations of such a program? Much of the fault for lack of significant occupational education lies with the educational family on the local school level, for they have often demonstrated a lack of knowledge as to the nature of and motivation for business, community, school, and student participation and involvement.

Evaluation and Assessment of Youth Programs

There is a great need for invention and evaluation of youth co-curricular organizations. Very little empirical data exists relative to vocational youth activities. The 1968 Amendments put great stress on vocational education expanding to serve a greater number of the nation's youth. Are we serving a greater number and if we are, are they participating and involved in the functions and operations of the club?

A lack of commitment may be in the differences as perceived by the actual student members and the position groups who are influential upon the educational scene. Much has been written regarding the behavior of both the student and the teacher along with the atmosphere and climate of the classroom. The role of the guidance counselor and the school administrator has also received much attention.

There is a gap of information which we, as educators, who are concerned with the operations of the vocational youth co-curricular activities, should deal with. This gap could be referred to as a type of "group gap". This group gap is the difference which could exist between students and between educators concerning the functions and operations of certain selected vocational co-curricular activities.

Educational Youth Program Instructional and Behavioral Objectives

There is also a need for clarity, unity, and continuity of purpose in the programs of youth organizations. Youth organizations should be designed and used as dynamic teaching devices to motivate the instructional programs. The Michigan State Department of Education writes:

The DECA program of youth activities can be a "fountainhead of inspiration" to distributive education students. Participation in the local program of youth activity can stimulate student interest and impel them to excel in their studies, their occupations, and their careers.⁷

The functions and/or operations of the organization can be an involved pattern of relationships conducive to positive and beneficial outcomes. It is the educators who are responsible for the administration and operation of their school programs. Therefore, it is they who must take the initiative and exercise appropriate leadership to arrange for effective utilization of the program opportunities. Purposeful, meaningful, and effective education and training for the world of work and living must be offered. The implementation of interesting and motivational youth co-curricular activities can be the special ingredient for a lasting and penetrating experience in vocational distributive education. Unfortunately, at times, there has been confusion and frequently total abuse and neglect by its own educators, in the opinion of this writer.

Purposeful Activities. Guiding principles are fundamental as a starting point to improve youth organizations and make them more dynamic

⁷Michigan State Department of Education, Division of Vocational Education, Michigan DECA Handbook, (Lansing, Michigan, September, 1968).

as teaching devices. An increasing number of teachers, supervisors, and educators are now involved in the youth organization movement.

Harold Binkley states:

. . . the purpose of an activity must be clear to the advisor, and steps must be taken to accomplish it. The purpose is not likely to be achieved unless it is clearly seen and unless assiduous and intelligent efforts are made to accomplish it.⁸

If the functions and operations of the organization are viewed differently and misunderstood by those persons involved in the school setting, efforts of any dimension will be wasted.

SIGNIFICANCE OF THE STUDY

There is little evidence available that the functions and operations of the Distributive Education Clubs of America on the local level are perceived differently. The basic concern is to examine these differences if they exist. The encouragement and support of the educational family of advisors, guidance, and administrative personnel along with the student members is an important factor in promoting and carrying out the activities of the club. There exists a consideration to better understand the student in the vocational program so that the old adage, vocational education "meets the needs of the student" might be taken seriously and fulfilled. While this study will not answer conclusively all questions raised in the area of DECA, it will provide information regarding important components of the program of distributive education.

⁸Binkley, Op. Cit., page 28.

The meaningfulness of this study and the fact that this particular area of concentration deserves consideration of research will be briefly discussed through three factors. They are: 1) re-search application, 2) unifying the programs, and 3) vocational education under attack.

Research Application

There has been much stress in the co-curricular phase of distributive education, yet the co-curricular aspect has not received the research attention it deserves. This study may point out weaknesses in the programs and/or schools which could ultimately help to raise their standards. Ashman and Larson concluded that, "even though club activities receive a great deal of attention and publicity there were no studies located that dealt specifically with clubs as such".⁹ Research would be welcomed by all concerned.

Unifying the Programs

While the field has long proclaimed an interest in individualizing operations and functions according to the unique needs of the students and the community which accounts for some of the diversity, it has also proclaimed to be working within a discipline framework emphasizing the common need for basic competencies by all students. If there is a need for certain objectives and competencies, the same core of functions and operations is essential and defensible. This will help to identify and magnify the essential areas which require attention and development.

⁹Richard D. Ashman and Roger A. Larson, Review and Synthesis of Research on Distributive Education, (Columbus, Ohio, Ohio Center for Vocational and Technical Education, 1970), page 32.

Vocational Education under Attack

Distributive Education activities have often been under attack. The activities and curriculums of vocational education have often been viewed as a structure supporting upward growth, status rise, economic advantages and certain skill developments if the student has ability and applies himself. Certain practices have been attacked as violating concepts of "equal education for all". Many functions and operations of co-curricular activities are thought by some, to virtually exclude the majority in the participation of the activity.

One of the objectives of this study is to investigate the magnitude and direction of the group's perceptions. There has been little previous effort to study the background factors involved in program developments or to look at any interaction analysis of the groups involved. A study of this nature and design will provide significant outcomes to the position groups involved, to the business and community units, to the educational agencies for examination and interpretation, and for implementation in teacher education programs.

SCOPE OF THE STUDY

This study will include student members, advisors, guidance directors, and principals of selected secondary schools of New York State. The schools involved are those which offer distributive education in their high school curriculum and which also have an official local charter membership in DECA. The New York State area represents an excellent cross section of students and educators from: 1) small to large size comprehensive high schools, 2) small towns to

large city environments, 3) a wide and varied economic range, 4) various degrees of activity involvement, 5) recently formed to well-established organizations, and 6) a past history of successful experiences consistent with other states.

The evaluation of organization sizes results in a representation of: 1) 34 large clubs, 2) 38 medium size clubs, and 3) 31 small clubs within the research design. A small club is identified as having 15 members or less, a medium club has from 16 to 35 members and a large club has 36 members or more. A complete description of the population along with the procedures used in conducting the study can be found in Chapter Two.

LIMITATIONS OF THE STUDY

Only secondary schools affiliated with the local, state, and national organization of youth co-curricular activities in distributive education are included in this study. The findings must necessarily relate only to those selected schools and to the State of New York. The schools represented in this study are diverse in their make-up, characteristics, and types, and even more so in their youth club offerings and in the functions and operations of their clubs.

Because of this diversity, it seems reasonable to assume that the findings of this study may be generalized to situations where clubs are in existence in other localities and with similar conditions.

DEFINITIONS

The following definitions or explanations are given to insure the understanding of terms.

(1) Distributive Education Clubs of America (DECA). Identifies the program of youth activity relating to distributive education and is designed to develop future leaders for marketing and distribution. The organization is non-profit, school centered and totally youth oriented. All chapters are self-supporting, with members paying local, state and national dues. It is the only national youth organization operating in the nation's schools to attract young people to careers in marketing and distribution.

10

(2) Position Groups. Refers to either advisors, guidance personnel, principals, or student members.

(3) Student Members. These are secondary education students classified as members in the DECA organization through official payment of local, state and national dues. They must be enrolled in the distributive education curriculum in their high school.

(4) Organization Advisor. The local distributive education teacher who voluntarily or appointed, is the faculty member responsible for the club.

(5) Guidance Director. The person in the guidance or counseling division or department who is designated or acts in such capacity as chairman, director, or supervisor of guidance activities in the school system or building which houses the distributive education program and its youth club, DECA.

(6) School Administrator(s). The person or staff in the local school system responsible for conducting educational programs on the secondary level.

¹⁰What it is, What it does, Distributive Education Clubs of America, (Falls Church, Virginia, 1970).

(7) Principal. A chief school administrative official or his chief associate in charge of the building housing the distributive education program, advisor, and club.

(8) Education Family. A term made in reference to include the faculty advisor, guidance personnel, and administrative personnel in the building or nearby facilities which house the distributive education program.

(9) Youth Co-Curricular. The activity carried out by high school students which is directly affiliated and related, and considered an integral part of the curriculum.

(10) Club Activities. Program of work of the Distributive Education Clubs of America which provides opportunities for members to demonstrate and to refine the competencies required in employment and in citizenship.¹¹

(11) Distributive Education. A program of vocational instruction in marketing, merchandising, and related management, designed to meet the needs of persons who have entered or are preparing to enter a distributive occupation or an occupation in which a distributive function appears; includes preparatory and supplementary instruction.¹²

¹¹U. S. Department of Health, Education, and Welfare, Office of Education, Distributive Education in the High School, OE-82019, (Washington: U. S. Government Printing Office, 1969), page 61.

¹²Ibid., page 62.

CHAPTER II

THE FUNCTIONS AND OPERATIONS OF THE VOCATIONAL CO-CURRICULAR ACTIVITY, DECA

Literature concerning the Distributive Education Clubs of America and its growth, development, and objectives is important to this study because of its relationship to the functions and operations of the organization. No research was found directly related to students' and educators' opinions regarding the functions and operations of this vocational youth group. However, some studies have been made of a follow-up nature towards students in this program and some studies have viewed the operations of the organization as an aspect of their research.

There is a void of literature regarding perceptions of educational groups and students in regard to the functions and operations of this organization. An extensive review of related literature revealed that there are no such studies in existence.

A HISTORICAL REVIEW

In his 1961 Message to Congress regarding American Education, President John F. Kennedy said:

The National Vocational Acts, first enacted by the Congress in 1917 and subsequently amended, have provided a program of training for industry, agriculture, and other occupational areas. The basic purpose of our vocational education effort is sound and sufficiently broad to provide a basis for meeting future needs. However, the technological changes which have occurred in all occupations

call for a review and re-evaluation of these acts, with a view toward their modernization.

To that end, I am requesting the Secretary of Health, Education, and Welfare to convene an advisory body drawn from the educational profession, labor, industry, and agriculture, as well as the lay public, together with representatives from the departments of agriculture and labor, to be charged with the responsibility of reviewing and evaluating the current National Vocational Acts, and making recommendations for improving and redirecting the program.¹³

Through the efforts of Industrial Education, the need for vocational education was brought to the attention of Congress which created a Commission on National Aid to Vocational Education. The findings of the Commission subsequently resulted in the Smith-Hughes Act or the Vocational Education Act of 1917.¹⁴ The Act provided a grant to the States for the promotion of vocational education in agriculture, trade and industrial education, and home economics.

Following two terminal acts of 1929 and 1930, the George-Reed Act and the George-Ellzey Act respectively, a continuing statute appropriating additional funds for the promotion and further development of vocational education was enacted and known as the George-Deen Act of 1936.¹⁵ This Act supported the vocational areas within the Vocational Education of 1917 and for the first time distributive occupations received support. A supervisor of distributive education John Frake stated, "The George-Deen Act was an enabling act that, for the first time, provided funds for training people in the distributive

¹³Report of the Panel of Consultants on Vocational Education, Op. Cit., page v.

¹⁴Grant Venn, Man Education, and Work, (American Council on Education, Washington, D.C., 1964), pages 54-61.

occupations."¹⁶ Many people had felt that the cost of distribution was too high. A survey several years prior found that the average cost of distribution was 69¢ out of every dollar. Before the passage of the George-Deen Act, education and brain power had been concerned with the problems of production and had neglected the functions of distribution.¹⁷

In 1946 Congress approved the George-Barden Act which technically amended the George-Deen Act with several differences, notably: 1) funds for distributive education were limited to support for part-time and evening courses for employed workers, and 2) support for two youth organizations in agriculture: The Future Farmers of America and the New Farmers of America, was initiated.

The year 1963 could be considered the most important in the history of vocational education. A presidential panel of consultants after a year long study was rewarded with the Congressional enactment of the Vocational Education Act of 1963. Its provisions assured adequate funds for the necessary expansion of vocational education and authority for a completely new program unaffected by the restrictions of the past vocational legislation. For the purposes of this section discussion, this legislation affected distributive education in the following manner:

1. Vocational education in the distributive occupations under the State plan would be designed to meet the needs of persons over fourteen years of age who have entered or are preparing to enter a distributive occupation.

¹⁶John C. Frake, "D.E. in the Cleveland Public Schools", Business Education World, (December, 1949), pages 181-182.

¹⁷Ibid., page 183.

2. The content of the program of instruction shall be derived from the functions of marketing and a knowledge of products and services in reference to the occupational objective of the student.
3. Preparatory instruction shall be provided either in preparatory classes utilizing participation activities or in cooperative classes utilizing on the job training through part-time employment.¹⁸

It had been felt that distributive education had done and was continuing to do, a good job with cooperative education but that there had been little preparatory work done. With the passing of this Act of 1963 the teaching of distributive education assumed a new role. John Beaumont, then in the U. S. Office of Education related, " he 1963 Act opens the way for distributive education cooperative programs to serve youth of all abilities, post high school, and adults. Classes can also be expanded to include those not employed. Broader and more diversified programs must be developed to meet the wide range of needs. More than ever the emphasis will be on high quality.¹⁹ Many educators feared that the distributive education program would be "watered" down while others looked towards larger expansion and the development of a more comprehensive field. This variation of thoughts was summed up briefly by Warren Meyer. He stated, "to some, this action destroys the support for high standards of vocational education and marks the beginning of diluted instruction. To many others, it is a harbinger of a period of rapid growth and good times for the field."²⁰

¹⁸U. S. Department of Health, Education and Welfare, Administration of Vocational Education-Rules and Regulations, (United States Government Printing Office, Washington, D.C., 1967), Bulletin No. 1, page 44.

¹⁹John A. Beaumont, "Distributive Education and Vocational Act of 1963", Business Education Forum, (April, 1965), pages 5, 7.

²⁰Warren G. Meyer, "A New Era in Distributive Occupations", Business Education Forum, (April, 1964).

Prior to the legislative developments of the 1963 Act, those assuming leadership roles in labor, agriculture, industry, education and on to the executive branch of our government were becoming ever increasingly cognizant of the tremendous importance of people and work, vocational development of all persons, and the significance which federal influence and mandates through legislation should and must eventually have for the progress and future of the American people.

The United States Commissioner of Education in 1962 wrote:

I honestly believe that education is the greatest task that our nation faces. . . what happens in education will determine the survival eventually and also the quality of our society and our culture.

Certainly it is a most difficult thing to educate a citizenry for life in a free democratic society.²¹

Sterling M. McMurrin

President Kennedy stated in a message which was carried in the distributive education magazine, The Distributor:

Education is both the foundation and the unifying force of our democratic way of life--it is the mainspring of our economic and social progress--it is the highest expression of achievement in our society.²²

Under the influence of the 1963 Act, vocational education grew rapidly. This rate of growth has continued and more of the youth in high school and post secondary education have had an even greater opportunity to prepare for the world of work. The subsequent Vocational Education Amendment Act of 1968 authorized increasing vocational education funding for a four year period and also provided authority for the impetus of change by mandating curriculum changes. The U. S. Congress,

²¹The Distributor, XVI, Distributive Education Clubs of America, (November, 1962), page 1.

²²Ibid., page 1.

in the Acts of 1963 and 1968 proposed that persons of all ages in all communities should have ready access to vocational education based upon individual needs, interests, and abilities.²³

The enactment of the legislation affecting distributive education programs also was the impetus for an outgrowth of a related activity associated with the programs themselves, the development of affiliated student organizations. Between the George-Deen Act of 1936 and the George-Barden Act of 1946 the students in distributive education sought an implement for their own interests and objectives. This resulted in clubs of one name or another related to the distributive occupations. The Vocational Acts of 1963 and the Amendments of 1968 which broadened vocational education also stressed the need for citizenship and leadership in all vocational students. The growth of the youth organization in distributive education then was in a position to accept new challenges and establish higher goals in its own program of advancement and achievement.

Background of the Distributive Education Clubs of America

Students in distributive education as evidenced in Chapter I began forming local organizations or clubs because of common interests and needs, not only towards work but in a social direction also. The need for a "club of their own" was prevalent in the minds of the young people in distributive education. Going to school and in addition, working a minimum of 15 hours a week in a related distributive

²³Additional detailed information may be secured by referring to the specific congressional records. George-Deen Act (Public Law 74-673), George-Barden Act (Public Law 79-586), Vocational Education Act of 1963 (Public Law 88-210), Vocational Amendments of 1968 (Public Law 90-576).

occupation the students liked the idea of a club, to belong for both group participation and the experiences it could offer. The local clubs endeavored to provide: social life for their members, to develop a sense of responsibility as citizens and workers, promoting harmonious relations between employers and employees and to raise occupational standing of their "calling". The objectives were both social and educational in nature but also with community service in mind.²⁴ The southern states were the pioneers in this movement along with Illinois and Ohio. In twelve of these states, an association of local clubs was organized on a state-wide basis. The advantage of combining forces and setting standard patterns was a satisfaction experienced by the state organizations.

Many states were considering a national organization, however, World War II delayed this form of progress until the American Vocational Association convention in 1945 initiated a national committee on distributive education clubs to develop a tentative approach plan to national organization.²⁵ The committee met in Washington during March, 1946 and after three days produced a tentative constitution and organization chart to send to the states for approval. The scheduled meeting for April, 1947 in an interstate conference had as its aim, to become a national organization. The purposes of the conference were:

1. explore problems
2. exchange ideas of state and local developments
3. to recommend initiation ceremonies and officer installation procedures

²⁴Marguerite Loos, "Distributive Education Clubs of America", American Vocational Journal, (September, 1947), pages 16-17.

²⁵Ibid., page 27.

4. to report recommended practices and procedures for organizations, contests, publications, and civic and social work.²⁶

The April national conference included a host of program activities and events which set a precedent for activities and a framework for national, state, and regional functions for years to come.

This first interstate conference program held in Memphis, Tennessee in April, 1947, included state exhibits and projects, studies and manuals in distribution, displays, student delegates, retail executives, awards, and the election of national officers. The Sears Roebuck Foundation sponsored a dance-banquet and agreed to finance the national magazine, The Distributor. The twelve member states appointed a committee to prepare a charter and constitution for consideration at the next year's conference.²⁷

It was decided at the first interstate conference that all clubs would retain their titles but would be affiliated with the national organization. Original club organizations identified themselves by a number of names, notably; Retailing Club, Future Merchants, and Business Leaders Club. A southern high school initiated their club in the early forties as, the Kentucky Retailer's Association of High School Distributive Education Students.²⁸ In 1947 most of the seventeen states which had clubs operated them as the Distribution

²⁶Ibid., page 32.

²⁷Ibid., page 32.

²⁸Donald K. Beckley, "Looking at Distributive Education", Journal of Business Education, (January, 1947), page 30.

Club, the second most popular name was the Future Retailer's Club.²⁹ John B. Pope, then in the U. S. Office of Education, reflected upon the progress of the organizations by saying, "there is every reason to believe that these clubs will continue to grow and that with a National organization, there can be a greater solidarity provided in the distributive education field."³⁰

The adoption of the constitution and the official name, The Distributive Education Clubs of America, designated DECA was completed at the second National Leadership Conference in St. Louis, Missouri, in 1948. The seventeen charter member states were: Arkansas, Georgia, Indiana, Kansas, Kentucky, Louisiana, Michigan, Missouri, North Carolina, Ohio, Oklahoma, South Carolina, Tennessee, Texas, Utah, Virginia, and Washington.³¹ The President of the National Association of State Supervisors of Distributive Education appointed a National Advisory Committee to provide interim leadership in lieu of an executive secretary.

An incorporation meeting in 1949, made up of State Supervisors and advisors of affiliated states, elected the Board of Trustees of the Distributive Education Clubs of America, Inc., to serve as the policy-making body for DECA. Under the laws of the Commonwealth of Virginia DECA was officially chartered in 1950. The official sponsor of DECA by a vote of its House of Delegates, is the American Vocational Association.³²

²⁹Donald K. Beckley, "Looking at Distributive Education", Journal of Business Education, (January, 1947), page 30.

³⁰Ibid., page 30.

³¹The DECA Handbook, Distributive Education Clubs of America, pg.5.

³²Ibid., page 5.

A national headquarters was established for DECA in 1953 in Washington, D.C. and the first Executive Secretary of DECA was employed.

ORGANIZATION PURPOSES, OBJECTIVES AND GOALS

The National insignia of DECA is a diamond and it is centered with a wrapped package, symbolizing the close cooperation of student, teacher, parent and merchant assisting the distributive education student in acquiring a well-rounded education. The four points of the diamond symbolize: 1) vocational understanding, 2) civic consciousness, 3) social intelligence, and 4) leadership development. The tag line for DECA is "Developing Future Leaders for Marketing and Distribution. This symbolization and identifying factors of National DECA is utilized through the states and local DECA organizations. It was the states and the local advisors who laid the basic foundations for the organization in its initial and developmental stages.

Organization Purposes

Developing future leaders for marketing and distribution . . . this is the purpose of DECA.³³ Although there may be variations throughout the state associations and locally affiliated clubs the purpose remains basically the same. The objectives and goals of the state associations and local chapters make the necessary departures to fit the needs and interests of their respective groups. Proposing leadership as a purpose is not to say that the leadership role is for everyone. Everyone cannot be a leader. Many must be content to be followers and participators, but their efforts are also vital. The

³³"Leadership", The Distributor, XV, (December, 1961), page 3.

U. S. Office of Education in a special issue of The Distributor related, "The broad purposes of a club, as advanced by the Distributive Education Clubs of America, are vocational understanding, civic consciousness, social intelligence, and leadership development. Added to classroom instruction and on the job instruction and application, the Distributive Education Club completes the total instructional program."³⁴

William Brady of the Georgia State Department of Education discusses the purposes of a club:

. . .to supplement instruction, to provide the student with information which will make him aware of the varied opportunities in distribution, to develop in the student vocational understanding, civic consciousness, social intelligence, and qualities of leadership, and, to develop an understanding of the wide scope of the social and economic responsibilities which accompany the right to engage in distribution in a free competitive society.³⁵

Brady views the club as part of an educational triangle composed of:

1) group and individual classroom instruction, 2) on the job instruction for immediate, and future employment, and 3) the club program.³⁶ In this situation it would be important that the club program be based upon the career objectives of the students. The organization, in effect, contributes to the career objectives by providing the experiences the students must have to find themselves.

One of the eight imperatives as being crucial in the interpretation and implementation to a vocational curriculum was, "that vocational education provide experiences which will help the student

³⁴The Distributor, Distributive Education Clubs of America, (A Special Issue, 1961).

³⁵William J. Brady, Jr., "Career Development Through the Club", Business Education Forum, (April, 1962), page 16.

³⁶Ibid., page 17.

to identify his talents, to relate these talents to the world of work, to identify an occupational interest, and to develop such talents as will widen his choices and improve the skills required for success."³⁷ The purposes, objectives, and goals, of DECA have been generated from the basic philosophies and foundations of distributive education and incorporated into the format of the club program. The relationship of purposes for distributive education and the club are basically similar. Karen Gillespie, teacher educator at New York University refers to education for distribution as having a dual purpose ". . . primarily to provide education that will prepare young men and women to enter the vast network of distributive occupations and to progress in the field, and secondly, to provide education that will enable young men and women to understand the complexities of distribution."³⁸ A singleness of purpose exists for distributive education and its club companion--the work of developing people for good citizenship, leadership, and the chance to do the vital work of our country. In the early development years, the State Supervisor of Distributive Education in Oklahoma noted that:

. . .whether the cause be social, economic, political, or educational, the aim has always been the same--to advance the objectives of the group. So it had been with the students in vocational agriculture through FFA and in home economics through FHA. So it was, with co-op part time students in distribution through the Distributive Education Clubs of America--or DECA.³⁹

³⁷Gordon I. Swanson, Howard F. Nelson, and Warren G. Meyer, "A Conceptual Framework--Vocational Curriculum", American Vocational Journal, (March, 1969), page 37.

³⁸Karen R. Gillespie, "Distributive Education--The Multi-Faceted Business Subject", Business Teacher, (September, 1966), pages 26-27.

³⁹M. J. DeBennings, "The Purpose of Distributive Education Clubs", American Vocational Journal, (May, 1948), page 20.

The purpose of the national association of clubs is wholly educational in nature with their objectives suggestive of a multitude of activities that will make a major contribution towards the purposes.

Organization Objectives

Prior to the development of national organization in 1947, the director of the Prince School of Retailing described the club growth as follows:

. . .more than ever before we need the development of leadership in young people going into business. These students also need a social outlet--they spend so much time in school, then the afternoons are taken up with their work, so some provision must be made for this. Very often these meetings among students will determine whether or not the student has the ability to get along with other people, a most important quality and quality which a successful salesperson needs.⁴⁰

Although the field no longer proclaims the "salesperson training" role, the thinking during that decade prompted the following objectives:

1. exploration of vocational opportunities
2. appreciation of distributive occupations
3. high ethical standards
4. mental and physical health
5. foster deep feelings of civic, social and moral responsibility of business for society
6. develop leadership in the field of distribution
7. healthy respect for vocational education.⁴¹

The clubs developed through very natural and healthy stages. Local clubs were first organized in spontaneous expression of a need

⁴⁰Beckley, Op. Cit., page 30.

⁴¹Ibid., page 30.

for a vehicle of training; state associations of clubs then began to develop from coast to coast; and finally, the national association was organized. The founders of DECA conceive its function to be more important than just grouping a following of state clubs that performs the same functions over a wide geographic area. The services and functions the National organization renders are: 1) to give unity of aim and activity to the work of local and state clubs, 2) to give national emphasis to the promotion of local and state clubs, 3) to lend national importance to worthy club projects, 4) to serve as a central point of contact in public relations, and 5) to serve as a source of inspiration to greater accomplishment.⁴² The constitution states the purpose of the national association of clubs to be furthering the welfare of its members through each of the following objectives:

1. To develop progressive leadership in the field of distribution, that is competent, aggressive, self-reliant, and cooperative.
2. To provide for an intelligent choice of occupations in distribution through explorations of opportunities in the field.
3. To create in each member an abiding interest in his chosen occupation through an appreciation of the opportunity it offers him to contribute his share in worthy home and community membership.
4. To encourage the use of high ethical standards in business.
5. To provide for mental and physical health through satisfactory social and recreational activities.
6. To foster a deep feeling of responsibility for contributing through business activities to the civic, social, and moral welfare of society.
7. To develop an appreciation of the influence of the fine arts in business.

⁴²M. J. DeBenning, Op. Cit., page 20.

8. To engender a healthy respect for vocational education and a desire to keep abreast of current developments in business.⁴³

This core of objectives is modified, expanded, and abbreviated as they progress throughout the state and locally affiliated organizations. Haines and Mason, teacher educators, in speaking of common objectives of youth organizations included three very significant objectives strongly applicable to distributive education. They were:

1. To encourage the development of "leadership and followship" activities.
2. To create a peer-centered environment for group and individual achievement through cooperation.
3. To encourage each member to strive towards the maximization of his or her potential abilities.⁴⁴

A New Jersey teacher educator reconfirming the outcomes of project work through the club phase as a uniting of teamwork and leadership perceived ". . .relationship between accomplishment and such qualities as resourcefulness, initiative, dependability, industry, tact, and cooperation".⁴⁵ These qualities receive a high premium in the rating of students and are offsprings of the achievements of the objectives. The original constitution of a local New Jersey chapter read, "each year the members shall write six prominent business men or women from the community to act as an honorary executive council to

⁴³Ibid., page 18.

⁴⁴Peter G. Haines and Ralph E. Mason, Cooperative Occupational Education, (Interstate Printers and Publishers, Inc., Illinois, 1965), pages 259-260.

⁴⁵Mildred Iffrig, "Distributive Education in New Brunswick, New Jersey", Journal of Business Education, (February, 1950), page 20.

the club".⁴⁶ This clause becomes the initial spark which generates teamwork and leadership and originates from broader National objectives.

Organization Goals

Goals are the guiding influence with any organization. As clubs developed, specific goals were identified on the national, state, and local levels. As state associations grew, somewhat broader goals were needed in an effort to allow DECA to serve better the programs it represented, and to tie it more firmly to the emerging goals of distributive education. During 1959-61 three broad goals were adopted by the States which gave DECA a closer identity with distributive education. These three goals are:

1. to assist the State Associations in the growth and development of DECA.
2. to futher develop the vocational competencies of those engaged in distribution.
3. to create an awareness of the responsibilities of citizenship of those engaged in distribution in a free, competitive society.⁴⁷

Whether on a local, state, or national level the philosophy of DECA considers the following:

1. the goals of any DECA unit must be identified with an educational program. This is evidenced by DECA being identified in State plans showing the youth organization as a needed part of their efforts.

⁴⁶Ibid., page 19.

⁴⁷Harry Applegate, "D.E.C.A. Prepared for New Challenges", American Vocational Journal, (March, 1964), page 22.

2. DECA activities must be conducted as co-curricular, so long as DECA is identified with education and with educational institutions.
3. DECA must be utilized as a teaching tool, as has been evidenced in Creative Marketing Projects and Studies in Marketing, DECA can be utilized as a tremendous motivating force for both individual and group accomplishments.
4. The tail must not wag the dog. The DECA activity should never become so dominant that the goals and purposes of the instructional program it represents seem secondary.⁴⁸

The philosophical foundation of DECA also supports the notion that business interests which support the total program are most emphatic that the activities which require competition are retained and that vocational orientation is preferred as to expanding to general education. The philosophy regarding the national DECA headquarters continues to be that it should be kept separate and distinct from the federal government.

The United States Office of Education seeks youth involvement. Sidney Marland, Commissioner of Education, speaking out in support of vocational youth groups says:

. . .one of the goals to which education must direct itself is to give every students the chance to acquire the skills that will equip him to make a good living for himself and for his future family, no matter at what level of the educational system he leaves school. No young person should leave our secondary schools without the readiness to enter higher

⁴⁸Ibid., page 24.

The
the
be
ag
ch
re
ob
ou
yo
pu
SE
E
st
E
o
u
o
o
N
o
/

education or the world of work. I believe, there is
no in-between.⁴⁹

The youth organization can be a source of creative interaction with the Office of Education. The DECA organizations have in many ways become missionaries of the Office of Education as they become the agents by which the importance of career education is carried. One characteristic of leadership is that it provides an approach to reaching the desired goals that have been predetermined and removing obstacles that have been placed in the way. No goal is reached without followers, just as no goal is reached without leadership.

Leadership. Some of the problems that have become evident as youth organizations have grown, result from the range of goals and purposes of the clubs, the lack of faith in youth, and the relatively small number of students who can or want to participate in school activities. An even smaller number of students tend to dominate leadership positions. The cost of the participation is a financial hardship for the very student who would benefit the most.⁵⁰

A leader is the individual or group that defines the goal or objective to be reached and then makes certain that all concerned understand. Leadership points the direction that must be taken and offers suggestions to the approach for those that will be carrying it out. "Leadership must exist from the chapter subcommittee to the National Officers. It can be either good or bad--depending on the

⁴⁹Sidney P. Marland, Jr., "Commissioner of Education Speaks Out in Support of Vocational Youth Groups", American Vocational Journal, (September, 1971), page 23.

⁵⁰Roland C. Faunce, "Extracurricular Activities", Encyclopedia of Educational Research, (MacMillan Company: New York, 1960), page 505.

result."⁵¹ The youth group activity of DECA can bring to the student learner occupational understandings, leadership development, and participation projects as well as social development.

Values and dividends of DECA membership. There are many groups, persons, and units or agencies which benefit from the DECA youth program. This indicates that the organization must provide worthwhile activities for its own members and must also include opportunities for service to its school, community, and fellow beings. Each chapter thus decides on its own program of youth activity for the school year. Although no set pattern of operation is prescribed usually the areas of club activity include: 1) school betterment, 2) civic improvement, 3) professional, 4) social, and 4) benevolent.⁵² A DECA chapter is important to the school, to the community, and to the nation. The chapter activities have a tremendous psychological effect upon the attitudes of students; many chapters have conducted surveys and studies in the community and provide the merchants with an educational "tie in" with the school that it would not ordinarily have; and briefly, DECA contributes to the nation's economy by attracting many of the nation's youth to study the science of distribution and become involved in a vital career.

These activities also result in unlimited benefits and values to the members, schools, parents, teachers, and the community.

The youth members are able to be part of a peer group and reap the benefits of the programs purposes, objectives, and goals ,

⁵¹"Leadership . . .", Op. Cit., page 3.

⁵²"Dividends of DECA", The High School Journal, (March, 1959), page 214.

social skills, prestige, recognition, leadership and followship, and occupational opportunities can be placed before the student member for his use.

The schools are provided with a comprehensive program, an informed public, an opportunity for community interest and a feedback and reaction situation.⁵³ The parents may develop a deeper awareness of school and a feeling of involvement and prestige. The teacher coordinator benefits from the student motivation; the opportunities to work with the students, school, and community; the enhancement of the instructional program, and the recruitment devices. The community is often better informed, understands school objectives, shares in the prestige, and works more closely with the school than in other school contact situations.

Mason and Haines mention the inherent values toward the most important group of all, the student members:

1. Boosts the spirit and moral of the related class.
2. Deepens and broadens member's career interests.
3. Social activities provide opportunity for students to enjoy one another's company informally and substitutes for other school social activities the student might miss.
4. Personal characteristics are encouraged by group social activities.
5. Club activities develop useful traits, such as poise, ability to speak, decision making, and appropriate grooming.
6. Peer group sets the pattern.

⁵³Haines and Mason, Op. Cit., page 163.

7. Being student centered, initiative, originality, responsibility, and self evaluation are encouraged.
8. Each student is encouraged to contribute his special talents for his own benefit and that of the group.
9. Members realize they are a part of an educational endeavor and a youth organization which reaches further than their own school.⁵⁴

A properly planned and organized youth group activity becomes another dimension of the instructional program. The United States Commissioner of Education told of the conversation he had recently:

. . .a young state president of one of the vocational youth organizations told the Office of Education that it is really rewarding to study and work in a high school course of instruction when you have something that interests you and you know when you get out of school you will have something to do.⁵⁵

The changes in the goals of DECA, while eliminating specifics, greatly broadened the possibilities of services and support that could be utilized for the instructional program.

ORGANIZATION ACTIVITIES

To a large extent, the vision and ingenuity of the student members and the chapter advisor determines the number and variety of the local chapter's activities and projects. The chapter's functions and operations; those activities that are appropriate to the purposes, objectives, and goals of the organization; and, the method of

⁵⁴Ibid., page 260.

⁵⁵Sidney P. Marland, Op. Cit., page 23.

per

dev

con

ope

pro

bec

be

div

int

A. P.

a g

of

be

fur

act

fee

the

an

Co-
tio

performing the proposed actions are both vital to the progress, development, and growth of the club and its members.

In determining the functions and operations, however, basic considerations should be given to the value that the functions or operations will have for each student. As the chapter participation progresses to area, state, and national levels, individual participation becomes proportionately less. While many functions and operations will be of a group nature, every effort should be made to allow for individual activities that are in keeping with the individual student's interests and abilities.

A Pattern of Approach

Harold Wallace, in the preparation of his report pursuant to a grant with the Office of Education, identified the important elements of a cooperative vocational education program. One of the tasks to be performed effectively, if the cooperative program is to develop and function properly, ". . . was to provide for appropriate co-curricular activities including student organizations patterned after the professional and trade associations in the occupational areas served by the program."⁵⁶ The chapter functions and operations should provide an opportunity for:

1. The development of a spirit of cooperation.
2. An understanding of competition.
3. A recognition of social values.
4. An ability to communicate.

⁵⁶Harold R. Wallace, Review and Synthesis of Research on Cooperative Vocation Education, (Columbus, Ohio, Ohio Center for Vocational and Technical Education, 1970), page 10.

5. Individual recognition.
6. Realization of the responsibilities of leadership and followship.⁵⁷

Chapter activities may be classified in five major areas:

1) professional, 2) financial, 3) civic, 4) service, and 5) social.⁵⁸ A similar pattern of these five major areas but described to fit the needs of the state, originated from the Illinois Foundation for Distributive Education, Incorporated. They sponsored the development of a chart containing suggestions for the program enrichment through youth group activities and suggested that club activities can be coordinated with the following general areas, so that pupils learn while participating in local club projects. The areas were: 1) school and business relationships, 2) economics of distribution, 3) marketing, 4) salesmanship, 5) sales promotion, 6) visual merchandizing, 7) business organization and operations, and 8) career opportunities in distribution.⁵⁹ Although this grouping is aimed at the instructional program of distributive education, certain clusters of chapter activities could be strategically placed within each area.

The DECA Handbook lists the suggested chapter activities. They include the following:

| | |
|-------------------|---------------------|
| Regular Meetings | National DECA Week |
| Social Activities | Faculty Recognition |
| Civic Appearances | College Orientation |

⁵⁷DECA Handbook, Op. Cit., Distributive Education Clubs of America, page 104.

⁵⁸Ibid., page 103.

⁵⁹New Directions in the Preparation of Distributive Personnel, National Business Education Yearbook, (Washington, D.C., 1964) page 203.

| | |
|--------------------------|--|
| Contest Program | Needy Family Project |
| Election of Officers | Savings Club Program |
| Installation of Officers | Local Publicity Releases |
| Professional Meetings | Initiation of New Members |
| Films | Employer-Employee Banquet |
| Field Trips | "Good Citizen" Project |
| T.V. Program | "Get-Out-the-Vote" Project |
| Fund Raising | Creative Marketing Project |
| Fair Exhibit | Sponsor "Clean-up" Project |
| Fashion Show | State Leadership Conference |
| Radio Program | Articles for the DECA Distributor |
| Parent's Night | Executive Committee Meetings |
| Guest Speakers | "Student Day" at Local Store |
| Boss Breakfast | Studies in Marketing Projects |
| Assembly Program | National Leadership Conference |
| Alumni Activities | "Careers in Marketing" Observances |
| Panel Discussions | Reception for Prospective DE Students |
| Homecoming Parade | DECA Scholarship Fund Campaign |
| Chapter Newsletter | National DECA Week ⁶⁰ |

These suggested chapter activities represent a small portion of the functions and operations of local chapters; however, the list represents an excellent sampling and departure points around which a local chapter may develop its own functions depending upon the circumstances, needs, interests, and ability of the chapter.

Development of Activities

The first interstate conference in Memphis, Tennessee in 1947 provided the foundation of activities for local, state, and national programs. Every state and local representative took home ideas as well as ideals.⁶¹ Club organization, club relationships, state and local contests, publications, social activities, finance, civic activities and utilization of resource personnel, along with student government elections, student exhibits and projects--a format of functions and operations for years to come.

⁶⁰DECA Handbook, Op. Cit., Distributive Education Clubs of America, page 104.

⁶¹Maurice Baker, Op. Cit., page 457.

Shortly after national organization, various leaders in the field discussed the various activities. The department head at the University of Kentucky placed the organization of activities revolving around the needs of the students and subsequently, having a program of work to carry out these objectives.⁶² Included among the social and community activities was the employer-employee banquet, a regularly appearing topic among discussions about DECA. Beckley approached the variety of activities as being involved with civic educational projects in a broad spectrum, yet, specifying other activities as decorating store windows, operating the school store, and having employer-employee banquets.

Importance of activities. The distributive education programs in Indiana were found to be all affiliated with the Distributive Education Clubs of America, in a survey by Bush in 1966. The most important club functions and operations were ranked as: 1) employer-employee banquet, 2) contests, 3) National Leadership Conference, 4) field trips, and 5) regular meetings. The least important were: 1) follow-up studies, 2) National DECA Week, and 3) the installation of officers.⁶³

An editorial in The Distributor focused on National DECA Week as being an opportunity to utilize American Education Week in promoting the operation of DECA.⁶⁴ Albert D. Rosellini, Governor of the State of

⁶²Maurice Baker, Op. Cit., page 457.

⁶³Mildred Bush, "A Study of the Status of DE Programs in the State of Indiana in the Year 1966", (Unpublished Doctor's Thesis, Indiana State University, 1967), pages 33, 58.

⁶⁴The Distributor, Distributive Education Clubs of America, (November, 1963).

Washington, issued the following declaration:

. . .therefore, I, Albert D. Rosellini, Governor of the State of Washington, do hereby designate the week beginning March 2, as Washington Distributive Education Week. I urge all Washington citizens to recognize the important works of the Distributive Education Clubs of America and direct attention to their theme, "Developing Future Leaders for Marketing and Distribution."⁶⁵

A survey of high school distributive education graduates in San Francisco revealed activity importance to be: 1) convention experience, 2) development of personal qualities of leadership, and 3) association with other members of the class. They also replied that student experience in club work carried over and was especially useful in larger organizations.⁶⁶

POSITION GROUPS AFFECTING OPERATIONS

A well-balanced program is one in which the main stream of activity revolves about the roles of the persons immediately involved with it, excluding the community. Advisors, guidance directors, principals, and students become vital components as the purposes, objectives, and goals of DECA on the local level are approached.

The DECA Advisor

A successful distributive education program is dependent upon the effectiveness, cooperativeness, and energies of its school administration, local merchants, students, and teacher personnel for a smooth operation. The club program is also dependent on these same factors,

⁶⁵"From the Governor's Proclamation", The Distributor, (April, 1964), page 1.

⁶⁶Gilbert Pearl, "Survey of High School Graduates", Journal of Business Education, (May, 1959), page 338.

but relies heavily upon the DECA advisor. There must be continuous interaction with the other groups to achieve the highest levels of performance in the club operations.

"The teacher dimly perceives that both he and the counselor are concerned with the student but somehow fails to appreciate the significance of the interrelationship of their respective roles."⁶⁷

Edwin Nelson, Program Officer in the Division of Vocational and Technical Education reviews the role of the coordinator as having good efforts but often sporadic and directed too often to a limited audience, and possibly emphasizing the wrong thing. He agrees that we must continue to give expression to the accomplishments of our students whether it be through employer-employee events or DECA.

"It seems, however, that our communication ends at this point."⁶⁸

Guidance

Although it may be said that the guidance movement has brought many improvements to secondary education, it must also be admitted that its value to a large segment of the school population has been less than sensational. Many students, especially those who were not preparing for college entrance have had little or no significant counseling service. "Little or no time has been given to either the personal or vocational aspects of counseling."⁶⁹ There is an undeniable

⁶⁷Theodore J. Coty, "The Counselor's Most Logical Helper", American Vocational Journal, (December, 1968), page 11.

⁶⁸Edwin L. Nelson, "Will the Real Sleeping Giant Please Wake Up?", NADET News, (March-May, 1971), page 5.

⁶⁹Gordon F. Law, "Research Visibility", American Vocational Journal, (March, 1968), page 41.

need for professors of motivational education and counselor education to engage in curriculum reviews for purposes of changing their professional education programs to enhance relationships between guidance counselors and vocational teachers.

A survey of students in Ohio to determine how they discovered the program revealed that the influence of those in guidance may have been very thorough and helpful; but conversely, the advice might also have been inadequate and tinted by personal experience.⁷⁰ In many instances, "for many to whom the training program would be just right, the information is too little or too late."⁷¹

Principals

A state supervisor of distributive education in Vermont lists six suggestions for assuring good internal public relations which include making the counselor an informed friend and keeping the administrators aware of one's activities. "Administrators are busy people and, as such, do not have the time to give even something new the attention it very well deserves."⁷² The recent legislation provides the opportunity to organize, develop, and initiate new curriculum. Our administrators are in a position to ascertain and appraise progress in their school. As one superintendent of schools stated, "It gives

⁷⁰ Harvey Swack, "Recruiting D.E. Students Via Guidance", Business Education World, (December, 1951), pages 189-190.

⁷¹ Ibid., page 191.

⁷² John M. Morrow, "Six Suggestions for Assuring Good Internal Public Relations for Distributive Education Coordinators", Business Education World, (June, 1951), page 498.

me a breath of invigorating fresh air to see something being accomplished in curriculum development."⁷³

Students

The importance of student perception toward educational programs and occupational careers was well stated by Samson; he reasoned that "there is little doubt that today's adolescents are conscious of the right things. They want to be taking the right courses or be working toward the right career".⁷⁴ If a particular career does not meet the appropriate standard of youth, it may be because the occupation has not managed to adequately describe itself and the opportunities it represents.

CLUSTERS OF FUNCTIONS AND OPERATIONS

This section will view certain clusters of functions and operations which appear frequently within the framework of the DECA organization as it strives to fulfill its purposes, achieve its objectives, and reach its goals.

Enrollment and Membership

There is the common problem of how to attract more and better students into the distributive education program and the club related activity. There can be a beneficial balancing factor to the class and club enrollees and members, respectively, although the instructional

⁷³William D. Syheman, "The Expanding Role of the Distributive Education Curriculum", Business Education Forum, (November, 1965), page 21.

⁷⁴Harland E. Samson, "Research in Career Development for Distributive Education", Business Education Forum, (April, 1962), page 17.

tasks may increase in difficulty when the class is made up of strong and weak students academically.

Student of the Year follow-up study. Sethney (1967) found that most of the persons who had been selected as Student of the Year by National DECA enrolled in the distributive education program because of an interest in marketing and distribution and to obtain work experience. Most of these students also expressed a desire to go on to college. She found that the past Student of the Year was outstanding in his leadership and participation in DECA activities, as well as in other school activities.⁷⁵

Many of the former students reported that the distributive education program presented a stimulating environment which provided significant opportunities for developing leadership skills. This was even true of a number of those students who had not displayed leadership tendencies elsewhere in their background.⁷⁶

Avenues of recruitment. What techniques are most effective in recruiting students who will benefit most by distributive education and the offerings of the co-curricular activity? In some schools counselors still advise students to stay out of retailing because of "little prestige". Lowell Burkett comments on this by stating:

The social stigma placed on vocational training by family, friends, and many educators continue to affect the program. The school, counselors, teachers,

⁷⁵Barbara Sethney, "National Distributive Education Student of the Year Follow-up for the School Years of 1957-58 and 1965-66", (Research Report, Stillwater, Oklahoma, 1967).

⁷⁶Ibid.

administrators and the public have an obligation to raise the prestige of many occupational areas.⁷⁷

The value that has been placed on the college bound program and the "academic" subjects; along with high school offerings such as the Humanities, Sociology, Anthropology, and other competing elective subjects; and curriculum pressures have made it difficult for innovations in vocational areas.

The techniques of recruitment remain basically the same; develop a good internal and external public relations program through assemblies, faculty and administration involvement, student achievement, community participation, a good co-op program, special days in business, and leadership development and then, with the emphasis on meeting with the prospective enrollees, program enrollment and subsequent DECA membership will take care of itself.

A study to compare the attitude of teachers and students towards selected concepts of the role of Future Farmers of America revealed that "teachers should be cognizant of member attitudes toward the various aspects of the organization." The students desired liberalized membership requirements, more student participation, and limited advisor control.⁷⁸ As in recruitment, membership policies should be constantly evaluated for effectiveness. Who should be a member, when should they be a member, and, what makes a good member?

⁷⁷Lowell A. Burkett, The Bulletin of the National Association of Secondary School Principals, Vol. XXXXVII, No. 286, (November, 1963), page 150.

⁷⁸Joe Paul Bail, "Attitude of Teachers and Students to the Role of the Future Farmers of America Organization in Vocational Agriculture", (An Unpublished Doctor's Thesis, Michigan State University, 1958).

Communi

persons

which g

improve

to have

and dis

of busi

having

and coc

to the

trainin

Advisori

communi

with Th

social

Benquet

The All

Educat

America

Advisori

America

Community and Involvement in the Business World

Lucy Crawford defined an advisory committee as, "a group of persons representative of both the school and the business community which gives recommendations that may be used for the development and improvement of the distributive education program." If education is to have a more important part in preparation for careers in marketing and distribution, it will have to evolve from the cooperative efforts of business and educators.

A high school teacher from Texas relates the advisory board as having three main functions. They are to: 1) aid the school officials and coordinators in planning a sound course of training that is filled to the community need, 2) encourage maintenance of high standards of training in local businesses and schools, and 3) work with the State Advisory Committee in Distributive Education.⁸⁰

Civic activities are conducted by chapters to serve the school, community, and selected agencies. Projects are designed to coincide with Thanksgiving and Christmas for the service functions. Many social connotations are connected with the annual Employer-Employee Banquet although the primary purpose is professional in nature.⁸¹ The Albuquerque DECA Chapter since 1957 has promoted Distributive Education Day in their city during the Spring. The Albuquerque Tribune

⁷⁹Lucy Crawford, "Basic Beliefs in Distributive Education", American Vocational Journal, (March, 1968), pages 25-26.

⁸⁰Howard Cobb, "Organizing the Distributive Education Advisory Committee", Balance Sheet, (November, 1961), pages 111-112.

⁸¹DECA Handbook, Op. Cit., Distributive Education Clubs of America, page 103.

prints a twelve-page supplement showing many of the activities of the total program.⁸²

Advisorship

Through a series of chances to lead and to follow in local chapter activities and work in a training station cooperatively with his classroom exposure, the student learns that he has something worthwhile to contribute, and that he can compete when he has understanding and skill. The American Vocational Journal stresses the optimum importance upon the advisor by the following description:

Behind the learning experience of a student must be an alive, alert, sensitive teacher who believes in himself and in the young people he is teaching. There is such potential in this kind of group activity that an inactive DECA Chapter indicates the teacher on top has not quite understood the full value of the motivational tools in his possession.⁸³

The advisor must wear many different "hats" in his role in providing the leadership for his local organization. Above all, he must be perceptive to his role and the importance of the students in the program and the organization. A good coordinator will have a cooperative community and an actively participating work-experience group. A good advisor will have a club that produces results and a full program of activities.

⁸²"Scores Again", The Distributor, XVI, (October, 1962), page 11.

⁸³"DECA is for Self-Help--Leadership", American Vocational Journal, (September, 1971), page 31.

Public Relations and the Transfer of Chapter Information

Many related projects⁸⁴ can be used to build public relations between the school and community along with tangible results occurred from the event in terms of student values and accomplishments. A project giving the students experience at working with the business community was a Halloween window painting contest. A meeting with the local board of directors of the Retail Merchants Association to culminate this event resulted in: 1) practical selling experience for the students, 2) student presentations to civic groups, 3) organization experience for the students, 4) gave merchants publicity, and 5) gave the school good publicity.⁸⁵ A related study to this function of public relations occurred with the Future Farmers of America. The conclusion drawn was that one cannot use the students to disseminate information among the farmers, if the student activities are cut off from the agriculture problems of the community. If the activities are confined only to the classroom, the teaching is only "bookish".⁸⁶ In the same respect DECA students cannot convey any message or receive any benefits from their allied community if they remain in the classroom.

⁸⁴A host of local club activities and appraisals can be looked into in more detail by consulting the national magazine, The Distributor and referring to the sections entitled, The Club Room: What the Chapter Chapters are Doing; DE--Gateway to Success; Club News; DECA on the Move; and Opportunities Unlimited; along with other related articles.

⁸⁵H. H. Gram, "Use your D.E. Club to Build Good Public Relations", Balance Sheet, (October), 1960), page 61.

⁸⁶Mohammad Ansar Ahmed Shami, "Information-Transmission Function of Vocational Agriculture Students' Activities and the Exposure of their Parents to Agriculture Information", (An Unpublished Doctor's Thesis, M.S.U., 1968).

The Stillwater, Oklahoma DECA Chapter is a firm believer in communications, and publishes on a regular basis a chapter newsletter. The benefits and side effects from the faculty, students, community, and businesses is immeasurable. The Distributor writes ". . . in a chapter with as many interesting activities as DECA has, there is never a week when there is nothing to write about".⁸⁷

Local DECA Chapters with the cooperation of the Chamber of Commerce, the Retail Merchants Association and other interested groups can call attention to the unlimited opportunities available in marketing. A University of Minnesota study sought to determine: 1) informational knowledge possessed by personnel, and 2) the psychological feelings toward the program. It was found that the staff had favorable relations, opinions, and attitudes toward the program, and that the coordinator was the most important agent in disseminating information concerning the program. It was also found that the staff needed more information about basic facts concerning the program, as well as clearer interpretation of the goals essential to the program.⁸⁸

Competition and the Contest Program

DECA provides a variety of tools by which young people can grow and measure their success. Competitive events on chapter, state, regional, and national levels help students to develop a sense of personal worth, confidence, and enthusiasm. A philosophical base for competitive activities was stated clearly in the American Vocational

⁸⁷"How's Your Communication", The Distributor, XV, (December, 1961), page 13.

⁸⁸Mary Lou Sheffer, "Internal School Public Relations for the Part Time Occupational Training Program", (A Master's Study, University of Minnesota, 1967).

Journal ". . .those who think DECA is simply a matter of competitive events in which there are winners and losers are mistaken. DECA is much more than that; it is a mutual respect for competition."⁸⁹ An Arizona high school teacher amplified upon this philosophy:

Just as a contest has inherent values, it has coherent problems. One is to maintain total student participation. This is facilitated when "winning" is not synonymous with succeeding. The imaginative teacher can adapt it to fit the learning needs of today and create a learning experience that is second to none.⁹⁰

A similar series of questions are asked by Haines and Mason:

. . .among the new dimensions are many theories about the basis of motivation for learning and how motivation for learning is best acquired by the student. It is recognized that learning under control of reward is preferable to learning under control punishment.

Has one advanced at the sacrifice of many? Is the contest program run at the local level a detriment to instruction? Is competition in school a basis for experience in later business life?⁹¹

Each chapter advisor must have experience with those activities which are helpful and needed for his students. Each must understand clearly how such activities can help the student grow and develop and strengthen the overall program.⁹²

The Sales and Marketing Executive, International, in cooperation with DECA, sponsors a Creative Marketing Project which the student members of DECA undertake and develop into a project of actual social,

⁸⁹"DECA is for Self Help", Op. Cit., page 31.

⁹⁰Hallie C. Jimerson, "Name It! Rate It! Your Next Contest", Business Education Forum, (November, 1963), page 19.

⁹¹Mason and Haines, Op. Cit., page 268.

⁹²"Everyone's a Winner in a DECA Contest", The Distributor, XVII Education World, (April, 1964), pages 20-21.

and commercial value. Cecil Arnold, the first State DECA Advisor in New York supports the competition notion by saying ". . .no phase of the DECA program is more effective in accomplishing the transformation of a student learner to a doer than the DECA activity. Education craves for more involvement by its personnel."⁹³

Participation, Instruction, the Classroom, and Meetings

The U. S. Office Education has projected that by 1975 approximately 14 million students will be enrolled in vocational education programs. Distributive Education programs will enroll 1,350,000 students; 30% in secondary, 10% post secondary, the remainder in adult education and areas of special needs.⁹⁴ The implications of this are:

. . .if distributive educators are to meet the challenge handed them by congress, they must expand perceptions, fill the gap, and tool up for cooperation. In essence, a sound educational program with multiple curriculum, an articulated program on all levels 10-14 with diversified personnel, and an occupational education team of specialists in career of K-14.⁹⁵

The mandates of congress have created new challenges to distributive educators that will have more impact on their beliefs, concepts, philosophies, curriculum design, and instructional strategies than anything they have ever before faced.

Successful students are the best media devices of a good program. There is no one formula which will guarantee success, conversely there are various ways to promote a program that may result

⁹³Cecil B. Arnold, "How D.E. Contests Benefit Businessmen", Business Education World, (April, 1964), pages 20-21.

⁹⁴Edward Harris, "What's Ahead for D.E.?", American Vocational Journal, (January, 1971).

⁹⁵Ibid.

in success for certain individuals. "A well taught D.E. program is a well-promoted program."⁹⁶ Distribution is people orientated, oral and written communication and mathematical abilities, competencies of selling, buying, management along with the specialty knowledge of an area. These are integrated into the youth co-curricular program as part of the objectives which are similar to the instructional objectives of distributive education.

As in other areas of education, we must be alert to the quality of our product. Only with studies that captivate the students can we meet the challenge of channeling the leadership interests of young adults into responsible roles through the strategies of our classrooms. The classroom can be the effective channel through which we can utilize the resources and motivational force of DECA to achieve the educational goals.

Professional meetings of the chapter are a vital part of the program of work. The purpose of the professional meeting . . . is to afford members an opportunity to further their learning in preparation for careers in marketing and distribution.⁹⁷

The many activities of the meetings that members attend should be worthwhile educational experiences. The meetings should be preceded by planning, preparation, and a set of objectives by which the aims can be achieved. A meeting without these prerequisites can result in disorganization, disappointment, inefficient and ineffective decision making, and a poorly established precedent for activities to come.

⁹⁶Craig Martin, "Successful Students Promote D.E.", American Vocational Journal, (February, 1957), page 22.

⁹⁷"Planning your DECA Professional Meetings", The Distributor, XVI, (December, 1962), page 2.

DISCUSSION OF THE REVIEW OF THE LITERATURE

In the field of distributive education there has accumulated a body of knowledge appearing in textbooks, professional books, periodicals, research studies, and other publications. Although research is just beginning for the specific field compared to other disciplines, there are certain consistencies of thought. An examination of the literature and research findings in the area of distributive education youth clubs reveals that certain consistencies of thinking again can be found, which forms a backdrop for this study.

The following background variables have been selected as being factors in the growth and development of DECA on the local level:

1. the direct contact which one has with DECA,
2. the prior knowledge which one has had with DECA,
3. the years a chapter has been in operation,
4. the school enrollment,
5. the distributive education enrollment,
6. the chapter's involvement and achievement in contest competition,
7. involvement in the community,
8. socio-economic level of the school and community, and
9. ethnic origins.

CHAPTER III

PROCEDURES

The procedures which were undertaken while conducting this study are described in this chapter and can be categorized as follows:

- 1) population, 2) questionnaire development, 3) data collection,
- 4) treatment of the data, and 5) respondent's background information.

POPULATION

For the purpose of this study the population included students enrolled in distributive education who were also officially enrolled as a DECA member, faculty advisors of DECA, guidance directors, and school principals all of whom were associated with schools which were listed on the 1969-70 DECNY (Distributive Education Clubs of New York) Directory⁹⁸ and whose local DECA chapter has continued its state affiliation into the 1970-71 school year.⁹⁹

The schools affiliated with the Distributive Education Clubs of New York were selected for this study because:

1. The same schools have a local affiliated chapter which through the state is affiliated with the national level of DECA.

⁹⁸DECNY Chapters 1969-70, The Distributive Education Clubs of New York, (Albany, New York, February, 1970), pages 1-5.

⁹⁹DECNY Chapters 1970-71, The Distributive Education Clubs of New York, (Albany, New York, February, 1971), pages 1-6.

2. Each of the schools selected have operated for at least one full school year in DECA and are operating during this current project year.
3. They represent an opportunity to sample schools from all of the regions of New York State having distributive education programs. (Figure 1)
4. They represent a cross section of school systems and DECA organizations in New York State.
5. They represent a wide range of school orientations from strong college bound to comprehensive and occupationally structured curriculums.
6. A study of the functions and operations of DECA will contribute to a greater body of knowledge relative to the needs of the local, state, and national organizations.

As a result of: 1) this examination and review of the secondary schools in New York State containing chartered DECA organizations, and 2) the objectives of this study and the statistical model, it was determined to sample subjects from the schools in New York State containing the co-curricular activity -- DECA. Among the many elements determining the size of a sample is the extent to which the population is homogeneous. With a larger sample there is a broader and more varied base on which to make the estimates.¹⁰⁰ The larger the sample employed in the research, the smaller will be the standard error and the greater will be the likelihood of obtaining significant results.¹⁰¹

¹⁰⁰Herbert Backstrom, and Gerald Hurst, Survey Research, (Northwestern University Press, 1963), page 29.

¹⁰¹Walter R. Borg, Research, An Introduction, (David McKay Co., Inc., 1963), page 170.

Under certain conditions, a large sample can be desirable and often essential:

1. When many uncontrolled variables are present.
2. When small differences are anticipated.
3. When groups must be broken into sub-groups.
4. When the population is highly heterogeneous in the variables being studied.¹⁰²

The feasibility, administration, and cost analysis were determined to be reasonable in terms of attempting to sample the educators and students from the 103 schools in New York State supporting distributive education and DECA activities.

QUESTIONNAIRE DEVELOPMENT

An extensive review of the related literature pertaining to the functions and operations of the DECA organization was undertaken as the first step in the development of the questionnaire. The discussion and relative findings of this review are described in the previous chapter. The review of the related literature pertaining primarily to functions and operations was considered necessary prior to developing the questionnaire so that possible areas of conflict and differences along with similarities between and among the position groups could be identified. The review was also exceedingly helpful in identifying other important areas of concern along with the demograph information.

¹⁰²Ibid, page 171.

The questionnaire used in this study was divided in two major parts. Part I of the questionnaire contained sixty-three statements relative to the functions and operations of DECA on the local level. Part II of the questionnaire contained information requested of the respondent's background, school, and distributive education program.

Part I of the questionnaire contained items relative to the activities of the Distributive Education Clubs of America.¹⁰³ As a result of the experiences of the author while working with DECA on the local, state, and national level along with the literature review pertaining to the functions and operations of DECA, it was deemed important to develop items for this questionnaire grouped according to the following areas of beliefs:¹⁰⁴

1. Membership and Enrollment
2. Community and Business Affiliation
3. Advisorship
4. Information Transmittal
5. Competition and Contests
6. Participation and Meetings
7. Instruction and the Classroom

Following certain recommendations expressed by Borg¹⁰⁵ and Best¹⁰⁶ the questionnaire items were constructed with objectivity and purpose

¹⁰³See Appendix A.

¹⁰⁴See Appendix B.

¹⁰⁵Walter R. Borg, Research, An Introduction, (David McKay Co., Inc., 1963), page 205-206.

¹⁰⁶John W. Best, Research in Education, (Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1966), page 174-180.

so as to provide a desirable design so that quantification and analysis of the results could be carried out efficiently. As suggested by Backstrom and Hurst¹⁰⁷ the statements were evaluated for ambiguity, preciseness, loading, emotionalism, misperception, and lengthiness.

The questionnaire was designed using a five-point scale¹⁰⁸ and the respondents were asked to indicate the importance of the item along the scale. As respondents recorded their evaluation of each item, both the direction and intensity of their response were measured as follows:

1. Strongly Disagree
2. Disagree
3. Undecided
4. Agree
5. Strongly Agree

Several questionnaire drafts and revisions¹⁰⁹ were made and the final copy of the questionnaire was submitted to a panel of six jurors.¹¹⁰ One of five of the jury members was judged to possess an extensive knowledge of distributive education, including the philosophy, operation of functions, and development of the Distributive Education Clubs of America. These jurors represented a wide cross section of experiences with distributive education with each having been involved in local,

¹⁰⁷Herbert Backstrom, and Gerald Hurst, Survey Research, (Northwestern University Press, 1963), page 84-94.

¹⁰⁸Marvin E. Shaw, and Jack F. Wright, Scales for the Measurement of Attitude, (McGraw-Hill Book Co., New York, 1967), page 63-68.

¹⁰⁹Stanley L. Payne, The Art of Asking Questions, (Princeton University Press, Princeton, New Jersey, 1951), page 228-237.

¹¹⁰See Appendix C.

state and national DECA activities. The sixth jury member was selected for his exceptional background and experiences in testing and measurement and for his diversified background in research.

A description of the panel includes: 1) a university professor and teacher educator of distributive education, 2) an assistant principal who served for many years as a distributive education coordinator and advisor and who is presently a DECNY (Distributive Education Clubs of New York) Board of Trustee member, 3) the 1970-71 DECNY student resident now attending college, 4) a state education supervisor in distributive education who is also presently serving as New York State DECNY Advisor, 5) the president of the New York State Distributive Education Teacher Association, and 6) a university professor of educational psychology and research.

The prospective jury members received a personal letter requesting their service.¹¹¹ A stamped, self-addressed postal card was included for their convenient reply. Of the eight persons contacted, six were able to accept. Each of the jury members then received a copy of the questionnaire to review of clarity, representativeness, and comprehensiveness of coverage of the field of knowledge related to the functions and operations of DECA.¹¹² Responses were received from all jury members.

A copy of the questionnaire was also sent to the respective moral committee members. A similar evaluation and review was completed by three of the four members and returned promptly. An

¹¹¹See Appendix D.

¹¹²See Appendix E.

interview was conducted in Albany with the State Education Department ¹¹³
 to review the questionnaire and to recommend additional procedures and
 questions to be solicited from the respondents.

Part II of the questionnaire provided information about the
 respondents, their schools, programs, and community. This information
 was needed to determine the relationship of certain background variables
 to the respondent's reactions to the questionnaire items on functions
 and operations. The respondents were asked to provide information
 regarding: 1) their degree of direct contact with DECA, 2) previous
 prior knowledge or acquaintanceship with the organization, 3) years
 chapter operation, 4) school enrollment, 5) distributive education
 enrollment, 6) the extent of the chapter's involvement and achievement
 in competitive events, 7) school and community involvement and affilia-
 tion, 8) socio-economic level of the students in their school, and
 ethnic origin.

The student section of Part II also included information
 pertaining to age, sex, class status, number of years in DECA and
 distributive education, reasons for enrollment in distributive educa-
 tion, career goals, other business courses taken, occupational status,
 high school diploma, commitment to distribution, and high school graduation
 rates. ¹¹⁴

The educator section of Part II answered by guidance directors,
 principals, and DECA advisors included information regarding their

¹¹³ Douglas Adamson, Chief, Bureau of Distributive Education and
 Training; John Brophy, Marion Potter, William Plimley, also Professor Reno
 at the time, conference and interview by Ross Dailey, (State Education
 Department, Albany, New York), November 15, 1970.

¹¹⁴ See Appendix F.

2

w

ea

DE

5
6
7
8



tion, school building grade structure, college bound students, graduate majors, years of enrollment in high school vocational education classes, frequency of meetings with other educators regarding and whether they had taken college or university courses in the teaching, philosophy, or administration of vocational education.¹¹⁵

In Part II of the questionnaire was a supplementary sheet¹¹⁶ "Advisors only". This asked the advisors to respond to specific information regarding enrollments in distributive education and DECA, number of distributive education courses taught, extent of conferences, guidance and administration, other distributive education activities, advisors on staff, extent of DECA contest participation, and whether they had an advisory committee from the local community and/or businesses. Advisors were also asked of their affiliation with the school store, the co-operative phase of the distributive education program, number of boys and girls in distributive education and in the chapter, the time investment into regular and contest activities, and the amount of conference time with their DECA officers.

Most of the suggestions, revisions, and recommendations by the evaluation groups--the jury, the doctoral committee, and the education bureau were included in the final draft of the questionnaires and demograph data. Principles of questionnaire design used by Backstrom and Hurst,¹¹⁷ Sax,¹¹⁸ and Borg¹¹⁹ were generally

¹¹⁵See Appendix G.

¹¹⁶See Appendix H.

¹¹⁷Backstrom and Hurst, Op. Cit., page 93.

¹¹⁸Gilbert Sax, Empirical Foundations of Research, (Prentice-Hall, Englewood Cliffs, New Jersey, 1968), page 225-228.

¹¹⁹Borg, Op. Cit., page 205-211.

f
n
an
st

1



wed. In order to add visibility and uniqueness to the question- along with feasibility for future handling the students, advisors, educators information were printed on light yellow, blue, and pink respectively.

DATA COLLECTION PROCEDURES

The first contact with the schools selected for the study was approach information letter from the State Education Department ed to high school principals, guidance directors, distributive ion teachers and DECNY-DECA advisors.¹²⁰ This letter informed aders of the research project, the values of participation, ed the endorsement by the Bureau of Distributive Education, and ted participation from the selected school position groups. The s were assured that the data would be handled in such a way that ool or individual can be, or will be identified in the study.

When the first letter was sent to prospective participants of dy, a second letter from the Bureau of Distributive Education t to each of the fifteen Regional In-service Leaders through- State of New York.¹²¹ This letter requested the regional to encourage support and to solícite the cooperation of their ive respondents to have a greater interest in the study and ed a greater return of the questionnaire.

A letter was then sent to the prospective DECA advisors.¹²² ter outlined the responsibilities of the respondents, requested

¹²⁰See Appendix I.

¹²¹See Appendix J.

¹²²See Appendix K.

advisor's participation, and included was a response card¹²³ for
advisor to return to the writer. This card requested the names of
school guidance director and building principal, the enrollment
res in the distributive education classes, and the number of members
their local DECA organizations. This information was needed to
personal contact with the other position groups within the school
ing and for assembling and mailing an accurate number of question-
s to the participating students.

A short time later a second letter was sent to the advisors¹²⁴
ing them for their commitment to participate and further encourag-
participation¹²⁵ of those advisors who had not yet returned the
se card. A copy of the original State Education endorsement let-
s also enclosed in this second letter. The advisor was asked to
the receipt of this same endorsement letter by his principal
guidance director. If they had not received the endorsement letter
visor could leave the copy and supply further information regard-
e study if the principal and guidance director so desired. This
rovided the advisor with an opportunity to meet with other part-
ng personnel in his school to discuss any pertinent distributive
on or DECA activities, while at the same time, promoting the
h project.

Upon compiling an accurate listing and directory of participa-
visors and schools, a memo was sent to each advisor informing

¹²³ See Appendix L

¹²⁴ See Appendix M

¹²⁵ See Appendix N

him to expect the student packet of questionnaires in the mail very shortly.¹²⁶ The student packet of questionnaires were then sent out with an enclosed letter¹²⁷ containing administrative suggestions. Also enclosed with each packet was a postage-paid return envelope addressed to the writer.

The principal and guidance director questionnaires were sent directly to the participants. The original State Education endorsement letter was enclosed along with the writer's letter of introduction and promotion of the research.¹²⁸ The prospective respondents also received postage-paid return envelope addressed to the writer. All educators in the study were asked to indicate their school name on a separate attached sheet¹²⁹ for clerical purposes. The writer signed all correspondence going to the participants in the school districts. Mailings followed a 12-15 day interval with the following order of items being mailed to the prospective respondents.

1. Student questionnaires and letter of administration to advisors. Advisor questionnaire, guidance director and principal questionnaire with introduction-promotion letter with postage-paid return envelopes sent directly to participants.
2. First thank you and reminder card to advisors, guidance directors and principal signed by the writer.¹³⁰
3. Second questionnaire form sent to non-responding advisor, guidance director, and principal. Postage-paid return envelope enclosed.¹³¹

¹²⁶ See Appendix O

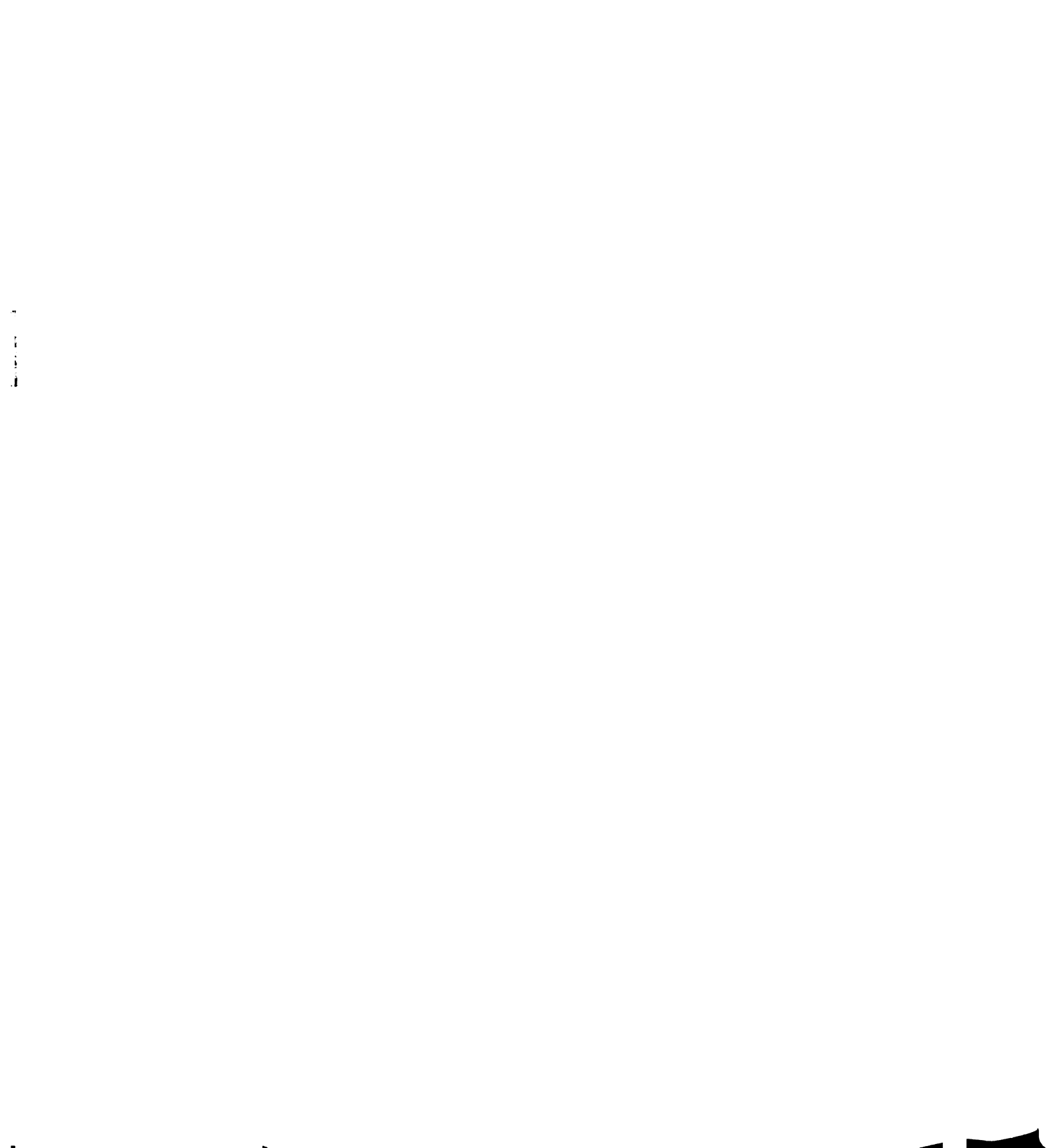
¹²⁷ See Appendix P

¹²⁸ See Appendix Q

¹²⁹ See Appendix R

¹³⁰ See Appendix S

¹³¹ See Appendix T



4. Second appreciation and reminder card signed by the writer.¹³²
5. Thank you card to respondents as they returned the questionnaires.¹³³
6. Final request and urge letter from the State Education Department requesting participation by delinquent respondents.¹³⁴

Population Returns

The sample of educators used in the study numbered 236 individuals. The student members responding totaled 2040. Both students and educators were selected from the 103 schools sponsoring the youth co-curricular activity DECA during the school year 197-71 and who were also operational during the 1969-70 school year.

Of the 309 questionnaires mailed to the educators a total of 236 usable questionnaires were received for a 76.4 percent usable return (Table 1). School advisors returned 83 percent of the questionnaires, while guidance directors returned 77 percent and principals returned 70 percent.

Of the 103 schools contacted for student participation 88 schools responded for a 85.4 percent return. A total of 2040 usable student questionnaires were included in the study from a total number sent of 3126. The assumption is made that the non-respondent's background characteristics and responses to the questionnaire items would

¹³² See Appendix U

¹³³ See Appendix V

¹³⁴ See Appendix W

be similar to the responding educators and students. The students, as were the three education groups, were also broken down into three

Table 1
Number and Percent of Returns of Educators

| Educators | No. Sent Questionnaires | No. of Returns | Percent Responding | No. of Useable Questionnaires | Percent of Useable Q. |
|------------|----------------------------|-------------------|-----------------------|----------------------------------|--------------------------|
| Advisors | 103 | 92 | 89.3 | 85 | 82.5 |
| G. D.* | 103 | 87 | 84.5 | 79 | 76.7 |
| Principals | <u>103</u> | <u>81</u> | <u>78.6</u> | <u>72</u> | <u>69.6</u> |
| Totals | 309 | 260 | 84.1 | 236 | 76.4 |

*Guidance Directors

organization size groups for further examination. The small size club respondents of students numbered 230, while the medium size club student respondents numbered 524 and the large size club student respondents numbered 1286.

PROCEDURES FOR TREATMENT OF DATA

The first objective of this study was to identify any differences in the perceptions of student members of DECA, advisors of DECA, guidance directors, and principals regarding the functions and operations of the co-curricular activity, DECA. The statistics used to determine this difference was the multivariate analysis of variance (MANOVA). The two-way multivariate analysis of variance was used for the sixty-three questionnaire items to which the respondents indicated their preferences on a five-point scale.

The second objective of the study was to identify differences between the belief systems as perceived by the position groups in relation to the selected background variables. The statistical significance of each background variable was tested against the seven sets of beliefs by the two-way multivariate analysis of variance.

Multivariate Analysis of Variance (MANOVA)

MANOVA is simply the analysis of variance using several rather than just one dependent variable in which these variates are weighted to provide the maximum possible effects. The multivariate analysis of variance computes a set of weights separately for each factor in the analysis of variance design so that after the total variance has been partitioned, the weighted combination of the several dependent variables produces a maximum effort.¹³⁵ In addition to the partition of variance, a two-way MANOVA is composed of three discriminate analysis, one for each of the main effects and one for the interaction. The major feature of multivariate models is that they make provisions for considering the interaction among the dependent (as well as independent) variables. As such, they allow for examination of a more global display rather than artificially exercising variables out of their natural context.¹³⁶

Another advantage of the multivariate analysis is that the statistical procedures not only compare the several dependent variables

¹³⁵Robert B. McCall, An Addendum, The Use of Multivariate Procedures in Developmental Psychology, (Research Council, Computation Center, and Institute for Research in Social Science of the University of North Carolina)

¹³⁶W. W. Coolery, and P. R. Lohnes, Multivariate Procedures for the Behavioral Sciences, (New York: Wiley, 1962), page 262.

being treated in terms of their joint contribution to discrimination between groups, but they also determine the most efficient combination of variables for this purpose. Cooley and Lohnes express the advantages of multivariate methods as follows:¹³⁷

- (1) Multivariate methods address general questions of relationship and discrimination.
- (2) Where several variables possessing some cohesiveness are measured, multivariate procedures are preferred over a proliferation of univariate tests in much the same manner as the analysis of variance is preferred over several t-tests.
- (3) Most responses should not be viewed in isolation but as a conjunctive display. A multivariate result may be significant without obtaining significant univariate Fs.
- (4) The pattern of relationships in interactions among the dependent variables constitutes important psychological information.
- (5) The knowledge gained by examining the pattern of several variables adds to the construct validity and interpretation of the dependent measures themselves.

The utilization of the multivariate analysis of variance should be qualified. There is the possibility that there are violations of the basic assumptions of parametric statistics. The assumptions are: 1) the population is normally distributed, 2) there is equal variance among the groups, and 3) there is independence of error.

It is realized that parametric statistics are being used on data which may be of a non-parametric nature. The assumptions are

¹³⁷Ibid., page 267.

therefore, often ignored in the hope that the assumptions have not been abused. Any conclusions may have these weaknesses in mind, that parametric statistics ideally want at least interval scaling of the collected data rather than ordinal scaling. This too, is an assumption. This is part of the limitations of the data that is lived with and could be open to theoretical question. The data is large enough to build interpretations through the observation of the data itself and intuitive judgment. With the population as large as it is the correction factor becomes smaller and smaller.

The first objective of this study is to identify any differences in the perceptions of four groups regarding seven sets of beliefs toward the functions and operations of DECA. MANOVA partitioned the sixty-three dependent variables into the seven sets of beliefs computing a set of weights for each factor thereby producing a maximum effort for the total variance between and within the independent variables of position groups.

The second objective sought to identify differences between the belief systems as perceived by the four groups in relationship to selected background variables. MANOVA is able to determine the most efficient combination of variables for this purpose. One of the selected variables was socio-economic level utilizing education, income, and occupational information. McCall views this variable as follows:

By definition, socio-economic status involves a cluster of attributes, and therefore in cases in which the diverse contributions of these components are important, socio-economic status should be indexed by a corresponding cluster of variables rather than by a single, easily obtained but insufficient measurement. Alternatively, a construct may be quite

unitary at a conceptual level but still benefit from multivariate measurement.¹³⁸

RESPONDENTS' BACKGROUND INFORMATION

The personal and educational information relating to the responding students, advisors, guidance directors, and principals are discussed and implemented into Chapter Four, Findings, where: 1) the responses are pertinent to the original hypotheses, and 2) the responses are pertinent to descriptive findings characteristic of the functions, operations, and background of the persons and organizations in New York State.

The supporting tables in the discussion of background information further illustrate the breakdown of data into organization sizes of small, medium, and large. There is such a diversity of club sizes in New York State, it was determined to be a worthwhile measure to view this particular dimension in the frequency tables. A small size organization has at least sixteen members but not more than thirty-five members, and the large size organization has more than thirty-five members.

¹³⁸An Addendum, Op. Cit.

CHAPTER IV

THE FINDINGS

The findings in this chapter are presented in three parts:

- Part I Characteristics of DECA in New York State
- Part II Differences in Perceptions among Position Groups and Belief Differences based on Background Variables
- Part III Results of Questionnaire Items 1-63 which Represent the Seven Belief Classifications

CHARACTERISTICS OF DECA IN NEW YORK STATE

General Background Factors

This first section presents information regarding: 1) community population description, 2) school grade structure, 3) male-female enrollments, and 4) college entrance estimates.

Community population description. Of the data provided, over 40 percent of the schools were located within the suburb of a large city (200,000 population or more) while the small city or large towns (under 50,000 population) included 23.8 percent of the responding schools
*
(Table I) . The dimensions of organization size indicated that 29.2 percent of small size DECA organizations were within the large city while only 3.3 percent of the large size DECA organizations were located

*All tables with Roman numeral references appear in Appendix X.

in that same large city setting. There were 41.6 percent of the small size clubs within the suburbs of a large city while the small town or rural area description included only 4.2 percent of the small size clubs.

School building grade structure. There were no DECA organizations housed in any school building categorized as kindergarten through twelfth grade (Table II). The size dimensions of clubs indicated similar numbers of clubs and their respective sizes in the 9-12 and 10-12 grade structures. There was only one area vocational school respondent. The 9-12 and 10-12 grade structures housed 88.2 percent of the reporting organizations.

Male-Female enrollment in distributive education. Advisors reported that 23.8 percent (Table III) of their respective distributive education programs had a ratio of one to one of boys to girls. Nine advisors or 10.7 percent of the advisors reported twenty-five percent or less of female enrollment in distributive education. Twenty-seven or 32.2 percent of the responding advisors reported 75 percent or more of female enrollment.

Forty-five of the 84 responding advisors reported female enrollment of over 50 percent while nineteen advisors reported less than 50 percent enrollment of females.

Large size clubs appear to be operating within a distributive education program with enrollments of more girls than boys while the small size club varies in this respect. Six of twenty-four small size club advisors reporting 25 percent or less of girls. Four of twenty-four advisors or 16.7 percent of the small club advisors reported 75 percent girls with an additional four advisors reporting 90 percent of girls in distributive education.

Male-Female membership in DECA. Almost twenty percent of the clubs have a one to one ratio of boys to girls in DECA membership (Table IV). Over half of the clubs have over 50 percent of females in DECA, similar to the distributive education enrollment percentage, although the enrollment of females to the higher percentage levels particularly in the 75 and 90 percent category of female membership in DECA.

College entrance estimates. Of the seventy-four directors, forty-eight estimate that over 50 percent (Table 2) of their respective graduating students had entered college last year. The guidance directors from schools having large size DECA organizations reported over 50 percent college entrance by nineteen of the twenty-seven respondents.

Distributive education students college bound. Of the 82 responding advisors, eight advisors reported that over 50 percent of their distributive education students will be bound for college (Table 3). It appears that schools housing large size DECA organizations have a higher percentage of distributive education students heading toward a college program. Thirty-eight advisors reported 10 or less percent of their students would be attending a college program.

Advisor Background Information

Background information pertaining to the advisor includes:
1) percentage of distributive education courses taught, 2) number of other distributive education teachers in the school program,

Table 2

School Guidance Directors Response As to an Estimated
Percentage of Last Year's Graduating Students Who
Actually Entered College

| Size | 30%-less | | 31 - 50% | | 51 - 75% | | Over-75% | | Totals | |
|--------|----------|--------|----------|--------|----------|--------|----------|--------|--------|---------|
| | No. | % | No. | % | No. | % | No. | % | No. | % |
| Small | 1 | (5.3) | 5 | (26.3) | 10 | (52.6) | 3 | (15.8) | 19 | (100.0) |
| Medium | 4 | (14.3) | 8 | (28.6) | 15 | (15.6) | 1 | (3.5) | 28 | (100.0) |
| Large | 2 | (7.4) | 6 | (22.2) | 17 | (63.0) | 2 | (7.4) | 27 | (100.0) |
| Totals | 7 | (9.4) | 19 | (25.7) | 42 | (56.8) | 6 | (8.1) | 74 | (100.0) |

3) co-ordination responsibilities, 4) school store operation, 5) advisor's store responsibilities, 6) conference time with DECA officers, 7) advisor's time with DECA, and 8) contest involvement by advisor.

Distributive education courses taught by the advisor. Just over 58.3 percent (Table 4), of the responding advisors instruct all of the available distributive education course offerings within the school curriculum. Twenty-one of the responding thirty advisors from medium size DECA organizations instruct all of the course work. Only thirteen of the 84 responding advisors instructed less than 50 percent of the distributive education courses.

Number of additional distributive education teachers. In 57.1 percent (Table 5) of the responding schools, there were no other distributive education teachers instructing classes other than the teacher

Table 3

School Advisor Response as to Percentage of Distributive Education Students
Bound for Post Secondary Study

| Club Size | 0 - 5% | | 6 - 10% | | 11 - 25% | | 26 - 50% | | Over-50% | | Totals | |
|-----------|--------|--------|---------|--------|----------|--------|----------|--------|----------|--------|--------|---------|
| | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % |
| Small | 5 | (20.8) | 6 | (25.0) | 7 | (29.2) | 4 | (16.7) | 2 | (8.3) | 24 | (100.0) |
| Medium | 10 | (34.5) | 7 | (24.2) | 6 | (20.7) | 3 | (10.3) | 3 | (10.3) | 29 | (100.0) |
| Large | 4 | (13.8) | 6 | (20.7) | 10 | (34.5) | 6 | (20.7) | 3 | (10.3) | 29 | (100.0) |
| Totals | 19 | (23.1) | 19 | (23.2) | 23 | (28.0) | 13 | (15.9) | 8 | (9.8) | 82 | (100.0) |

Unanswered = 3

Percentage of Distributive Education Courses
Taught by the Advisor

| Club Size | Less than 50% | | 50-75% | | More than 75% | | 100% | | Totals | |
|-----------|---------------|--------|--------|--------|---------------|--------|------|--------|--------|---------|
| | No. | % | No. | % | No. | % | No. | % | No. | % |
| Small | 6 | (25.0) | 3 | (12.5) | 3 | (12.5) | 12 | (50.0) | 24 | (100.0) |
| Medium | 4 | (13.3) | 4 | (13.3) | 1 | (3.4) | 21 | (70.0) | 30 | (100.0) |
| Large | 3 | (10.0) | 10 | (33.3) | 1 | (33.3) | 16 | (53.4) | 30 | (100.0) |
| Totals | 13 | (15.5) | 17 | (20.2) | 5 | (6.0) | 49 | (58.3) | 84 | (100.0) |

Unanswered = 1

Table 5

Number of Additional Distributive Education
Teachers Instructing D.E. Classes other than the Advisor

| Club Size | None | | One | | Two | | Three of more | | Totals | |
|-----------|------|--------|-----|--------|-----|--------|---------------|--------|--------|---------|
| | No. | % | No. | % | No. | % | No. | % | No. | % |
| Small | 10 | (41.7) | 8 | (33.3) | 3 | (12.5) | 3 | (12.5) | 24 | (100.0) |
| Medium | 22 | (73.3) | 5 | (16.7) | 2 | (6.7) | 1 | (3.3) | 30 | (100.0) |
| Large | 16 | (53.3) | 9 | (30.0) | 5 | (16.7) | 0 | (0.0) | 30 | (100.0) |
| Totals | 48 | (57.1) | 22 | (26.2) | 10 | (11.9) | 4 | (4.8) | 84 | (100.0) |

Unanswered = 1

serving as the advisor. The schools housing small size DECA organizations included teachers in the three or more category.

Advisors' co-ordination responsibilities. Almost seventy-five percent (Table 6) of the responding advisors also co-ordinate the co-op phase of the program. The small size club respondents show fewer advisors being involved with the responsibility than the medium and large size clubs.

Table 6

Advisor's Response as to Whether They
Coordinate the Co-op Phase of the Distributive Education Program

| Club Size | Yes | | No | | Totals | |
|-----------|-----|--------|-----|--------|--------|---------|
| | No. | % | No. | % | No. | % |
| Small | 13 | (54.2) | 11 | (45.8) | 24 | (100.0) |
| Medium | 25 | (86.2) | 4 | (13.8) | 29 | (100.0) |
| Large | 24 | (80.0) | 6 | (20.0) | 30 | (100.0) |
| Totals | 62 | (74.7) | 21 | (25.3) | 83 | (100.0) |

Unanswered = 2

School store operation. Over 75 percent of the responding schools indicated the school store operation was a part of distributive education program (Table 7). The secondary schools with the large size DECA organizations have the highest percentage of stores operating while the schools having the small size clubs have the lowest percentage, 80 to 58.3 percent respectively.

School store responsibility. Two-thirds of the responding advisors in this study have the major responsibility for the operation of the school store (Table 8). The school store responsibility proportion remains at that same two-thirds for all size club programs

Advisor's Response as to Whether the
School Store Operation is a Part of the D.E. Program

| Club Size | Yes | | No | | Totals | |
|-----------|-----|--------|-----|--------|--------|---------|
| | No. | % | No. | % | No. | % |
| Small | 14 | (58.3) | 10 | (41.7) | 24 | (100.0) |
| Medium | 22 | (73.3) | 8 | (26.7) | 30 | (100.0) |
| Large | 24 | (80.0) | 6 | (20.0) | 30 | (100.0) |
| Totals | 60 | (71.4) | 24 | (28.6) | 84 | (100.0) |

Unanswered = 1

Table 8

Advisor's Response as to Whether
They are in Charge of the School Store

| Club Size | Yes | | No | | Totals | |
|-----------|-----|--------|-----|--------|--------|---------|
| | No. | % | No. | % | No. | % |
| Small | 15 | (62.5) | 9 | (37.5) | 24 | (100.0) |
| Medium | 22 | (73.3) | 8 | (26.7) | 30 | (100.0) |
| Large | 19 | (63.3) | 11 | (36.7) | 30 | (100.0) |
| Totals | 56 | (66.7) | 28 | (33.3) | 84 | (100.0) |

Unanswered = 1

except for a slight variation by advisors with medium size clubs of which 73.3 percent of the advisors are in charge of the school store.

Conference time with DECA officers. The responding advisors reported that 35.7 percent of them meet at least twice a month (Table 12)

with their full slate of DECA officers in a meeting or conference situation. Twenty-two advisors did not meet at all. Twenty-three advisors from large size DECA organizations felt the need to meet twice a month or more in their efforts to communicate, plan, and carry out their functions.

Out of class commitment to DECA. Almost 35 percent (Table 10) of the responding DECA Advisors spend from three to four hours per week directed toward DECA activities during their own time or out of class hours.

Five of the thirty or 16.7 percent of the responding advisors from large size DECA organizations are committed and involved in over ten hours per week of time directed toward DECA activities beyond the classroom hours or time.

Time involvement with DECA contest preparation. The time input by advisors towards contest preparation varies depending upon: 1) length of preparation time itself, 2) class curriculum, and 3) school policy. Over ten hours per week outside of class time was invested by 43.3 percent of the advisors of large size DECA organizations in preparation for local, district, and state contests (Table 11). Two-thirds of the advisors from small size DECA organizations spend one to two hours per week in their preparation.

Student DECA Members

This third section will present background information regarding the student members of DECA. This information will include: 1) age, 2) sex, 3) class status, 4) course level, 5) DECA as a factor in enrollment, 6) prior distributive education information, 7) source of

Table 9

Advisor's Response as to Amount of Conference Time Spent
with Their Full Slate of DECA Officers in Executive Meetings

| Club Size | Amount of Conferences | | | | | | | | | | | |
|-----------|-----------------------|--------|-------------|--------|---------------|--------|--------------|--------|-------------------------------|---------|--------|---|
| | None | | Once a Week | | Twice a Month | | Once a Month | | Once a Month or When Required | | Totals | |
| | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % |
| Small | 15 | (62.5) | 3 | (12.5) | 5 | (20.8) | 1 | (4.2) | 24 | (100.0) | | |
| Medium | 4 | (13.4) | 6 | (20.0) | 10 | (33.3) | 10 | (33.3) | 30 | (100.0) | | |
| Large | 3 | (10.0) | 8 | (26.6) | 15 | (50.0) | 4 | (13.4) | 30 | (100.0) | | |
| Totals | 22 | (26.2) | 17 | (20.2) | 30 | (35.7) | 15 | (17.9) | 84 | (100.0) | | |

Unanswered = 1

Advisor's Response as to the Number of Hours Per Week
Directed Towards DECA Activities Outside of Class

| Club Size | Hours | | | | | | | | | | Totals | |
|-----------|-------|--------|-----|--------|------------|--------|---------|--------|----------|--------|--------|---------|
| | One | | Two | | Three-Five | | Six-Ten | | Over Ten | | | |
| | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % |
| Small | 10 | (41.7) | 9 | (37.5) | 4 | (16.7) | 0 | (0.0) | 1 | (4.1) | 24 | (100.0) |
| Medium | 4 | (13.3) | 8 | (26.7) | 13 | (43.3) | 3 | (10.0) | 2 | (6.7) | 30 | (100.0) |
| Large | 2 | (6.7) | 7 | (23.3) | 12 | (40.0) | 4 | (13.3) | 5 | (16.7) | 30 | (100.0) |
| Totals | 16 | (19.1) | 24 | (28.6) | 29 | (34.5) | 7 | (8.3) | 8 | (9.5) | 84 | (100.0) |

Unanswered = 1

Table 11

Advisors' Response as to the Number of Hours Per Week Expended
During Contest Preparation Time Outside of Class Time

| Club Size | Hours | | | | | | | | Totals | |
|-----------|---------|--------|------------|--------|---------|--------|----------|--------|--------|---------|
| | One-Two | | Three-Five | | Six-Ten | | Over Ten | | | |
| | No. | % | No. | % | No. | % | No. | % | No. | % |
| Small | 16 | (66.7) | 5 | (20.8) | 3 | (12.5) | 0 | (0.0) | 24 | (100.0) |
| Medium | 10 | (34.6) | 10 | (34.4) | 5 | (17.3) | 4 | (13.7) | 29 | (100.0) |
| Large | 5 | (16.7) | 6 | (20.0) | 6 | (20.0) | 13 | (43.3) | 30 | (100.0) |
| Totals | 31 | (37.3) | 21 | (25.3) | 14 | (16.9) | 17 | (20.5) | 83 | (100.0) |

Unanswered = 2

distributive education information, 8) years of distributive education enrollment, 9) enrollment in other business subjects, 10) student employment, 11) regents diploma, 12) college aspirations, 13) commitment to distribution, and 14) career goals.

Ages of DECA members. Almost four-fifths of the students were sixteen and seventeen years of age at the beginning of the school year (Table V). Only 2.1 percent of the responding student members were over eighteen years of age. Less than 10 percent were under sixteen years of age. The three DECA organization size dimensions of small, medium, and large indicated similar ages in all five age categories.

Sex. Female student respondents were 57.1 percent of the more than two thousand DECA members in this study (Table 12). The small size DECA organizations had more males than the medium and large size organizations at a 47.6 percent to 44.4 and 41.4 percent respectively. As the club size was larger there was a noticeable increase in the female members over the male members.

Table 12

Sex

| Club Size | Female | | Male | | Totals | |
|-----------|--------|--------|------|--------|--------|---------|
| | No. | % | No. | % | No. | % |
| Small | 119 | (52.4) | 108 | (47.6) | 227 | (100.0) |
| Medium | 286 | (55.6) | 228 | (44.4) | 514 | (100.0) |
| Large | 746 | (58.6) | 528 | (41.4) | 1274 | (100.0) |
| Totals | 1151 | (57.1) | 864 | (42.9) | 2015 | (100.0) |

Unanswered = 25

Class status. One half of the students were twelfth graders with 39.8 percent (Table 13) in the eleventh grade and the remainder in the tenth and ninth grades. A higher percentage of twelfth graders

were in small size DECA organizations, a slight percentage less in twelfth grade for the medium size organizations, and even fewer in the large size organizations at respective figures of 63.6, 59.1, and 51.9 percent. A similar pattern appears with the eleventh graders but in the opposite direction.

Table 13

Present Class Status of Students

| Club Size | Grade | | | | | | | |
|-----------|-------|-------|------|--------|------|--------|--------|---------|
| | 10th | | 11th | | 12th | | Totals | |
| | No. | % | No. | % | No. | % | No. | % |
| Small | 10 | (4.4) | 73 | (32.0) | 145 | (63.6) | 228 | (100.0) |
| Medium | 28 | (5.5) | 182 | (35.4) | 304 | (59.1) | 514 | (100.0) |
| Large | *65 | (4.9) | 549 | (43.0) | 662 | (51.9) | 1276 | (100.0) |
| Totals | 103 | (5.1) | 804 | (39.8) | 1111 | (55.1) | 2018 | (100.0) |

*Includes two ninth graders

Unanswered = 22

Course level of enrollment in distributive education. First year course enrollments include 57.4 percent (Table 14) and second year enrollments included 36.4 percent of the DECA members. Student members from large size DECA organizations had a large number of students enrolled in special and other course in distributive education.

Members from small size DECA organizations had 14.6 percent in the special category, a somewhat high enrollment in comparison to the large size organizations.

Table 14

Course Level of Student Enrollment in Distributive Education

| Club Size | First Year | | Second Year | | *Special | | +Other | | Totals | |
|-----------|------------|--------|-------------|--------|----------|--------|--------|-------|--------|---------|
| | No. | % | No. | % | No. | % | No. | % | No. | % |
| Small | 96 | (43.6) | 87 | (39.5) | 32 | (14.6) | 5 | (2.3) | 220 | (100.0) |
| Medium | 266 | (52.3) | 227 | (44.7) | 5 | (1.0) | 10 | (2.0) | 508 | (100.0) |
| Large | 765 | (61.9) | 401 | (32.5) | 30 | (2.4) | 39 | (3.2) | 1235 | (100.0) |
| Totals | 1127 | (57.4) | 715 | (36.4) | 67 | (3.4) | 54 | (2.8) | 1963 | (100.0) |

*Salesmanship, management, super-market, etc.

Unanswered = 77

+Introduction to D.E., independent study

Members from small size DECA organizations had 14.6 percent in the special category, a somewhat high enrollment in comparison to the large size organizations.

DECA as an influential factor in enrollment. Less than one-half of the responding students felt that DECA was not an influential factor towards their enrollment in distributive education. Although only 26.4 percent (Table 15) felt that DECA was an influential factor, 27.0 percent were not sure, an indication that DECA was a factor but that the degree of influence could not be determined by the respondents and they were therefore, not sure. Smaller size clubs had even less influence towards distributive education enrollment.

Table 15

Student Responses to Whether DECA
was an Influential Factor Towards Enrollment
in Distributive Education

| Club Size | Yes | | No | | Not Sure | | Totals | |
|-----------|-----|--------|-----|--------|----------|--------|--------|---------|
| | No. | % | No. | % | No. | % | No. | % |
| Small | 35 | (15.5) | 143 | (63.3) | 48 | (21.2) | 226 | (100.0) |
| Medium | 131 | (25.8) | 244 | (48.1) | 132 | (26.1) | 507 | (100.0) |
| Large | 362 | (28.5) | 547 | (43.1) | 361 | (28.4) | 2003 | (100.0) |
| Totals | 528 | (26.4) | 934 | (46.6) | 541 | (27.0) | 2003 | (100.0) |

Unanswered = 37

Prior information regarding distributive education before enrollment. Almost seventy percent (Table 16) of the DECA student members were provided with some information about distributive education before their enrollment in distributive education. A larger percentage of students from the large size DECA organizations received information regarding distributive education than the small size DECA organization.

Source of original information about distributive education. The DECA members who had distributive education information prior to their enrollment received most of the information from friends, guidance, and the distributive education co-ordinator in that order, with respective percentages of 42.5, 23.9, and 15.3 (Table VI). As the organization size increased, the importance of word-of-mouth and friends increased as being the original source of information about

Number and Percentage of Students
Provided with Information About Distributive
Education Before Enrollment in Distributive Education

| Club Size | Yes | | No | | Totals | |
|-----------|------|--------|-----|--------|--------|---------|
| | No. | % | No. | % | No. | % |
| Small | 112 | (49.3) | 115 | (50.7) | 227 | (100.0) |
| Medium | 347 | (67.0) | 171 | (33.0) | 518 | (100.0) |
| Large | 893 | (69.8) | 386 | (30.2) | 1279 | (100.0) |
| Totals | 1352 | (66.8) | 672 | (33.2) | 2024 | (100.0) |

Unanswered = 16

distributive education. The co-ordinator's role decreased as the original source of information as the club size increased. Publicity received only 1.4 percent support of the respondents as being an original source of information although publicity in effect, may have been derived from the co-ordinator's activities, friends participation, or special guidance programs.

Years of student enrollment in distributive education. This perspective is somewhat similar to the course level information but actually provides the dimension of number of years in the program. There are 61.9 percent (Table 17) of the DECA members in distributive education for the first year. Five percent of the DECA members from small size organizations have been in distributive education for four years.

Other business subjects taken by students. There is a similar distribution within all of the organization sizes of small, medium, and

Table 17

Number of Years of Student Enrollment in Distributive Education

| Club Size | One | | Two | | Three | | Four | | Totals | |
|-----------|------|--------|-----|--------|-------|-------|------|-------|--------|---------|
| | No. | % | No. | % | No. | % | No. | % | No. | % |
| Small | 107 | (47.3) | 92 | (40.7) | 16 | (7.1) | 11 | (4.9) | 226 | (100.0) |
| Medium | 299 | (58.0) | 208 | (40.3) | 8 | (1.5) | 1 | (0.2) | 516 | (100.0) |
| Large | 844 | (66.1) | 413 | (32.4) | 17 | (1.3) | 3 | (0.2) | 1277 | (100.0) |
| Totals | 1250 | (61.9) | 713 | (35.3) | 41 | (2.0) | 15 | (0.8) | 2019 | (100.0) |

large as to the number of business subjects taken or currently enrolled other than distributive education by the DECA members. Within the four or more business subject category, 36.5 percent of the students were included. Over twenty-five percent of the students have taken one or none, of other business subjects (Table VII). Of those students, 13.2 percent have not been involved with any other course than distributive education in the business field. About fifteen percent of the students have been involved with one other business subject.

Students employed in distributive occupations. Less than fifty percent of the DECA members are employed in a distributive occupation (Table 18). The remaining students are either not working at all or are working within a job description which is other than distribution. The students from the small size organizations have the highest percentage of students employed in distribution at 51.1 percent.

New York State Regents Diploma. Almost thirty percent (Table 19) of the DECA members are working toward a New York State Regents

Diploma. The regents diploma is presented to a graduate following satisfactory completion of certain additional course requirements and examinations through the New York State Board of Regents within

Table 18

Students Employed in Distributive Occupations

| Club Size | Yes | | No | | Totals | |
|-----------|-----|--------|------|--------|--------|---------|
| | No. | % | No. | % | No. | % |
| Small | 113 | (51.1) | 108 | (48.9) | 221 | (100.0) |
| Medium | 238 | (47.0) | 268 | (53.0) | 506 | (100.0) |
| Large | 588 | (47.7) | 644 | (52.3) | 1232 | (100.0) |
| Totals | 939 | (47.9) | 1020 | (52.1) | 1959 | (100.0) |

Unanswered = 81

Table 19

Students Working Towards a New York State Regents Diploma

| Club Size | Yes | | No | | Totals | |
|-----------|-----|--------|------|--------|--------|---------|
| | No. | % | No. | % | No. | % |
| Small | 80 | (35.9) | 143 | (64.1) | 223 | (100.0) |
| Medium | 138 | (27.1) | 372 | (72.9) | 510 | (100.0) |
| Large | 347 | (27.4) | 918 | (72.6) | 1265 | (100.0) |
| Totals | 565 | (28.3) | 1433 | (71.7) | 1998 | (100.0) |

Unanswered = 42

the State Education Department. This is in addition to the general high school diploma. DECA members from small size organizations have the highest percentage of regents diploma aspirants with 35.9 percent

College aspirations. DECA members planning to attend college following high school graduation includes 44.7 percent of the respondents (Table 20). The members from the small size organizations are planning to attend at the rate of 50.7 percent. DECA members not sure includes 29.5 percent of the student respondents.

Table 20

College Attendance Plans after High School Graduation

| Club Size | Yes | | No | | Not Sure | | Totals | |
|-----------|-----|--------|-----|--------|----------|--------|--------|---------|
| | No. | % | No. | % | No. | % | No. | % |
| Small | 114 | (50.7) | 57 | (25.3) | 54 | (24.0) | 225 | (100.0) |
| Medium | 226 | (43.9) | 134 | (26.1) | 154 | (30.0) | 514 | (100.0) |
| Large | 560 | (44.0) | 327 | (25.7) | 385 | (30.3) | 1272 | (100.0) |
| Totals | 900 | (44.7) | 518 | (25.8) | 593 | (29.5) | 2011 | (100.0) |

Unanswered = 29

Commitment to a future in distribution. Almost sixty percent (Table 21) of the DECA members were considerable or highly committed about future plans for a career in distribution. Of those students, 20.1 percent were highly committed and 38.2 percent were considerably committed. Surprisingly, only 18.2 percent of the members from large size organizations were highly committed while the small size organizations included 20.4 percent of their members and the medium size organizations included 24.5 percent of their members as being highly committed.

Student career goals. Within the framework of distribution as a career, the categories of area, service, and private, included 54.7 percent of the DECA members. Most of the students or 31.3 percent (Table 22) indicated the area category (retailing, management, or marketing) as their career goal. All three organization sizes of small, medium, and large indicated similar percentages of students as being undecided.

Table 21

Degree of Student Commitment to a Future in Distribution

| Club Size | None | | Slightly | | Considerably | | Highly | | Totals | |
|-----------|------|--------|----------|--------|--------------|--------|--------|--------|--------|---------|
| | No. | % | No. | % | No. | % | No. | % | No. | % |
| Small | 54 | (24.4) | 49 | (22.2) | 73 | (33.0) | 45 | (20.4) | 221 | (100.0) |
| Medium | 68 | (13.4) | 86 | (17.0) | 228 | (45.1) | 124 | (24.5) | 506 | (100.0) |
| Large | 307 | (24.3) | 268 | (21.2) | 459 | (36.3) | 231 | (18.2) | 1265 | (100.0) |
| Totals | 429 | (21.5) | 403 | (20.2) | 760 | (38.2) | 400 | (20.1) | 1992 | (100.0) |

Unanswered = 48

Educators' Background Information

This fourth section will present similar background information regarding the educators. The educators include advisors, guidance directors, and principals. The areas of information will include: 1) undergraduate major, 2) number of years of service in present capacity while DECA has been active, 3) service in another capacity in the same school while DECA has been active, 4) number of years of enrollment

Table 22

Student Career Goals

| Club Size | Area | | Specific | | Service | | Private | | Office | | Professional | | Para-Prof. | | Other | | Undecided | | Totals | |
|-----------|------|--------|----------|--------|---------|--------|---------|-------|--------|--------|--------------|-------|------------|-------|-------|--------|-----------|--------|--------|---------|
| | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % |
| Small | 62 | (29.5) | 32 | (15.2) | 23 | (11.0) | 3 | (1.4) | 19 | (9.1) | 9 | (4.3) | 10 | (4.7) | 23 | (11.0) | 29 | (13.8) | 210 | (100.0) |
| Medium | 194 | (42.5) | 65 | (14.2) | 39 | (8.5) | 2 | (0.5) | 33 | (7.2) | 26 | (5.7) | 18 | (3.9) | 32 | (7.0) | 48 | (10.5) | 457 | (100.0) |
| Large | 304 | (27.1) | 160 | (14.3) | 80 | (7.1) | 14 | (1.2) | 141 | (12.6) | 58 | (5.2) | 77 | (6.9) | 128 | (11.4) | 159 | (14.2) | 1121 | (100.0) |
| Totals | 560 | (31.3) | 257 | (14.4) | 142 | (7.9) | 19 | (1.1) | 193 | (10.8) | 93 | (5.2) | 105 | (5.9) | 183 | (10.2) | 236 | (13.2) | 1788 | (100.0) |

Unanswered = 252

- Area = retailing, management, or marketing
- Specific = buyer, display, model, or sales
- Service = flight reservationist, beautician, printing
- Private = private ownership, boutiques, carvel
- Office = secretary, receptionist, or accountant
- Professional = teacher, lawyer, doctor
- Para = nurse, fireman, policeman
- Other = unrelated: construction, factory

in high school vocational education, 5) college course work in vocational education, and 6) meetings regarding DECA's activities.

Undergraduate major. Fifteen of the responding fifty-six principals and ten of the seventy-six guidance directors possessed business and vocational education backgrounds in their college undergraduate programs (Table VIII). History and English as a category along with the math, science, and language category included the largest percentage of guidance directors and principals as to their undergraduate emphasis. Eighteen of the responding sixty-four advisors were also in those same categories.

An examination of the dimensions of small, medium, and large size organizations includes 31.8 percent (Table IX) of the advisors from large size organizations possessing a math, science, or language background.

Eleven of the seventy-six guidance directors (Table X) were physical education undergraduate majors. The small and medium size organization guidance directors did not include any business education majors and the large size organization included two guidance directors with business education undergraduate background.

The History and English undergraduate major category included 41.6 percent of the responding principals (Table XI) that were specifically from schools having small size DECA organizations. Industrial Arts as an undergraduate major included ten of the fifty-six responding principals.

Service in present capacity while DECA has been active. Over twenty percent (Table 23) of the educators have served eight or more

years in their present capacity as advisor, guidance director, and principal while DECA has been active in their respective schools. The highest percentage of educators within the years served bracket was the responding guidance directors with 32.0 percent having served from four to five years. The largest number of principals or 31.9 percent were in the two to three year bracket.

Advisors from medium size organizations (Table XII) included 35.5 percent in the two to three years of service bracket while small and large size organization advisors were a majority in the eight or more years bracket with 37.5 and 33.3 percent respectively.

Table 23

Educators' Years of Service
in Present Capacity while DECA has been Active

| Educators | Years Served | | | | | | | | | | Totals | |
|------------|--------------|--------|-----|--------|-----|--------|-----|--------|-----------|--------|--------|---------|
| | 1 Year | | 2-3 | | 4-5 | | 6-7 | | 8 or more | | No. | % |
| | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % |
| Advisors | 7 | (8.2) | 25 | (29.4) | 19 | (22.4) | 10 | (11.8) | 24 | (28.2) | 85 | (100.0) |
| *G. D. | 14 | (18.0) | 16 | (20.5) | 25 | (32.0) | 9 | (11.5) | 14 | (18.0) | 78 | (100.0) |
| Principals | 13 | (18.1) | 23 | (31.9) | 14 | (19.4) | 9 | (12.5) | 13 | (18.1) | 72 | (100.0) |
| Totals | 34 | (14.5) | 64 | (27.2) | 58 | (24.7) | 28 | (11.9) | 51 | (21.7) | 235 | (100.0) |

*Guidance Directors

Unanswered = 1

Guidance Directors from schools with small and large size organizations had 42.1 and 35.6 percent (Table XIII) respectively as serving in their present capacity from four to five years.

Forty percent (Table XIV) of the principals who were serving in schools housing small size DECA organizations have been in their present capacity for only two to three years. The medium and large

size clubs were also operating within a school situation with a higher percentage of principals having been in their present capacity of two to three years than in the other year categories.

Service in a capacity other than their present position while DECA has been active. Only 35.2 percent (Table 24) of the responding educators had served in another capacity before they obtained their present position as advisor, guidance director, or principal in their same schools while DECA had been active. Fewer advisors or 25.9 percent had served in another capacity before they obtained their present position as advisor, guidance director, or principal in their same schools while DECA had been active. Fewer advisors or 25.9 percent had served in another capacity at the school than the guidance director and principals.

Table 24

Educators Having Served in Another Capacity in the Same School while DECA has been Active

| Educators | Yes | | No | | Totals | |
|--------------------|-----|--------|-----|--------|--------|---------|
| | No. | % | No. | % | No. | % |
| Advisors | 22 | (25.9) | 63 | (74.1) | 85 | (100.0) |
| Guidance Directors | 38 | (49.4) | 39 | (50.6) | 77 | (100.0) |
| Principals | 32 | (45.1) | 39 | (54.9) | 71 | (100.0) |
| Totals | 82 | (35.2) | 141 | (64.8) | 233 | (100.0) |

Unanswered = 3

Advisors sponsoring small, medium, and large size organizations had similar percentages of respondents having served in another capacity

in their schools before becoming advisors (Table XV). The service in another capacity may have been as: 1) a member of the teaching staff, 2) a member of the business education department, or 3) a non-teaching professional staff member but not as the advisor of DECA.

Fifty percent of the responding guidance directors (Table XVI) from schools with small size DECA organizations had served in another capacity in the same school while DECA had been active. The previous service by the guidance directors may have been as: 1) guidance department staff, 2) professional teaching staff, or 3) professional non-teaching staff.

Principals (Table XVII) from schools with large size DECA organizations were most prevalent in having a higher percentage of respondents at 57.7 percent as having serving in the same school in another capacity while DECA had been active. The prior capacity for the principals may have been as: 1) supervisory or administrative personnel, 2) professional teaching staff, or 3) professional non-teaching staff.

Years of enrollment in high school vocational education. Over fifty percent of all the responding educators were not enrolled at any time in high school vocational education classes during the educator's high school career (Table 25). The advisors had a higher percentage of respondents not enrolled in vocational education than the guidance directors and principals. Over fifteen percent of the responding principals had three or more years of enrollment in at least one vocational education class during his high school career.

Advisors from small size DECA organizations (Table XVIII) had a higher enrollment percentage in one or more years than the medium and

Table 25

Educators' Years of Enrollment in High School
Vocational Education

| Educators | Number of Years Enrolled | | | | | | | |
|--------------------|--------------------------|--------|---------|--------|---------------|--------|--------|---------|
| | None | | One-Two | | Three or more | | Totals | |
| | No. | % | No. | % | No. | % | No. | % |
| Advisors | 47 | (59.5) | 24 | (30.4) | 8 | (10.1) | 79 | (100.0) |
| Guidance Directors | 44 | (57.1) | 26 | (33.8) | 7 | (9.1) | 77 | (100.0) |
| Principals | 33 | (51.6) | 21 | (32.8) | 10 | (15.6) | 64 | (100.0) |
| Totals | 124 | (56.4) | 71 | (32.2) | 25 | (11.4) | 220 | (100.0) |

Unanswered = 16

large size organization advisor. Only 3.6 percent of guidance directors (Table XIX) from schools with large size organizations were enrolled in three or more years of vocational education. Over fifty percent of principals (Table XX) from schools with large size organizations had one or more years of enrollment in at least one vocational education class during their high school careers.

College course work in vocational education. Almost three-fourths of the educators have taken course work in related areas of vocational education during their formal college training, either in undergraduate or graduate work (Table 26). Surprisingly, 17.9 percent of the advisors have not taken any vocational education courses. This could possibly be accounted for by the high number of non-business education or vocational education majors who have moved into positions as DECA advisor who also have not yet satisfied their distributive education certification, and as a result, have not yet been involved in any course work in vocational education.



Table 26

Educators Who have Taken College Course Work
in Vocational Education

| Educators | Yes | | No | | Totals | |
|--------------------|-----|--------|-----|--------|--------|---------|
| | No. | % | No. | % | No. | % |
| Advisors | 64 | (82.1) | 14 | (17.9) | 78 | (100.0) |
| Guidance Directors | 56 | (72.7) | 21 | (27.3) | 77 | (100.0) |
| Principals | 37 | (58.7) | 26 | (41.3) | 63 | (100.0) |
| Totals | 157 | (72.0) | 61 | (28.0) | 218 | (100.0) |

Unanswered = 18

Twenty of twenty-two or 90.9 percent of the responding advisors of small size DECA organizations (Table XXI) have taken college course work in related areas of vocational education. Guidance directors from schools with small and large size DECA organizations (Table XXII), had 75.0 and 82.1 percent respectively, enrolled in vocational education during their formal college training. Principals from schools of small, medium, and large size DECA organizations (Table XXIII) recorded 57.1, 64.3, and 52.4 percent respectively, as having enrolled in vocational education sometime during their college education.

Number of formally scheduled meetings regarding the functions and operations of DECA. The responding 228 educators indicated that 40.8 percent (Table 27) did not have any formally scheduled meetings during the past school year regarding the activities of their respective local DECA organizations. The scheduled meetings would be by the: 1) advisor with the guidance director or principal, or 2) guidance

director or principal with the advisor. The responding principals indicated that 31.9 percent met three or more times during the school year with the advisor.

Table 27

Number of Formally Scheduled Meetings Regarding the Functions
Operations of Their School's DECA

| Educators | None | | One | | Two | | Three or more | | Totals | | |
|---------------------|------|--------|-----|--------|-----|--------|----------------|--------|--------|---------|--|
| | No. | % | No. | % | No. | % | No. | % | No. | % | |
| Advisors | 39 | (46.4) | 16 | (19.1) | 16 | (19.1) | 13 | (15.4) | 84 | (100.0) | |
| *G.D. | 36 | (48.0) | 16 | (21.3) | 10 | (13.4) | 13 | (17.3) | 75 | (100.0) | |
| Principals | 18 | (26.1) | 13 | (18.8) | 16 | (23.2) | 22 | (31.9) | 69 | (100.0) | |
| Totals | 93 | (40.8) | 45 | (19.7) | 42 | (18.4) | 48 | (21.1) | 228 | (100.0) | |
| *Guidance Directors | | | | | | | Unanswered = 8 | | | | |

Advisors of large size DECA organizations (Table XXIV) met more frequently with guidance and administration than did advisors of small and medium size organizations. Fifty percent of the guidance directors (Table XXV) from schools with medium size organizations met once or more during the school year with DECA advisors. More principals (Table XXVI) from schools of small, medium, and large size DECA organizations met in the category of three or more meetings than in the other areas of: 1) none, 2) one, and 3) two, as to the number of meetings.

DIFFERENCES IN PERCEPTIONS AMONG POSITION
GROUPS AND BELIEF DIFFERENCES BASED ON BACKGROUND VARIABLES

The findings in this part are those relative to the hypotheses of this study.

Hypothesis 1--Differences in Perceptions among Position Groups

The first hypothesis stated: There are no significant differences between the perceptions of student members of DECA, DECA advisors, guidance directors, and principals regarding the seven sets of belief classifications towards the functions and operations of the vocational co-curricular activity, DECA. This hypothesis is rejected. There are significant differences at the alpha level of .05 as perceived by the position groups for the seven acts of beliefs. In addition there are significant differences at the alpha level of .05 among the respondents based on the three organization sizes.

Support of the findings. Multivariate analysis of variance procedure requires that any interaction be tested before the main effects. The interaction between the four position groups and organization sizes towards the seven sets of beliefs was tested first. Secondly, the data was analyzed to test the main effects or the differences between the position groups toward the seven sets of beliefs. Thirdly, the main effect or the difference between the organization sizes towards the seven sets of beliefs was tested.

The design matrix (Table 28) illustrates this comparison of between group and within group variances towards the belief classifications.

Table 28

Design Matrix of Independent Variables of Groups and Sizes
as They Relate to Beliefs

| Sizes | Position Groups | | | |
|-------------|-----------------|--------------------|------------|----------|
| | Advisors | Guidance Directors | Principals | Students |
| Small Club | X | X | X | X |
| Medium Club | X | X | X | X |
| Large Club | X | X | X | X |

Interaction (Position Group X Organization Size). The test to measure interaction by analyzing all of the twelve cell groups rather than just by separate groups or sizes shows no significant differences at the alpha level of .05 (Table 29). The finding of

Table 29

Multivariate Test of Interactions of
Position Groups and Organization Size

Multivariate F-Ration = 1.0122 D.F. = 42 and 10594.4109 Multivariate $P \leq 0.4492$

| Variable | Between Mean Square | Univariate F | P Less Than |
|---------------|---------------------|--------------|-------------|
| Information | 59.3274 | 3.1776 | .0042 |
| Community | 26.0553 | 2.0942 | .0510 |
| Competition | 13.9972 | 1.3719 | .2222 |
| Participation | 38.0366 | 1.8988 | .0775 |
| Membership | 23.1558 | .7755 | .5891 |
| Advisorship | 22.8917 | 1.0476 | .3923 |
| Instruction | 50.9417 | 1.9419 | .0708 |

Degrees of Freedom for Hypothesis = 6
Degrees of Freedom for Error = 2264

interaction justifies looking at the main effects of the position groups and organization size.

Position groups. The test for position group differences indicates that the four position groups do have differences regarding the seven sets of beliefs as indicated by the multivariate probability level of .00001 (Table 30). The educators tend to respond in a more favorable direction with a mean score range from 3.00 to 4.20 while the students tended to be more neutral or undecided in their mean response scores (Table XXVII). The beliefs concepts of advisorship and community show relatively greater differences between the groups than the remaining five beliefs (Table 30). The mean response comparison of the position groups shows this difference with the student responses being greater than the educators.

Table 30

Multivariate Test of Group Main Effect Upon
Seven Sets of Beliefs

Multivariate F-Ration = 13.4504 D.F. = 21 and 6484.3070 Multivariate $P \leq 0.00001$

| Variable | Between Mean Square | Univariate F | P Less Than |
|---------------|---------------------|--------------|-------------|
| Information | 153.8823 | 8.2419 | 0.001 |
| Community | 454.7262 | 36.5490 | 0.000 |
| Competition | 152.7795 | 14.9743 | 0.001 |
| Participation | 408.6323 | 20.3994 | 0.001 |
| Membership | 266.4674 | 8.9246 | 0.001 |
| Advisorship | 500.0756 | 22.8859 | 0.000 |
| Instruction | 474.0958 | 18.0726 | 0.001 |

Degrees of Freedom for Hypothesis = 3
Degrees of Freedom for Error = 2264

Organization size. The main effects of the three different organization sizes was then tested. There are significant differences at the alpha level of .05 (Table 31) between the three organization size categories of small, medium, and large based on the seven sets of beliefs. The mean response (Table XXVII) scores shows this difference within the size categories. The belief classifications relating to the concepts of competition and membership show relatively less difference (Table 31) between the organization sizes while instruction shows relatively greater differences than the remaining five beliefs of information transmittal, community and business, participation, and advisorship.

Table 31

Multivariate Test of Organization Size and Its Main
Effect upon the Seven Sets of Beliefs

Multivariate F-Ration = 6.5832 D.F. = 14 and 4516.0000 Multivariate P = 0.0001

| Variable | Between Mean Square | Univariate | P Less Than |
|---------------|---------------------|------------|-------------|
| Information | 125.3548 | 6.7140 | .0013 |
| Community | 202.0323 | 16.2385 | .0001 |
| Competition | 37.0303 | 3.6294 | .0267 |
| Participation | 601.0749 | 30.0064 | .0001 |
| Membership | 108.0001 | 3.6172 | .0271 |
| Advisorship | 372.4457 | 17.0449 | .0001 |
| Instruction | 684.3115 | 26.0861 | .0001 |

Degrees of Freedom for Hypothesis = 2

Degrees of Freedom for Error = 2264

Discussion of the findings regarding hypothesis 1. There were significant differences between the four position groups of students, advisors, guidance directors, and principals toward the seven belief

classifications of DECA. The two specific beliefs of advisorship and the community indicated a greater difference in perceptions between the groups than the other five beliefs. Student reaction to these beliefs of advisorship and community show the students viewing these in a more undecided direction rather than agreement, whereas the three educator groups, although differing, were viewing the beliefs in the direction of agreement. This was perhaps caused by inadequate information as to the role of the advisor, and the importance of the community, subsequently being misunderstood or ignored by each of the four groups. Each of the position groups then possibly tends to form singular opinions towards the functions and operations based on what is observed, experienced or thought to be correct.

There were significant differences among the respondents based on the size of the organization of DECA members that were within their school. A small size organization has at least 15 members, a medium size organization has at least 16 but no more than 35, and a large size organization has over 35 members. The beliefs of competition and membership showed less difference among the respondents based on organization size than the remaining five belief classifications. This may possibly mean that although there are differences based on club size, there is however, closer agreement toward the competitive aspects and the membership beliefs of the club program than the other five beliefs.

Hypothesis 2--Belief Differences based on Background Variables

This section contains findings relevant to the second hypothesis of this study. The second hypothesis stated; there are no significant differences between the belief systems as perceived by the student

members, DECA Advisors, guidance directors, and principals in relation to the selected background variables of: 1) degree of direct contact with DECA, 2) previous or prior knowledge or acquaintanceship with the organization, 3) years of chapter operation, 4) school enrollment, 5) distributive education enrollment, 6) extent of chapter's involvement and achievement in competitive events, 7) school and community involvement, 8) socio-economic level, and 9) ethnic origin.

For each background variable the seven sets of function and operation beliefs will be addressed. In certain instances where descriptive material is related to the particular background variable, that information will be included and discussed in that section rather than in the background information section of the Procedures Chapter.

The group's main effect is run separately for each background variable test because the sampled subjects are not the same in each analysis. Each group's main effect test will be identified in each background variable section. The figures are not the same each time because of the use of different subjects in order to eliminate missing data.

This second hypothesis will approach each of the background tests separately, indicating first, the hypothesis as it relates to the variable in null hypothesis form, secondly the acceptance or rejection of the hypothesis, thirdly, support of the findings, and fourth, discussion of the findings.

The significance difference level is always in reference to the alpha level of .05.

First background variable--degree of direct contact. The second major hypothesis of this study which related that there are no

significant differences among the belief systems as perceived by student members, advisors, guidance directors, and principals in relation to this first of nine background variables, degree of direct contact, is rejected. There are significant differences as perceived by the position groups for the seven belief classifications at the alpha level of .05 and there are significant differences at the .05 level among the respondents based on the degree of direct contact with DECA.

A. Support of the findings--degree of direct contact. The first background variable to be considered was the degree of direct contact with DECA by each of the four position groups. This was measured by asking the respondents to indicate the length of time or specifically, the number of years that they have had some type of direct contact with DECA. The length of time was then scaled as a degree of contact into four categories designated as slight, considerable, high, and very high degree of contact with the DECA organization.

B. Interaction (Position Groups X Degree of Direct Contact). The test was first made to determine any interaction between the independent variables of position groups and degree of direct contact. In considering the interaction between both the four groups and the degree of direct contact, the findings of no significance because of the probability level of .70 (Table 32) justifies examining the main effects of: 1) the position group differences and 2) the degree of direct contact.

Table 32

Multivariate Test of Interactions Between the Main Effects
of Position Groups and the Degree of Direct Contact
for the Seven Sets of Beliefs

Multivariate F-Ration = 0.8986 D.F. = 63 and 12469.8375 Multivariate $P \leq 0.7015$

| Variable | Between Mean Square | Univariate F | P Less Than |
|---------------|---------------------|--------------|-------------|
| Information | 11.3074 | 0.6062 | 0.7927 |
| Community | 9.4435 | 0.7566 | 0.6570 |
| Competition | 7.7997 | 0.7638 | 0.6502 |
| Participation | 12.6883 | 0.6233 | 0.7782 |
| Membership | 24.6169 | 0.8220 | 0.5958 |
| Advisorship | 22.7785 | 1.0374 | 0.4073 |
| Instruction | 25.8939 | 0.9770 | 0.4569 |

Degrees of Freedom for Hypothesis = 9
Degrees of Freedom for Error = 2219

C. Position Groups. The test for examining the main effect of position group differences indicates that the four groups do have differences regarding the seven sets of beliefs. The mean response (Table XXVIII) comparison of the position groups shows this difference particularly with the advisors mean response scores at high values up to 4.22 and student responses at lower values down to 2.98. Students show increasing scores as the degree of direct contact increases with the particular areas of membership and competition. The scores for the principals generally increase as the degree of contact increases in the areas of community, advisorship, participation, and instruction. Guidance directors follow a similar pattern as the principals.

Table 33 indicates position group differences to be somewhat greater with the concepts of community and advisorship than for the

remaining five classifications of information transmittal, competition, participation, membership, and instruction which show similar scores for the four groups.

Table 33

Multivariate Test of Group Main
Effect for Seven Sets of Beliefs

Multivariate F-Ratio = 13.0453 D.F. = 21 and 6355.0913 Multivariate P \leq 0.00001

| Variable | Between Mean Square | Univariate F | P Less Than |
|---------------|---------------------|--------------|-------------|
| Information | 163.3142 | 8.7560 | 0.0001 |
| Community | 502.7031 | 40.2736 | 0.0000 |
| Competition | 117.8811 | 11.5445 | 0.0001 |
| Participation | 409.5989 | 20.1206 | 0.0001 |
| Membership | 251.0174 | 8.3823 | 0.0001 |
| Advisorship | 537.4040 | 24.4753 | 0.0000 |
| Instruction | 441.0982 | 16.6438 | 0.0001 |

Degrees of Freedom for Hypothesis = 3
Degrees of Freedom for Error = 2219

D. Degree of direct contact. The main effect of the degree of was then tested. There are differences between the scores of the mean responses (Table XXVIII) within the degrees of direct contact with DECA. The main effect of the degrees of direct contact showed somewhat greater differences in the concepts of membership, instruction, community, and information with no significant difference being in the area of competition (Table 34).

Table 35 shows that 66.5 percent of the respondents have had a considerable amount of degree of direct contact. A considerable degree of contact is equivalent to one year of student membership experience

and up to five years of contact by educators but not less than two years. Very few students have very high degree of contact, a percent of .9 as recorded by twenty of the 2018 student respondents. The very

Table 34

Multivariate Test of the Effect of Degree of Direct
Contact for the Seven Sets of Beliefs

Multivariate F-Ratio = 2.2315 D.F. = 21 and 6355.0913 Multivariate P = 0.0011

| Variable | Between Mean Square | Univariate F | P Less Than |
|---------------|---------------------|--------------|-------------|
| Information | 106.2693 | 5.6976 | 0.0007 |
| Community | 74.8075 | 5.9931 | 0.0005 |
| Competition | 15.4384 | 1.5119 | 0.2095 |
| Participation | 94.9728 | 4.6653 | 0.0030 |
| Membership | 186.4194 | 6.2252 | 0.0004 |
| Advisorship | 81.5531 | 3.7142 | 0.0112 |
| Instruction | 214.8748 | 8.1078 | 0.0001 |

Degrees of Freedom for Hypothesis = 3
Degrees of Freedom for Error = 2219

high category would be equivalent to three years of membership in DECA. The educators included in the very high degree category ranged from 16.7 percent to 30.2 percent of those responding educators.

E. Discussion of the findings--hypothesis 2, regarding direct contact. There are significant differences among the respondents, based on the degree of direct contact with the DECA organization. The degree of direct contact was determined to be either slight, considerable, high, or very high dependent on the respondents' reply to specific questions in the questionnaire.

There were greater differences among the respondents toward the beliefs of membership, instruction, community, and information

transmittal, while the belief of competition showed no significance based on the degree or amount of direct contact. Competition is often viewed as a desirable activity and is perhaps more understood among persons in general. The degree of contact with an organization may have very little to do with how the competitive aspects are made operationable and therefore the degree of contact has no effect.

Table 35

Degree of Direct Contact of Some
Type with DECA by the Four Position Groups

| Position Groups | Slight | | Considerable | | High | | Very High | | Totals | |
|-----------------|--------|--------|--------------|--------|------|--------|-----------|--------|--------|---------|
| | No. | % | No. | % | No. | % | No. | % | No. | % |
| Students | 40 | (2.0) | 1399 | (69.4) | 559 | (27.7) | 20 | (.9) | 2018 | (100.0) |
| Advisors | 3 | (3.8) | 38 | (48.7) | 24 | (30.8) | 13 | (16.7) | 78 | (100.0) |
| *G.D. | 8 | (10.5) | 30 | (39.5) | 25 | (32.9) | 13 | (17.1) | 76 | (100.0) |
| Principals | 4 | (6.3) | 19 | (30.2) | 21 | (33.3) | 19 | (30.2) | 63 | (100.0) |
| Totals | 55 | (2.5) | 1486 | (66.5) | 629 | (28.1) | 65 | (2.9) | 2235 | (100.0) |

Unanswered = 41

More principals (63.5%) experienced a high to very high degree of direct contact with DECA than advisors (47.5%) and guidance directors (50.0%). Seventy percent of the students in this study in their first year of distributive education and had a considerable degree of direct contact with DECA.

Second background variable--previous knowledge. The second major hypothesis of this study which relates that there are no significant differences among the belief systems as perceived by student

members, DECA advisors, guidance directors, and principals in relation to this second background variable, previous knowledge or acquaintanceship with the distributive education program, is rejected. There are significant differences as perceived by the position groups for the seven sets of beliefs and there are significant differences among the respondents based on previous knowledge or not, of distributive education before they obtained their present positions as educators or student enrollees.

A. Support of the findings--previous knowledge. The second background variable to be considered was in regard to whether the respondents had any previous knowledge or acquaintanceship with the distributive education program. This question was presented to the educators as pertaining to this variable before the educators obtained their present positions. The question was presented to the students as knowledge acquired prior to their enrollment in distributive education. The response was in the form of a yes or no answer.

B. Interaction (Position Groups X Previous Knowledge. The test was first made to determine any interaction between the independent variables of position groups and previous knowledge of distributive education. In considering the interaction between both the four groups and previous knowledge, the findings of no significance because of the probability level of .66 (Table 36) justifies examining the main effects of: 1) the position group differences, and 2) previous knowledge or acquaintanceship with distributive education before acquiring their present position as educators or student enrollees.

Table 36

Multivariate Test of Interactions Between the Main
Effects of Position Groups and Previous Knowledge for
the Seven Sets of Beliefs

Multivariate F-Ratio = 0.8469 D.F. 21 and 6309.1479 Multivariate P \leq 0.6626

| Variable | Between Mean Square | Univariate F | P Less Than |
|---------------|---------------------|--------------|-------------|
| Information | 28.0133 | 1.4856 | 0.2165 |
| Community | 8.5505 | 0.6770 | 0.5661 |
| Competition | 8.2439 | 0.7934 | 0.4975 |
| Participation | 38.9239 | 1.9103 | 0.1259 |
| Membership | 34.1882 | 1.1223 | 0.3387 |
| Advisorship | 25.1403 | 1.1009 | 0.3438 |
| Instruction | 21.0744 | 0.7934 | 0.4975 |

Degrees of Freedom for Hypothesis = 3
Degrees of Freedom for Error = 2203

C. Position groups. The test for examining the main effect of groups indicates that the four groups do have differences regarding the seven sets of beliefs. The mean response (Table XXIX) comparison of the position groups show this difference with mean scores ranging as high as 4.19 for advisors, 4.03 for guidance directors, 3.97 for principals, and 3.78 for students. Table 37 indicates position group differences to be greater toward the concepts of advisorship and community and shows slightly less differences toward the concept of information transmittal.

D. Previous knowledge. The main effect of previous knowledge was then tested. There are differences in the mean response scores (Table XXIV) as to whether there was or was not any previous knowledge or acquaintanceship with the distributive education program

Table 37

Multivariate Test of Group Main Effect for the
Seven Sets of Beliefs

Multivariate F-Ration = 12.4281 D.F. = 21 and 6309.1479 Multivariate P = 0.00001

| Variable | Between Mean Square | Univariate F | P Less Than |
|---------------|---------------------|--------------|-------------|
| Information | 124.6565 | 6.6107 | 0.0002 |
| Community | 425.6251 | 33.7000 | 0.0000 |
| Competition | 136.1631 | 13.1041 | 0.0001 |
| Participation | 409.8674 | 20.1151 | 0.0001 |
| Membership | 268.2519 | 8.8062 | 0.0001 |
| Advisorship | 553.5652 | 24.4393 | 0.0000 |
| Instruction | 492.9000 | 18.5571 | 0.0001 |

Degrees of Freedom for Hypothesis = 3
Degrees of Freedom for Error = 2203

prior to obtaining their present position or program enrollment. The main effect of the responses shows no significant difference to be in the area of membership (Table 38). The remaining six concepts showed similar significant differences with competition showing a slightly smaller difference than the other five areas.

Table 39 shows that 83.3 percent of the responding principals had previous knowledge of the distributive education program before they obtained their present positions. Only 65 percent of the responding advisors had previous knowledge or acquaintanceship with the program before they also obtained their present position, as advisors. Only 40.2 percent of the students questioned had previous knowledge of distributive education before they enrolled as students in the program.

An examination of the responses relative to organization size of small, medium, and large showed that guidance directors and

Table 38

Multivariate Test of the Main Effect of
Previous Knowledge for the Seven Sets of Beliefs

Multivariate F-Ration = 4.8418 D.F. 7 and 2197.000 Multivariate P = 0.0001

| Variable | Between Mean Square | Univariate F | P Less Than |
|---------------|---------------------|--------------|-------------|
| Information | 357.9748 | 18.9839 | 0.0001 |
| Community | 211.4691 | 16.7436 | 0.0001 |
| Competition | 76.5301 | 7.3652 | 0.0068 |
| Participation | 369.6756 | 18.1426 | 0.0001 |
| Membership | 21.6412 | 0.7104 | 0.3994 |
| Advisorship | 447.0557 | 19.7370 | 0.0001 |
| Instruction | 632.9111 | 23.8284 | 0.0001 |

Degrees of Freedom for Hypothesis = 1

Degrees of Freedom for Error = 2203

Table 39

Percentage of Respondents Having Previous
Knowledge of Distributive Education

| Knowledge | Advisors | | *G.D. | | Principal | | Students | |
|-----------|----------|---------|-------|---------|-----------|---------|----------|---------|
| | No. | % | No. | % | No. | % | No. | % |
| Yes | 56 | (65.1) | 49 | (62.8) | 60 | (83.3) | 810 | (40.2) |
| No | 29 | (34.9) | 29 | (37.2) | 12 | (16.7) | 1207 | (59.8) |
| Totals | 85 | (100.0) | 78 | (100.0) | 72 | (100.0) | 2017 | (100.0) |

*Guidance Directors

Unanswered = 59

principals answered much the same in all size groups. Twenty-four small clubs responded with 50 percent indicating yes, while 71 percent of the medium size club advisors responded with yes, and 73 percent of the large size club advisors responded positively. Students previous

knowledge increased as the organization size progressed from small, to medium, to large with respective percentages of 27, 39, and 42.

E. Discussion of the findings--hypothesis 2, regarding previous knowledge. There are significant differences among the respondents based on whether or not the respondents had previous knowledge or acquaintanceship with distributive education before acquiring their present position or status as a student enrollee. Although there were significant differences toward six beliefs based on previous knowledge or not, there was no significant difference toward the beliefs relating to competition.

Once again, similar to the degree of direct contact beliefs, the support of the concept of competition appears not to be affected by whether the respondents had previous knowledge of distributive education or not. The competitive beliefs are apparently already established and remain unchanged among the respondents.

A strong majority of the principals, almost two-thirds of the advisors and guidance directors, and less than half of the student respondents had previous knowledge before acquiring their present position or status as a student enrollee.

Third background variable--years of chapter operation. The second major hypothesis of the study which relates that there are no significant differences among the belief systems as perceived by student members, DECA advisors, guidance directors, and principals in relation to this third background variable, number of years of chapter operation, is rejected. There are significant differences as perceived by the position groups for the seven sets of beliefs and there are

significant differences among the respondents based on the number of years of chapter operation within the respective schools.

A. Support of the findings--years of chapter operation. The third background variable to be considered was in regard to the number of years the local DECA chapter has been in operation. The question was addressed to the advisors as they would actually be the only group of the four being studied who could give an accurate answer. The question was stated as follows: Including this year as one, how many years has the DECA chapter been in operation in your school. The choice of answers were: 1) one, 2) two to three, 3) four to five, 4) six to ten, and 5) over ten years.

B. Interaction (Position Groups X Years of Chapter Operation) The test was first made to measure any interaction between the independent variables of position groups and number of years of chapter operation towards the seven sets of beliefs. In considering the interaction between both the four groups and the number of years of operation, the findings of no significance because of the probability level of .98 (Table 40) justifies examining the main effects of: 1) position group differences, and 2) number of years of chapter operation.

C. Position groups. The test for position group differences indicates that the four groups do have differences regarding the seven sets of beliefs as indicated by the MANOVA level of .00001 (Table 41). The mean response (Table XXX) comparison of the position groups show this difference. High mean response scores were recorded by all the four groups towards the concept of instruction with a high range level score by the advisors at 4.16 as indicated in the four to five years

Table 40

Multivariate Test of Interactions Between the Main
Effects of Position Groups and the Number of Years of
Chapter Operations for the Seven Sets of Beliefs

Multivariate F-Ration = 0.6393 D.F. = 63 and 11591.2375 Multivariate P \leq 0.9885

| Variable | Between Mean Square | Univariate F | P Less Than |
|---------------|---------------------|--------------|-------------|
| Information | 19.2950 | 1.0096 | 0.4298 |
| Community | 7.1908 | 0.5631 | 0.8282 |
| Competition | 8.9598 | 0.8540 | 0.5663 |
| Participation | 18.6993 | 0.9049 | 0.5199 |
| Membership | 16.7245 | 0.5544 | 0.8350 |
| Advisorship | 25.3589 | 1.0944 | 0.3634 |
| Instruction | 18.8434 | 0.6959 | 0.7133 |

Degrees of Freedom for Hypothesis = 9
Degrees of Freedom for Error = 2063

Table 41

Multivariate Test of Group Main Effect for the
Seven Sets of Beliefs

Multivariate F-Ration = 12.5682 D.F. = 21 and 5907.1435 Multivariate P \leq 0.00001

| Variable | Between Mean Square | Univariate F | P Less Than |
|---------------|---------------------|--------------|-------------|
| Information | 145.4478 | 7.6106 | 0.0001 |
| Community | 450.5989 | 35.2837 | 0.0000 |
| Competition | 134.6858 | 12.8369 | 0.0001 |
| Participation | 459.4314 | 22.2336 | 0.0001 |
| Membership | 264.1766 | 8.7575 | 0.0001 |
| Advisorship | 573.8763 | 24.7659 | 0.0000 |
| Instruction | 508.8953 | 18.7937 | 0.0001 |

Degrees of Freedom of Hypothesis = 3
Degrees of Freedom of Error = 2063

of operation category. The lowest mean response score was by the students at 2.96 in the over ten years of operation bracket in the area of membership.

Table 41 indicates position group differences to be somewhat greater toward the concepts of community and advisorship than for the remaining five concepts showing similar scores to each other.

D. Number of years of chapter operation. The main effect of the number of years of chapter operation was then tested. There are differences between the scores of the mean responses (Table XXXI) to the number of years of chapter operation. The main effect of the number of years of chapter operation upon the sets of beliefs, showed no significant difference to be toward the concepts of advisorship. There were significantly greater differences toward the concepts of information transmittal, membership, and instruction, than for the remaining three concepts of community, competition, and participation which showed similar differences to each other (Table 42).

Table 43 shows that 44.5 percent of the responding advisors are involved in organizations that have been in operation from six to ten years. Surprisingly, only fifteen advisors or 18.1 percent of the advisors are involved in operations of three or fewer years. Only 12.6 percent of the students responding were involved in operations of the responding students were involved in chapters which were operational and functioning from six to ten years.

E. Discussion of the findings--hypothesis 2, regarding years of chapter operation. There are significant differences among the respondents based on the number of years the chapter has been in

Table 42

Multivariate Test of the Main Effect of the Number of Years of
Chapter Operation for the Seven Sets of Beliefs

Multivariate F-Ratio = 2.9238 D.F. = 21 and 5907.1435 Multivariate P \leq 0.0001

| Variable | Between Mean Square | Univariate F | P Less Than |
|---------------|---------------------|--------------|-------------|
| Information | 95.0086 | 4.9713 | 0.0020 |
| Community | 48.2169 | 3.7756 | 0.0103 |
| Competition | 35.1347 | 3.3487 | 0.0184 |
| Participation | 61.4838 | 2.9754 | 0.0306 |
| Membership | 127.1031 | 4.2135 | 0.0056 |
| Advisorship | 28.3116 | 1.2218 | 0.3003 |
| Instruction | 109.8870 | 4.0582 | 0.0070 |

Degrees of Freedom for Hypothesis = 3
Degrees of Freedom for Error = 2063

Table 43

Number of Years the Chapter has Been in Operation
for the Position Groups

| No. of Years | Advisors | | *G.D. | | Principals | | Students | | Totals | |
|--------------|----------|---------|-------|---------|------------|---------|----------|---------|--------|---------|
| | No. | % | No. | % | No. | % | No. | % | No. | % |
| Up to 3 | 15 | (18.1) | 10 | (15.6) | 8 | (13.3) | 230 | (12.3) | 263 | (12.6) |
| 4 to 5 | 13 | (15.7) | 12 | (18.7) | 12 | (20.0) | 264 | (14.1) | 301 | (14.5) |
| 6 to 10 | 37 | (44.5) | 28 | (43.8) | 29 | (48.3) | 1010 | (53.9) | 1104 | (53.1) |
| Over 10 | 18 | (21.7) | 14 | (21.9) | 11 | (18.4) | 368 | (19.7) | 411 | (19.8) |
| Totals | 83 | (100.0) | 64 | (100.0) | 60 | (100.0) | 1872 | (100.0) | 2079 | (100.0) |

* Guidance Directors

Unanswered = 197

operation. The beliefs pertaining to information transmittal, membership, and instruction showed greater differences while there was no

significant difference toward the belief of advisorship based on the years of chapter operation. The role of the advisor apparently is perceived at the same level within each operational groups of years, unaffected by the passing of time. The role may be viewed differently if other related chapter involvements increased or decreased. The role perception may be dependent upon who is the advisor at the time, enrollment factors and activities of the chapter.

Fourth background variable--school enrollment. The second major hypothesis of the study which relates that there are no significant differences among the belief systems as perceived by student members, DECA advisors, guidance directors, and principals in relation to this fourth background variable, size of school enrollment, is rejected. There are significant differences as perceived by the position groups for the seven sets of beliefs and there are differences among the respondents based on school enrollment toward the sets of beliefs.

A. Support of the findings--school enrollment. The fourth background variable to be considered was the size of the student body in the school. The question was asked of the principals and stated as follows: What is the total student enrollment in your building(s) housing the distributive education program? The choice of answers were: 1) under 500, 2) between 501 and 1000, 3) between 1001 and 1500, 4) between 1500, 4) between 1501 and 2000, and 5) over 2000 students.

B. Interaction (Position Groups X Enrollment of School). The test was first made to measure for any interaction between the independent variables of position groups and size of school towards the seven

sets of beliefs. In considering both the separate groups and school size, the findings of no significance because of the probability level of .99 (Table 44) justifies examining the main effects of: 1) the position group differences, and 2) school size.

C. Position groups. The test for position group differences again indicates that the four groups do have significant differences regarding the seven sets of beliefs as indicated by the probability level of .00001 (Table 45). The mean response (Table XXXII) comparison of the position groups also shows this difference. A mean response score ranged to a high of 4.36 for principals of schools under 500 enrollment in the area of community involvement. Over all, lower mean scores were recorded by all four groups toward the concept of membership in a range from 2.91 to 3.37.

Table 45 indicates position group differences to be greater toward the community concept with slightly less difference toward the area of membership with the remaining beliefs showing similar scores to each other.

D. School enrollment. The main effect of the school enrollment was then tested. There are differences in the mean response scores of various school sizes based upon the seven belief systems. The main effect of school sizes based upon the seven sets of beliefs showed no significant difference toward the membership concept (Table 46). The concept of instruction showed a greater significant difference than the remaining five concepts showing similar scores to each other.

E. Discussion of the findings--hypothesis 2, regarding school enrollment. There are significant differences among the respondents

Table 44

Multivariate Test of Interactions Between the Main Effects
of Position Groups and School Size for the Seven Sets of Beliefs

Multivariate F-Ration = 0.5472 D.F. = 84 and 12048.9464 Multivariate P \leq 0.9998

| Variable | Between Mean Square | Univariate F | P Less Than |
|---------------|---------------------|--------------|-------------|
| Information | 9.9547 | 0.5471 | 0.8847 |
| Community | 7.6493 | 0.6187 | 0.8280 |
| Competition | 5.9598 | 0.5753 | 0.8636 |
| Participation | 11.6991 | 0.5869 | 0.8545 |
| Membership | 18.9482 | 0.6270 | 0.8209 |
| Advisorship | 5.3976 | 0.2446 | 0.9960 |
| Instruction | 6.3719 | 0.2502 | 0.9955 |

Degrees of Freedom for Hypothesis = 12
Degrees of Freedom for Error = 1972

Table 45

Multivariate Test of Group main Effect for the
Seven Sets of Beliefs

Multivariate F-Ration = 12.6882 D.F. = 21 and 5645.8406 Multivariate P \leq 0.00001

| Variable | Between Mean Square | Univariate F | P Less Than |
|---------------|---------------------|--------------|-------------|
| Information | 132.6512 | 7.2901 | 0.0001 |
| Community | 442.6374 | 35.8041 | 0.0000 |
| Competition | 128.7798 | 12.4310 | 0.0001 |
| Participation | 438.0978 | 21.9764 | 0.0001 |
| Membership | 184.7976 | 6.1148 | 0.0004 |
| Advisorship | 484.5195 | 21.9600 | 0.0001 |
| Instruction | 364.8751 | 14.3290 | 0.0001 |

Degrees of Freedom for Hypothesis = 3
Degrees of Freedom for Error = 1972

based on the size of the school enrollment. The beliefs pertaining to instruction showed greatest differences with the belief of membership

Table 46

Multivariate Test of the Main Effect of
School Size for the Seven Sets of Beliefs

Multivariate F-Ration = 4.8341 D.F. = 28 and 7089.9360 Multivariate P \leq 0.00001

| Variable | Between Mean Square | Univariate F | P Less Than |
|---------------|---------------------|--------------|-------------|
| Information | 158.1660 | 8.6924 | 0.0001 |
| Community | 133.8754 | 10.8289 | 0.0001 |
| Competition | 58.5965 | 5.6563 | 0.0002 |
| Participation | 332.2018 | 16.6643 | 0.0001 |
| Membership | 38.6473 | 1.2788 | 0.2761 |
| Advisorship | 119.0877 | 5.3974 | 0.0003 |
| Instruction | 511.7666 | 20.0976 | 0.0000 |

Degrees of Freedom for Hypothesis = 4
Degrees of Freedom for Error = 1972

showing no significant difference, of the seven beliefs, based on the five school enrollment size categories. The philosophies and policies of instructional materials and classroom utilization may vary among different enrollment situations dependent upon supervisory and administrative controls or views. The perceptions toward membership beliefs are seemingly unaffected by school enrollments as the organizations may operate as an entity within the school setting regardless of high or low school enrollments.

Fifth background variable--distributive education enrollment.

The second major hypothesis of this study which relates that there are no significant differences among the belief systems as perceived by student members, DECA advisors, guidance directors, and principals in relation to this fifth background variable, distributive education

enrollments, is rejected. There are significant differences among the respondents based on the enrollments in distributive education.

A. Support of the findings--distributive education enrollment.

The fifth background variable to be considered was the enrollment of the distributive education programs. The advisors were asked how many students are currently enrolled in the distributive education courses in their respective schools. The choice of answers regarding enrollment were: 1) 15 or under, 2) between 16 and 25, 3) between 26 and 50, 4) between 51 and 75, 5) between 76 and 100, and 6) over 100 students.

B. Interaction (Position Groups X D.E. Enrollment). The test was first made to determine any interaction between the independent variables of position groups and enrollment categories (Table 47). The findings of no significance because of the probability level of .70

Table 47

Multivariate Test of Interaction Between the Main Effects of Position Groups and Distributive Education Enrollments for the Seven Sets of Beliefs

Multivariate F-Ration = 0.9216 D.F. = 105 and 13162.9548 Multivariate P = 0.7038

| Variable | Between Mean Square | Univariate F | P Less Than |
|---------------|---------------------|--------------|-------------|
| Information | 21.1647 | 1.1126 | 0.3387 |
| Community | 14.0396 | 1.1075 | 0.3435 |
| Competition | 10.7606 | 1.0372 | 0.4127 |
| Participation | 12.1861 | 0.5856 | 0.8881 |
| Membership | 25.0971 | 0.8390 | 0.6343 |
| Advisorship | 24.8062 | 1.0968 | 0.3536 |
| Instruction | 42.2360 | 1.5715 | 0.0739 |

Degrees of Freedom for Hypothesis = 15
 Degrees of Freedom for Error = 2061

justifies examining the main effects of: 1) the position group differences, and 2) student enrollment in the distributive education programs.

C. Position groups. The test for position group differences indicates that the four groups do have differences regarding the seven sets of beliefs. The mean response (Table XXXIII) comparison shows this difference particularly with advisors mean response scores ranging from a high of 4.53 to a low of 3.10 and with students ranging from a high of 3.92 to a low of 2.99. Table 48 indicates position group differences once again to be somewhat greater towards the concepts of community and advisorship with the remaining five concepts showing identical results for the four groups with a multivariate probability of less than 0.0001.

Table 48

Multivariate Test of the Group
Main Effect for the Seven Sets of Beliefs

Multivariate F-Ration = 12.7812 D.F. = 21 and 5901.4006 Multivariate P \leq 0.00001

| Variable | Between Mean Square | Univariate F | P Less Than |
|---------------|---------------------|--------------|-------------|
| Information | 136.8679 | 7.1951 | 0.0001 |
| Community | 439.1937 | 34.6452 | 0.0000 |
| Competition | 148.2595 | 14.2907 | 0.0001 |
| Participation | 459.2705 | 22.0711 | 0.0001 |
| Membership | 263.9647 | 8.8239 | 0.0001 |
| Advisorship | 534.1172 | 24.5002 | 0.0000 |
| Instruction | 503.5027 | 18.7342 | 0.0001 |

Degrees of Freedom for Hypothesis = 3
Degrees of Freedom for Error = 2061

D. Distributive education enrollments. The main effect of enrollment differences was then tested. There are significant differences between the scores of the mean response to the enrollment figures (Table XXXIV). The scores for advisors regarding information transmittal, except for the 15 or under category, increased as enrollments increased. Principals with relatively small distributive education enrollments of between 16 and 25 recorded a low mean score of 2.75 for the concept of competition while advisors scored 4.00 in that same enrollment category. The main effect of distributive education enrollments showed greater differences to be in the area of membership with no significant differences to be in the areas of competition, participation, and advisorship (Table 49).

Table 49

Multivariate Test of the Main Effect of Distributive Education
Enrollment for the Seven Sets of Beliefs

Multivariate F-Ratio = 3.3302 D.F. = 35 and 8647.0340 Multivariate P \leq 0.0001

| Variable | Between Mean Square | Univariate F | P Less Than |
|---------------|---------------------|--------------|-------------|
| Information | 75.8473 | 3.9873 | 0.0014 |
| Community | 43.7964 | 3.4548 | 0.0042 |
| Competition | 13.1067 | 1.2633 | 0.2771 |
| Participation | 9.5062 | 0.4568 | 0.8086 |
| Membership | 173.7466 | 5.8080 | 0.0001 |
| Advisorship | 5.1014 | 0.2256 | 0.9516 |
| Instruction | 76.1049 | 2.8317 | 0.0149 |

Degrees of Freedom for Hypothesis = 5

Degrees of Freedom for Error = 2061

Table 50 shows that 66.7 percent of the advisors responding were from distributive education enrollments of over 50 students. A

third of the responding small clubs are from schools having distributive education enrollments of over 100 students.

E. Discussion of the findings--hypothesis 2, distributive education enrollments. There are significant differences among the respondents based upon the student enrollment in the respective distribution education programs. The beliefs pertaining to membership showed greater differences in perceptions by the group in relationship to distributive education enrollments. Participation, competition, and advisorship as belief areas, showed no significant differences based on distributive education enrollment. These findings apparently show that regardless of program enrollment, the respondents generally feel the same way about elements of competition, advisorship, and participation. This may be further complicated by the fact that there is no consistent pattern of chapter enrollment related to the overall distributive education enrollment.

Advisors reaction to the belief items pertaining to information transmittal, except for the smallest enrollment category, increased in agreement intensity as enrollments increased. Principals reacted to belief items relating to competition as generally undecided and for distributive education enrollments of 16 to 25 reacted in the direction of disagreement while advisors reacted favorably in agreement.

Ninety percent of large size clubs in the study (over 35 members) originated from distributive education enrollments of fifty-one or more. Sixty-two percent of the small size clubs (15 and under) originated from distributive education enrollments of fifty-one or more. Medium size clubs (16-35 members) originated to a great extent from distributive education enrollments of from twenty-six to fifty students.

Table 50

Number and Percentage of Advisors with
Distributive Education Enrollments Containing Small,
Medium and Large Size Clubs

| Club Size | Under 15 | | 16-25 | | 26-50 | | 51-75 | | 76-100 | | Over 100 | | Totals | |
|-----------|----------|-------|-------|--------|-------|--------|-------|--------|--------|--------|----------|--------|--------|---------|
| | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % |
| Small | 2 | (8.3) | 0 | (0.0) | 7 | (29.2) | 4 | (16.7) | 3 | (12.5) | 8 | (33.3) | 24 | (100.0) |
| Medium | 0 | (0.0) | 4 | (13.3) | 12 | (40.0) | 5 | (16.7) | 4 | (13.3) | 5 | (16.7) | 30 | (100.0) |
| Large | 0 | (0.0) | 0 | (0.0) | 3 | (10.0) | 9 | (30.0) | 9 | (30.0) | 9 | (30.0) | 30 | (100.0) |
| Totals | 2 | (1.2) | 4 | (4.7) | 22 | (27.4) | 18 | (21.4) | 16 | (19.1) | 22 | (26.2) | 84 | (100.0) |

Unanswered = 1

Sixth background variable--involvement in competitive events.

The second major hypothesis of this study which related that there are no significant differences among the belief systems as perceived by student members, DECA advisors, guidance directors, and principals in relation to this sixth background variable, extent of chapter's involvement and achievement in competitive events, is rejected. There are significant differences as perceived by the position groups for the seven sets of beliefs and there are significant differences among the respondents based on the extent of the chapter's involvement and achievement in competitive events in DECA.

A. Support of the findings--competitive events. The sixth background variable to be considered was the extent of the chapter's involvement and achievement in competitive events at the district and state level. This was measured by a cluster of three questions relating to the local clubs participation and results in the DECA contest program. These questions were addressed to the school club advisors. The first question was, how many district or area winners did your chapter have during the past school year? The second question stated was, how many direct state contests did your students enter at the last state conference? The final question was, what was the total number of contestants from your chapter entering the last state conference?

B. Interaction (Position Groups X Involvement and Achievement. The test was first made to measure any interaction between the independent variables of position groups and competitive involvement and achievement towards the seven sets of beliefs.

In considering both the separate groups and the competitive aspects, the findings of no significance because of the probability level of .96 (Table 51) justifies examining the main effects of:

1) the group differences, and, 2) the extent of the chapter's involvement and achievement in competitive contest events.

Table 51

Multivariate Test of Interactions Between the Main Effects of Position Groups and Contest Involvement and Achievement to the Seven Sets of Belief Systems

Multivariate F-Ration = 0.7424 D.F. = 84 and 12630.7827 Multivariate P \leq 0.9627

| Variable | Between Mean Square | Univariate F | P Less Than |
|---------------|---------------------|--------------|-------------|
| Information | 16.1257 | 0.8529 | 0.5955 |
| Community | 10.9187 | 0.8692 | 0.5784 |
| Competition | 7.1004 | 0.6838 | 0.7686 |
| Participation | 19.7502 | 0.9668 | 0.4786 |
| Membership | 15.9228 | 0.5245 | 0.9003 |
| Advisorship | 15.6655 | 0.6952 | 0.7576 |
| Instruction | 32.0359 | 1.1913 | 0.2832 |

Degree of Freedom for Hypothesis = 12
Degree of Freedom for Error = 2067

C. Position groups. The test for examining the main effect of position group differences indicates that the four groups do have difference regarding the seven sets of beliefs as indicated by the multivariate probability level of .00001. The mean response (Table XXXV) comparison of the position groups shows this difference with advisors mean response scores up to 4.50 compared to guidance directors at 4.24, principals at 4.17 and students at 3.88.

Table 52 indicates position group differences to be somewhat greater towards the concepts of community and advisorship than for the remaining five concepts of information, competition, participation, membership, and instruction which show similar scores. The mean response scores (Table XXXVI) of advisors increases as involvement and achievement increases towards the concepts of community, advisorship, and information. Student scores also showed an identical pattern of score increases to the concepts of community, advisorship, and information.

Table 52

Multivariate Test of Group Main
Effect for Seven Sets of Beliefs

Multivariate F-Ratio = 12.9688 D.F. = 21 and 5918.6293 Multivariate P \leq 0.00001

| Variable | Between Mean Square | Univariate F | F Less Than |
|---------------|---------------------|--------------|-------------|
| Information | 143.7070 | 7.6004 | 0.0001 |
| Community | 454.0921 | 36.1748 | 0.0000 |
| Competition | 141.3674 | 13.6143 | 0.0001 |
| Participation | 461.1197 | 22.5736 | 0.0001 |
| Membership | 266.8365 | 8.7894 | 0.0001 |
| Advisorship | 561.5310 | 24.9182 | 0.0000 |
| Instruction | 505.4889 | 18.7966 | 0.0001 |

Degrees of Freedom for Hypothesis = 3
Degrees of Freedom for Error = 2067

D. Involvement and achievement in competitive events. The main effect of involvement and achievement in competitive events was then tested. Table 53 shows greater differences towards the concepts of information, community, and participation. There are no significant differences towards the concept of membership and competition.

Table 53

Multivariate Test of the Main Effect of
the Degree of Contest Involvement and Achievement
for the Seven Sets of Beliefs

Multivariate F-Ration = 3.2377 D.F. = 28 and 7432.4634 Multivariate P \leq 0.0001

| Variable | Between Mean Square | Univariate F | P Less Than |
|---------------|---------------------|--------------|-------------|
| Information | 164.3256 | 8.6909 | 0.0001 |
| Community | 125.8737 | 10.0276 | 0.0001 |
| Competition | 22.9433 | 2.2095 | 0.0657 |
| Participation | 165.0123 | 8.0829 | 0.0001 |
| Membership | 5.8742 | 0.1671 | 0.9552 |
| Advisorship | 72.7358 | 3.2277 | 0.0119 |
| Instruction | 114.3441 | 4.2519 | 0.0020 |

Degrees of Freedom for Hypothesis = 4
Degrees of Freedom for Error = 2067

Table 54 shows that 33.3 percent of the small size clubs responding did not have district contest winners at all. Medium and large size clubs accounted for twelve of sixty clubs in that size category having six or more district contest winners. Small size clubs did, however, report that less than ten percent or 8.4 percent of the small size clubs did have six or more area contest winners.

Table 55 shows that 20 percent of the students responding from large size clubs entered eleven or more direct state contests and that of the thirty large clubs responding, 100 percent of the students participated in entering direct state contests. Small size clubs participated up to five direct entries with 37.5 percent of those small clubs responding reporting entering students in three to five direct state contests.

Table 54

Number of District Contest Winners in the
Respective School Chapters During the Last School Year

| Club Size | None | One-Two | Three-Five | Six or More | Totals |
|-----------|-----------|-----------|------------|-------------|------------|
| Small | 8 (33.3) | 6 (25.0) | 8 (33.3) | 2 (8.4) | 24 (100.0) |
| Medium | 12 (40.0) | 4 (13.3) | 10 (33.4) | 4 (13.3) | 30 (100.0) |
| Large | 0 (0.0) | 10 (33.3) | 12 (40.0) | 8 (26.7) | 30 (100.0) |
| Totals | 20 (23.8) | 20 (23.8) | 30 (35.7) | 14 (16.7) | 84 (100.0) |

Unanswered = 1

Table 56 shows heavy contestant participation by the large size clubs who reported 40 percent of contest involvement in entries of from six to ten contestants at the state conference. Less than a sixth of all clubs or 15.6 percent chartered participating clubs reported no participation at all in being represented in the competitive aspect of the DECA program.

E. Discussion of the findings--hypothesis 2, regarding competitive events. There are significant differences among the respondents based on the extent of the chapters' involvement and achievement in competitive events. The questionnaire items pertaining to the belief sets of information transmittal, community, and participation showed greater differences among the respondents based on the extent of involvement and achievement in competitive events. There are no significant differences among the respondents based on this background variable toward the beliefs of membership and competition.

Table 55

Number of Direct State Contest Entries
at the Last State Leadership Conference

| Club Size | None | | One-Two | | Three-Five | | Six-Ten | | Eleven or more | | Totals | |
|-----------|------|--------|---------|--------|------------|--------|---------|--------|----------------|--------|--------|---------|
| | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % |
| Small | 7 | (29.2) | 8 | (33.3) | 9 | (37.5) | 0 | (0.0) | 0 | (0.0) | 24 | (100.0) |
| Medium | 6 | (20.0) | 8 | (26.7) | 10 | (33.3) | 4 | (13.3) | 2 | (6.7) | 30 | (100.0) |
| Large | 0 | (0.0) | 5 | (16.7) | 17 | (56.7) | 2 | (6.6) | 6 | (20.0) | 30 | (100.0) |
| Totals | 13 | (15.5) | 21 | (25.0) | 36 | (42.9) | 6 | (7.1) | 8 | (9.5) | 84 | (100.0) |

Unanswered = 1

Table 56

Total Number of Chapter Contestants Participating
at the Last State Leadership Conference

| Club Size | None | | One-Two | | Three-Five | | Six-Ten | | Eleven or More | | Totals | |
|-----------|------|--------|---------|--------|------------|--------|---------|--------|----------------|--------|--------|---------|
| | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % |
| Small | 7 | (30.4) | 3 | (13.1) | 7 | (30.4) | 5 | (21.7) | 1 | (4.4) | 23 | (100.0) |
| Medium | 6 | (20.0) | 6 | (20.0) | 8 | (26.7) | 8 | (26.7) | 2 | (2.6) | 30 | (100.0) |
| Large | 0 | (0.0) | 3 | (10.0) | 8 | (26.7) | 12 | (40.0) | 7 | (23.3) | 30 | (100.0) |
| Totals | 13 | (15.6) | 12 | (14.5) | 23 | (27.7) | 25 | (30.1) | 10 | (12.1) | 84 | (100.0) |

Unanswered = 1

Student and advisor reaction to the belief items pertaining to informational transmittal, community, and advisorship increased in agreement intensity as the extent of competitive involvement and achievement increased.

This could be caused by the extent of competitive involvements being influential in motivating the students and advisors towards more favorable behavior, activities, and attitude. The importance of public relations, the community as a source of inspiration, and the perception of the advisor's role may increase as the competitive involvement and achievement increases.

A third of the responding small size clubs did not have district or county winners, yet another third of the same small size clubs had three to five district winners. A third of the medium size clubs, like the small size club, had three to five district contest winners. The large size clubs had a higher percentage of their members winning more district competitive contests in each of the categories than the small and medium size clubs. Large size clubs did not experience the absence of a district contest winner.

Seventy percent of the small size clubs had one to five direct contest entries at the State Leadership Conference. The remaining thirty percent did not have an entry. Twenty percent of the medium size clubs had six or more direct state entries, while another twenty percent did not enter at all. Over one-half of the large size clubs submitted six or more, eighty percent of those clubs entering eleven or more contests.

Total chapter participation in the competitive contests at the State Leadership Conference showed the large size club having greater

student participation as over sixty percent of the large size chapters have entries in six or more competitive areas. This may merely mean that the more students that are available for entering contests, the more likely a larger number will enter, and consequently, the opportunities for winning are increased.

Seventh background variable--school and community involvement.

The second major hypothesis of this study which related that there are no significant differences among the belief systems as perceived by student members, DECA advisors, guidance directors, and principals in relationship to this seventh background variable, school and community involvement, is rejected. There are significant differences as perceived by the position groups for the seven sets of beliefs and there are differences among the respondents based on the amount of school and community involvement by DECA.

A. Support of the findings--school and community involvement.

The seventh background variable to be considered was the amount of school and community involvement by the DECA organization. This was also measured by a cluster of three questions relating to the local club's activities with the community, specifically toward business advisory committees, contacts with businessmen and other related civic activities. These questions were addressed to the school club advisors.

The first question was, does your chapter have an advisory committee from the local community and/or business? The response to this question was in the form of yes or no. The second question stated was, how many times has your local chapter or officers addressed the local chambers of commerce, service club, businessmen's association,

or other civic service clubs during the past school year. The three responses to be selected were: 1) not at all, 2) once, and 3) two or more. The final question was, has your chapter been involved in other related civic activities this past year? The response was in a yes or no reply.

B. Interaction (Position Groups X School-Community Involvement).

The test was first made to measure any interaction between the independent variables of position groups and school-community involvement towards the seven sets of beliefs.

In considering both the separate groups and the school-community involvement, the findings of no significance because of the probability level of .87 (Table 57) justifies examining the main effects of: 1) the position group differences, and 2) the amount of school and community involvement by the DECA organization.

Table 57

Multivariate Test of Interactions of the Main Effects of Position Groups and School-Community Involvement for the Seven Sets of Beliefs

Multivariate F-Ratio = 0.8278 D.F. = 84 and 12630.7827 Multivariate P ≤ 0.8713

| Variable | Between Mean Square | Univariate F | P Less Than |
|---------------|---------------------|--------------|-------------|
| Information | 11.9413 | 0.6327 | 0.8159 |
| Community | 17.1257 | 1.3809 | 0.1676 |
| Competition | 7.4563 | 0.7215 | 0.7316 |
| Participation | 7.3684 | 0.3573 | 0.9776 |
| Membership | 14.2202 | 0.4777 | 0.9288 |
| Advisorship | 10.3310 | 0.4632 | 0.9365 |
| Instruction | 17.9446 | 0.6663 | 0.7852 |

Degrees of Freedom for Hypothesis = 12
Degrees of Freedom for Error = 2067

C. Position groups. The test for examining the main effect of position group differences indicates that the four groups do have differences regarding the seven sets of beliefs. The mean response (Table XXXIV) comparison of the position groups shows this difference with advisors mean response scores ranging as high as 4.46 compared to guidance directors high of 4.28, principals with 4.08 and students at 3.93. The mean response scores of advisors increases as the amount of school and community involvement increases towards the concept of information, community, and participation. Guidance directors responses increased in a similar manner towards the concept of competition. Student scores show this similar pattern also toward the concepts of information, community, and advisorship.

Table 58 indicates position group differences to be somewhat greater towards the concepts of community and advisorship than for the remaining five concepts which show similar scores to each other within this sample group.

D. School-community involvement. The main effect of the amount of school and community involvement was then tested. Table 59 shows slightly greater differences towards the concepts of information, community, membership, and advisorship, with somewhat less difference toward the concept of competition.

Table 60 shows the amount of school and community involvement by DECA for the position groups. Over 50 percent of the educators; advisors, guidance directors, and principals, were experiencing exposure of an amount of involvement of, to a minimum or none, by their respective school DECA organization.

Table 58

Multivariate Test of Group Main Effect
for the Seven Sets of Beliefs

Multivariate F-Ration = 13.0914 D.F. = 21 and 5918.6293 Multivariate P \leq 0.00001

| Variable | Between Mean Square | Univariate F | P Less Than |
|---------------|---------------------|--------------|-------------|
| Information | 143.7070 | 7.6137 | 0.0001 |
| Community | 454.0921 | 36.6139 | 0.0000 |
| Competition | 141.3674 | 13.6799 | 0.0001 |
| Participation | 461.1197 | 22.3574 | 0.0001 |
| Membership | 266.8365 | 8.9630 | 0.0001 |
| Advisorship | 561.5310 | 25.1789 | 0.0000 |
| Instruction | 505.4889 | 18.7703 | 0.0001 |

Degrees of Freedom for Hypothesis = 3
Degrees of Freedom for Error = 2067

Table 59

Multivariate Test of the Main Effect
of School-Community Involvements for the
Seven Sets of Beliefs

Multivariate F-Ration = 7.5673 D.F. = 28 and 7432.4634 Multivariate P \leq 0.00001

| Variable | Between Mean Square | Univariate F | P Less Than |
|---------------|---------------------|--------------|-------------|
| Information | 193.9273 | 10.2744 | 0.0001 |
| Community | 185.0197 | 14.9183 | 0.0001 |
| Competition | 47.5891 | 4.6051 | 0.0011 |
| Participation | 100.2135 | 4.8589 | 0.0007 |
| Membership | 313.9853 | 10.5467 | 0.0001 |
| Advisorship | 209.3191 | 9.3858 | 0.0001 |
| Instruction | 137.1299 | 5.0928 | 0.0005 |

Degrees of Freedom for Hypothesis = 4
Degrees of Freedom for Error = 2067

Table 60

Amount of School and Community Involvement
by the DECA Organization

| Amount of School and Community Involvement | Advisors | | *G.D. | | Principals | | Students | | Totals | |
|---|----------|---------|-------|---------|------------|---------|----------|---------|--------|---------|
| | No. | % | No. | % | No. | % | No. | % | No. | % |
| None | 32 | (38.1) | 21 | (32.8) | 21 | (34.4) | 524 | (27.9) | 598 | (28.6) |
| Minimal | 21 | (25.0) | 16 | (25.0) | 15 | (24.6) | 344 | (18.3) | 396 | (19.0) |
| Good | 16 | (19.0) | 13 | (20.3) | 13 | (21.3) | 516 | (27.5) | 558 | (26.7) |
| Very Much | 11 | (13.1) | 10 | (15.6) | 10 | (16.4) | 378 | (20.1) | 409 | (19.6) |
| Highly | 4 | (4.8) | 4 | (6.3) | 2 | (3.3) | 116 | (6.2) | 126 | (6.1) |
| Totals | 84 | (100.0) | 64 | (100.0) | 61 | (100.0) | 1878 | (100.0) | 2087 | (100.0) |

*Guidance Directors

Unanswered = 190

Table 61 shows that 40 percent of the responding large size clubs have an advisory committee as compared to 20.8 percent of the small size clubs responding. A third of all the clubs responding do have an advisory committee.

Table 61

Number of Chapters Having an Advisory Committee

| Club Size | Yes | | No | | Totals | |
|-----------|-----|--------|-----|--------|--------|---------|
| | No. | % | No. | % | No. | % |
| Small | 5 | (20.8) | 18 | (79.2) | 24 | (100.0) |
| Medium | 11 | (36.7) | 19 | (63.3) | 30 | (100.0) |
| Large | 12 | (40.0) | 18 | (60.0) | 30 | (100.0) |
| Totals | 28 | (33.7) | 55 | (66.3) | 83 | (100.0) |

Table 62 shows that almost one half or 46.7 percent of the large size clubs responding to this study are involved with addressing the business community. Of the small size clubs responding, only 12.5 percent reported this activity as being completed once during the past year. More than a third or 36.6 percent of medium size clubs responding reported being involved in this particular function.

Table 63 shows that 66.7 percent of the large size clubs responding were involved in other related civic activities while the opposite was true of small size clubs responding which reported 33.3 percent activity in other related civic activities and functions.

The small size clubs activity increased toward this function as compared to being involved with an advisory committee (Table 61), and addressing the business organizations (Table 62), while the medium

Table 62

Number of Times the Local DECA Chapter or Officers have Addressed the Local Chamber of Commerce, Service Club, Businessmen's Association, or other Civic Organizations During the Past School Year

| Club Size | Not at all | | Once | | Two or More | | Totals | |
|-----------|------------|--------|------|--------|-------------|--------|--------|---------|
| | No. | % | No. | % | No. | % | No. | % |
| Small | 21 | (87.5) | 3 | (12.5) | 0 | (0.0) | 24 | (100.0) |
| Medium | 19 | (63.4) | 7 | (23.3) | 4 | (13.3) | 30 | (100.0) |
| Large | 16 | (53.5) | 8 | (26.7) | 6 | (20.0) | 30 | (100.0) |
| Totals | 56 | (66.7) | 18 | (21.4) | 10 | (11.9) | 84 | (100.0) |

Table 63

Chapters Involved in Other Related Civic or Service Activities this Past Year

| Club Size | Yes | | No | | Totals | |
|-----------|-----|--------|-----|--------|--------|---------|
| | No. | % | No. | % | No. | % |
| Small | 8 | (33.3) | 16 | (66.7) | 24 | (100.0) |
| Medium | 8 | (26.7) | 22 | (73.3) | 30 | (100.0) |
| Large | 20 | (66.7) | 10 | (33.3) | 30 | (100.0) |
| Totals | 36 | (42.9) | 48 | (57.1) | 84 | (100.0) |

clubs decreased in activity with only 26.7 percent of the responding medium size clubs being active in related civic activities.

E. Discussion of the findings--hypothesis 2, regarding school and community involvement. There are significant differences among the

respondents based on the amount of school and community involvement. The amount of involvement in the community is described as none, minimal, good, very much, and highly involved. The questionnaire items pertaining to the belief sets of information transmittal, community, membership, and advisorship showed greatest differences based on the chapters' school and community involvement. The least amount of difference among the respondents based on this variable was the beliefs pertaining to competition.

The beliefs toward public relations, community, membership, and advisorship may be affected by the degree of interaction in the community, because these are the elements which the community functions may activate. Unless the competitive events are involved with the community they would remain a separate function possibly unaffected by the community interaction.

Advisors' responses to the belief items pertaining to information transmittal, community, and participation increased in agreement intensity as the amount of the chapter's school community involvement increased. Guidance directors' responses toward the belief set competition also increased in agreement intensity as the chapter's involvement in school community increased. Student reaction toward belief sets of information transmittal, community, and advisorship followed a similar pattern as that of advisors and guidance directors.

Over fifty percent of the three responding groups of educators were experiencing minimal or less of exposure to school community activities through their respective school DECA organizations. A third of the responding advisors have advisory committees, large size clubs having twice as many as small size clubs. Almost half of the large

and medium size clubs address a civic organization once or more during the school year, the small size club participating at a little more than a ten percent level of involvement in the activity. The large size club carries out other related civic or service activity functions twice as much as small size clubs, although this activity participation is higher by both the small and large size clubs than their participation in advisory committees and addressing service groups. The medium size club advisors indicated a decrease in this activity as compared to the advisory committee and addressing civic or service organizations.

Eighth background variable--socio-economic level. The second major hypothesis of this study which relates that there are no significant differences among the belief systems as perceived by student members, DECA advisors, guidance directors, and principals in relationship to this seventh background variable, socio-economic level, is rejected. There are significant differences as perceived by the position groups for the seven sets of beliefs and there are significant differences among the respondents based on the socio-economic levels.

A. Support of the findings--socio-economic levels. The eighth background variable to be considered was the socio-economic level of the students of the schools being studied. This was measured by a cluster of three questions relating to family income, occupations, and educational background. These questions were addressed to the school club advisors and guidance directors.

The first question was, which of the following best describes the family economic background of the students enrolled in your school?

The responses to this question were in five categories which included: 1) very low, 2) low, 3) medium to low, 4) medium, and 5) above medium incomes. The second question stated, which of the following occupational titles best describes the family background of the majority of students in your school? The responses to this question were: 1) unskilled labor, 2) skilled labor, 3) clerical or white collar, 4) business, managerial, or farming, and 5) professional. The third question in the cluster was, which of the following best depicts the average level of education attained by the fathers of the youngsters in your school? The possible responses were: 1) high elementary or less, 2) junior high school, 3) some high school, 4) high school graduate, 5) some college, 6) bachelor's degree, and 7) beyond bachelor's degree.

B. Interaction (Position Groups X Socio-Economic Level). The test was first made to measure any interaction between the independent variables of position groups and socio-economic level towards the seven sets of beliefs. In considering the interaction between the separate groups and the socio-economic levels, the findings of no significance because of the probability level of .22 (Table 64) justifies examining the main effects of: 1) the position group difference, and 2) the socio-economic levels.

C. Position groups. The test for examining the main effort of position groups indicates that the four groups do have differences regarding the seven sets of beliefs. The mean response (Table XXXV) comparison of the position groups shows this difference, particularly with range scores for advisors with a low to high of 2.83 to 4.45,

Table 64

Multivariate Test of Interactions
Between the Main Effects of Position Groups and the
Socio-Economic Level for the Seven Sets of Beliefs

Multivariate F-Ratio = 1.1128 D.F. = 84 and 11264.9985 Multivariate P \leq 0.2258

| Variable | Between Mean Square | Univariate F | P Less Than |
|---------------|---------------------|--------------|-------------|
| Information | 30.4566 | 1.5844 | 0.0894 |
| Community | 24.8820 | 1.9400 | 0.0262 |
| Competition | 15.9764 | 1.5189 | 0.1182 |
| Participation | 48.5208 | 2.3289 | 0.0059 |
| Membership | 55.4885 | 1.9097 | 0.0292 |
| Advisorship | 44.2475 | 1.9178 | 0.0283 |
| Instruction | 64.7044 | 2.3617 | 0.0052 |

Degrees of Freedom for Hypothesis = 12
Degrees of Freedom for Error = 1844

for guidance directors from 2.66 to 4.30, for principals from 1.50 to 4.14, and students from 3.91 to 3.94.

The mean scores of students shows a slight decrease as the socio-economic level increases, toward the concepts of membership, information, participation, and instruction.

Principal mean scores recorded in both the low and high income categories shows a wide range of scores in all of the seven sets of beliefs, particularly toward the concepts of information which shows a low income level mean score response of 1.62 and a high income level response score of 4.07.

Guidance directors mean responses generally increase as the socio-economic level increases toward the concepts of community, information, competition, and participation.

Advisor mean response scores increased as the socio-economic level increased toward the concept of membership ranging from the low income level mean response of 2.83 to medium level mean response of 3.48 and then scored a mean response of 3.03 in the high income level category. Advisor mean scores toward the concept of advisorship followed a similar pattern as did competition and participation.

Table 65 indicates position group differences to be somewhat greater toward the concepts of community and advisorship than for the remaining five concepts which show similar scores to each other.

Table 65

Multivariate Test of Group Main
Effect for the Seven Sets of Beliefs

Multivariate F-Ratio = 12.0990 D.F. = 21 and 5278.2937 Multivariate P \leq 0.0000

| Variable | Between Mean Square | Univariate F | P Less Than |
|---------------|---------------------|--------------|-------------|
| Information | 151.9915 | 7.9867 | 0.0001 |
| Community | 471.3237 | 36.7472 | 0.0000 |
| Competition | 126.2602 | 12.0034 | 0.0001 |
| Participation | 463.9526 | 22.2691 | 0.0001 |
| Membership | 271.9157 | 9.3581 | 0.0001 |
| Advisorship | 528.5230 | 22.9075 | 0.0000 |
| Instruction | 425.4459 | 15.5284 | 0.0001 |

Degrees of Freedom for Hypothesis = 3
Degrees of Freedom for Error = 1844

D. Socio-economic level. The main effect of the socio-economic level was then tested. Table 66 shows significant differences based on the socio-economic levels towards the beliefs of membership and instruction.

Table 66

Multivariate Test of the Main Effect of
Socio-Economic Level for the Seven Sets of Beliefs

Multivariate F-Ratio = 1.7962 D.F. = 28 and 6628.4254 Multivariate P \leq 0.0062

| Variable | Between Mean Square | Univariate F | P Less Than |
|---------------|---------------------|--------------|-------------|
| Information | 12.3773 | 0.6439 | 0.6313 |
| Community | 5.3604 | 0.4179 | 0.7959 |
| Competition | 23.1116 | 2.1972 | 0.0671 |
| Participation | 3.1435 | 0.1509 | 0.9672 |
| Membership | 81.2097 | 2.7949 | 0.0250 |
| Advisorship | 21.1054 | 0.9148 | 0.4544 |
| Instruction | 74.3081 | 2.7122 | 0.0287 |

Degrees of Freedom for Hypothesis = 4
Degrees of Freedom for Error = 1844

Table 67 shows that 88.1 percent of the responding schools which housed distributive education programs can be described as having medium and below medium income producing families, with 11.9 percent of the schools having families of above medium income. Below medium income producing families were included in 51.2 percent of the schools.

In a further examination of income levels, advisors were also asked to describe the income level of the students specifically enrolled in distributive education. Medium and below medium incomes were reported by 98.8 percent of the schools housing distributive education programs. Small and medium size clubs reported no above medium income producing families (Table 68).

Table XXXVI describes the occupational title best affiliated with the schools studied. Of the responding, 6.5 percent were described as involved in occupations of a professional nature. Although 31.6

Table 67

Family Income Description of the Students
Enrolled in Schools Housing Small, Medium and
Large Size Clubs

| Club Size | Low | | Medium-Low | | Medium | | Above Medium | | Totals | |
|-----------|-----|--------|------------|--------|--------|--------|--------------|--------|--------|---------|
| | No. | % | No. | % | No. | % | No. | % | No. | % |
| Small | 4 | (16.6) | 8 | (33.4) | 9 | (37.5) | 3 | (12.5) | 24 | (100.0) |
| Medium | 5 | (16.7) | 12 | (40.0) | 11 | (36.6) | 2 | (6.7) | 30 | (100.0) |
| Large | 2 | (6.7) | 12 | (40.0) | 11 | (36.6) | 5 | (16.6) | 30 | (100.0) |
| Totals | 11 | (13.1) | 32 | (38.1) | 31 | (36.9) | 10 | (11.9) | 84 | (100.0) |

Unanswered = 1

Table 68

Family Income Description of the
Students Enrolled in Distributive Education

| Club Size | Low | | Medium-Low | | Medium | | Above Medium | | Totals | |
|-----------|-----|--------|------------|--------|--------|--------|--------------|-------|--------|---------|
| | No. | % | No. | % | No. | % | No. | % | No. | % |
| Small | 6 | (25.0) | 11 | (45.8) | 7 | (29.2) | 0 | (0.0) | 24 | (100.0) |
| Medium | 9 | (30.0) | 15 | (50.0) | 6 | (20.0) | 0 | (0.0) | 30 | (100.0) |
| Large | 3 | (10.0) | 13 | (43.3) | 13 | (43.3) | 1 | (3.4) | 30 | (100.0) |
| Totals | 18 | (21.5) | 39 | (46.4) | 39 | (46.4) | 1 | (1.2) | 84 | (100.0) |

Unanswered = 1

percent of the responding schools described the occupational family backgrounds as managerial, only 17.7 percent of the responding small size clubs included managerial as the best description of their occupational background.

Table XXXVII depicting the average level of education attained by the father of the youngsters in the schools included in the study, showed that 76.6 percent of the fathers graduated from high school and that 25.9 percent attended college. Less than a quarter or 22.1 percent of the fathers had only, some high school, while one school did report the level of education be be high elementary.

E. Discussion of the findings--hypothesis 2, socio-economic levels. There are significant differences among the respondents based on the socio-economic levels of low, medium to low, medium, medium to high, and high toward the belief sets of membership and instruction.

This may be a result of: 1) the respondents from the various socio-economic levels viewing membership as applying only to their socio-economic group and none other, and 2) the values and importance of DECA as an instructional and motivational device may be among perceived differently.

Students' responses to the belief items pertaining to membership information transmittal, participation, and instruction showed continual slight decrease in agreement direction in each of the socio-economic levels as the levels increased from low to high. This may mean there is a questioning process occurring or a value rating being made as social and economic conditions improve.

Principals responses in all of the seven belief sets displayed a wide range, from disagree to undecided to agree for each of the socio-economic levels. Principals from low socio-economic responded as strongly disagreeing toward the belief classifications as they did agreeing.

When guidance responded to the belief items pertaining to community, information transmittal, competition, and participation, there was a general increase as the socio-economic level also increased from low to high in the agreement direction. Guidance directors from the low level socio-economic category were undecided regarding the beliefs pertaining to membership and responded in the direction of disagreement towards the beliefs pertaining to competition and instruction. This is perhaps caused by guidance personnel being receptive to programs which they feel will be beneficial to the school, the students, and the community.

Advisors' responses to the belief items pertaining to membership, advisorship, competition, and participation increased in agreement intensity in the low to medium socio-economic levels and then decreased from agreement towards undecided as the socio-economic level increased. This may be caused by the program of DECA having a higher value to the advisor where the element of "academa" is not present with its college bound emphasis.

Approximately ten percent of the schools in the study were from areas of above-medium family income, whereas one percent of the chapters in the study were from areas of above medium income producing families. A third of the schools in the study described their occupational backgrounds as managerial. A quarter of the fathers of the youngsters in the schools in the study did not complete high school.

Ninth background variable--ethnic origin. The second major hypothesis of this study which related that there are no significant differences among the belief systems as perceived by student members,

DECA advisors, guidance directors, and principals in relationship to the ninth background variable, ethnic origin, is rejected.

There are significant differences as perceived by the position groups for the seven sets of beliefs and there are significant differences among the groups based on the ethnic origin levels within the schools in the study.

A. Support of the findings--ethnic origin. The ninth background variable to be considered was ethnic origin. The school club advisors were asked to indicate the percentage of non-white students in his school. The six response categories were: 1) none, 2) 1-10 percent, 3) 11-25 percent, 4) 26-50 percent, 5) 51-75 percent, and 6) over 75 percent. To examine differences, the multivariate analysis of variance considered levels of ethnic origin on the dimensions of: 1) 0 percent, 2) 1-10 percent, and 3) over 10 percent.

B. Interaction (Position Groups X Ethnic Origin). The test was first made to measure any interaction between the independent variables of the four position groups and ethnic origin. The findings of no significance (Table 69) justifies examining the main effects of: 1) position group difference, and 2) ethnic origin.

C. Position groups. The test for position group differences indicates that the four groups do have differences regarding the seven sets of beliefs as indicated by the multivariate probability level of .00001. The mean response (Table XXXVIII) comparison shows this difference particularly with high mean scores recorded for advisors at 4.19, guidance directors at 5.98, principals at 4.05, and students at 4.18. Table 70 indicates position group differences to be somewhat

Table 69

Multivariate Test of Interactions Between
The Main Effects of Position Groups and Ethnic Origin for the
Seven Sets of Beliefs

Multivariate F-Ration = 0.7090 D.F. = 42 and 9707.9223 Multivariate P \leq 0.9213

| Variable | Between Mean Square | Univariate F | P Less Than |
|---------------|---------------------|--------------|-------------|
| Information | 9.6638 | 0.5060 | 0.8042 |
| Community | 1.7411 | 0.1364 | 0.9916 |
| Competition | 3.6375 | 0.3531 | 0.9084 |
| Participation | 12.0058 | 0.5800 | 0.7467 |
| Membership | 44.1016 | 1.4598 | 0.1882 |
| Advisorship | 25.4749 | 1.1305 | 0.3419 |
| Instruction | 7.9069 | 0.2917 | 0.9412 |

Degrees of Freedom for Hypothesis = 6
Degrees of Freedom for Error = 2075

Table 70

Multivariate Test of Group Main Effect for the Seven Sets of Beliefs

Multivariate F-Ratio = 12.8821 D.F. = 21 and 5941.6010 Multivariate P \leq 0.00001

| Variable | Between Mean Square | Univariate F | P Less Than |
|---------------|---------------------|--------------|-------------|
| Information | 143.7070 | 7.5252 | 0.0001 |
| Community | 454.0921 | 35.5667 | 0.0000 |
| Competition | 141.3674 | 13.7223 | 0.0001 |
| Participation | 461.1197 | 22.2750 | 0.0001 |
| Membership | 266.8365 | 8.8328 | 0.0001 |
| Advisorship | 561.5310 | 24.9191 | 0.0000 |
| Instruction | 505.4889 | 18.6458 | 0.0001 |

Degrees of Freedom for Hypothesis = 3
Degrees of Freedom for Error = 2075

greater toward the concepts of community and advisorship than for the remaining five concepts which show similar scores to each other.

The mean response comparison of ethnic differences indicates a variety of ranges, particularly with advisors towards the concept membership with a mean score of 3.11 for 0 percent non-white category to a 3.54 mean score for over 10 percent non-white category. The advisors ranged from a 3.64 to 4.00 mean score for 0 percent and over 10 percent non-whites respectively.

D. Ethnic origin. The main effect of ethnic origin was then tested. The main effect of ethnic origin indicates significant differences, showing somewhat greater differences (Table 71) towards the concepts of information and competition. There are no significant differences toward the concepts of membership, participation, and instruction.

Table 72 shows that almost a third of the advisors or 29.8 percent of the advisors operation in a 100 percent white populace within their school. Of the nearly two thousand students in this study, only 8.1 percent function in an over 10 percent non-white school environment.

Table 73 shows that four of the six schools in an over 26 percent non-white origin are operating a small size club. Only two of the thirty large size clubs have a non-white student origin of more than 11 percent but not more than 25 percent non-white in the school.

An examination of the six categories as applicable to the total school shows a decrease in non-white enrollment into distributive education as the non-white population percentage increases (Table 74). While there were only twenty five clubs operating in a total white

Table 71

Multivariate Test of the Main Effect of Ethnic
Origin Upon the Seven Sets of Beliefs

Multivariate
F-Ratio = 2.9577

D.F. = 14 and 4138.0000

Multivariate
P \leq 0.0002

| Variable | Between Mean Square | Univariate F | P Less Than |
|---------------|---------------------|--------------|-------------|
| Information | 124.7414 | 6.5321 | 0.0015 |
| Community | 39.0837 | 3.0612 | 0.0471 |
| Competition | 120.8346 | 11.7292 | 0.0001 |
| Participation | 46.9091 | 2.2660 | 0.1040 |
| Membership | 6.6471 | 0.2200 | 0.8026 |
| Advisorship | 73.7160 | 3.2713 | 0.0382 |
| Instruction | 63.9493 | 2.3587 | 0.0948 |

Degrees of Freedom for Hypothesis = 2

Degrees of Freedom for Error = 2075

populace (Table 73) or school setting, the number of clubs without non-white enrollments in distributive education was forty-three (Table 74).

E. Discussion of the findings--hypothesis 2, ethnic origin.

There are significant differences among the respondents based on the percentage of non-white students in the school. The questionnaire items pertaining to the belief sets of information transmittal and competition show greater differences between the groups based on the percentage of non-white school enrollment. There were no significant differences toward the beliefs relating to membership, participation, and instruction.

The importance and value of public relations and the competitive views might illustrate the lack of cohesiveness in blending the programs together for all kinds of people in all areas. Perhaps the beliefs pertaining to needed monetary support in operating the

Table 72

Percentage of Non-White Students in Schools for Position Groups

| Percent Non-White | Advisors | | *G.D. | | Principals | | Students | | Totals | |
|----------------------|----------|---------|-------|---------|------------|---------|----------|---------|--------|---------|
| | No. | % | No. | % | No. | % | No. | % | No. | % |
| 0 percent | 25 | (29.8) | 17 | (26.5) | 17 | (27.8) | 649 | (34.6) | 708 | (33.0) |
| 1-10 percent | 45 | (53.5) | 36 | (56.4) | 33 | (54.1) | 1076 | (57.3) | 1190 | (57.0) |
| Over 10 percent | 14 | (16.7) | 11 | (17.1) | 11 | (18.1) | 153 | (8.1) | 189 | (9.1) |
| Totals | 84 | (100.0) | 64 | (100.0) | 61 | (100.0) | 1878 | (100.0) | 2087 | (100.0) |

* Guidance Directors

Unanswered = 189

Table 73

Percentage of Non-White Students in Schools of Various Club Sizes

| Club Size | 0 | | 1-10 | | 11-25 | | 26-50 | | 51-75 | | Over 75 | | Totals | |
|-----------|-----|--------|------|--------|-------|--------|-------|-------|-------|-------|---------|-------|--------|---------|
| | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % |
| Small | 4 | (16.7) | 14 | (58.3) | 2 | (8.3) | 1 | (4.2) | 1 | (4.2) | 2 | (8.3) | 24 | (100.0) |
| Medium | 10 | (33.4) | 14 | (46.7) | 4 | (13.3) | 1 | (3.3) | 0 | (0.0) | 1 | (3.3) | 30 | (100.0) |
| Large | 11 | (36.7) | 17 | (56.7) | 2 | (6.6) | 0 | (0.0) | 0 | (0.0) | 0 | (0.0) | 30 | (100.0) |
| Totals | 25 | (29.8) | 45 | (53.6) | 8 | (9.5) | 2 | (2.4) | 1 | (1.2) | 3 | (3.5) | 84 | (100.0) |

Unanswered = 1

competitive aspects are more important to the non-white orientated group than the white.

In general all four group responses to each of the seven sets of beliefs increased in intensity towards agreement as the level of non-white school enrollment increased except for: 1) guidance directors towards membership and the community, 2) principals toward membership and the community beliefs.

Table 74

Percentage of Non-White Students in
Distributive Education

| Club Size | 0 | | 1-10 | | 11-25 | | 26-50 | | 51-75 | | Over 75 | | Totals | |
|-----------|-----|--------|------|--------|-------|-------|-------|-------|-------|-------|---------|-------|--------|---------|
| | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % |
| Small | 9 | (37.5) | 10 | (41.7) | 1 | (4.2) | 0 | (0.0) | 2 | (8.3) | 2 | (8.3) | 24 | (100.0) |
| Medium | 16 | (53.4) | 11 | (36.7) | 1 | (3.3) | 1 | (3.3) | 0 | (0.0) | 0 | (0.0) | 30 | (100.0) |
| Large | 18 | (60.0) | 10 | (33.3) | 2 | (6.7) | 0 | (0.0) | 0 | (0.0) | 0 | (0.0) | 30 | (100.0) |
| Totals | 43 | (51.2) | 31 | (36.9) | 4 | (4.8) | 1 | (1.2) | 2 | (2.4) | 3 | (3.5) | 84 | (100.0) |

Unanswered = 1

A third of the advisors and students function in a total white school populace. Less than ten percent of the responding students operate in a school environment of over ten percent non-white. Only two of the thirty large size club organizations in the study have school enrollments of non-white origins of more than ten percent. There is a decrease of non-white enrollment into distributive education as the school non-white enrollment increases.

Perhaps the cause of low non-white enrollments in distributive education and subsequently, even lower non-white enrollment into the

club program has been that the offerings and values are really not clear to all students. It may also be the view that a career in distribution will neither benefit nor reward the prospective non-white worker. Monetary or prestige values may not have been conveyed to the non-white or minority groups.

QUESTIONNAIRE ITEM RESPONSES

A further examination of the data indicated that a presentation of the original responses from the four position groups to the sixty-three items along the five-point scale ranging from strongly disagree to strongly agree could be of value to educators and other readers who would be interested in a description of specific responses.

One must, however, be cautious in viewing the responses in isolation as compared to a conjunctive display or cluster of answers relating to a particular concept or area of beliefs. These responses are also representative of the schools, students, and educators associated with distributive education programs in New York State and only should be applied to them, although the diversity and make-up of the population sample may provide generalizations that might be applicable in other similar situations.

The item statements and position group responses¹³⁹ are listed for the practitioners use.

¹³⁹ See Appendix Y.

CHAPTER V

SUMMARY OF MAJOR AND POPULATION PROFILE FINDINGS, CONCLUSIONS, RECOMMENDATIONS AND IMPLICATIONS FOR PROGRAMS

This study was concerned with identifying and distinguishing between the belief systems of various position groups regarding the functions and operations of a vocational co-curricular activity, the Distributive Education Clubs of America.

The first objective of this study was to identify any differences in the perceptions of student members of DECA, advisors of DECA, guidance directors, and principals regarding the functions and operations of the co-curricular activity, DECA.

The second objective of the study was to identify differences between the belief systems as perceived by the student members of DECA, advisors of DECA, guidance directors, and principals in relation to the selected background variables of (1) degree of direct contact with DECA, (2) previous or prior knowledge or acquaintanceship with DECA, (3) years of chapter operation, (4) school enrollment, (5) distributive education enrollment, (6) extent of chapter's involvement and achievement in competitive events, (7) school and community involvement, (8) socio-economic level, and (9) ethnic origin.

The data related to the sixty-three questionnaire items was arranged and grouped into seven prepared sets of belief categories for application of the analysis procedure. These seven areas were:

(1) membership and enrollment, (2) community and business affiliation, (3) advisorship, (4) information transmittal, (5) competition and contests, (6) participation and meetings, and (7) instruction and the classroom.

This study was limited to the student members, advisors, guidance directors, and principals of selected secondary schools in New York State which offer a distributive education curriculum and have an official local charter membership in DECA. The population included 236 educators and 2,040 students from 103 schools that were surveyed by the questionnaire. This relevant background information was developed into a population profile.

The purpose of this study was to derive from such data the implications of effectiveness of the techniques and operations of the local club on the assumption that the extent of agreement towards the functions and operations of the activity by the students and the educational personnel with whom the student members work and with whom the organization comes in contact with is important to the success of the organization itself.

The sixty-three statement questionnaire was designed using a five-point scale and the respondents were asked to indicate the importance of the item along the scale. As the respondents recorded their evaluation of each item, both direction and intensity of their response were measured. The data was placed on machine cards and analyzed through the services of the Michigan State University Computer Service.

To determine the position group differences concerning the functions and operation beliefs, the two-way multivariate analysis of variance was utilized. To determine the effect of the background

variables on the responses of the position groups the statistical significance was again tested by the two-way multivariate analysis of variance. The statistical procedures were recommended by the Office of Research Consultation, College of Education, Michigan State University.

MAJOR FINDINGS

The findings in this part pertain to the hypotheses of this study which are: (1) there are no significant differences between the perceptions of student members of DECA, DECA Advisors, guidance directors, and principals regarding the seven sets of belief classifications toward the functions and operations of the co-curricular activity DECA, and (2) there are no significant differences between the belief systems as perceived by the student members, advisors, guidance directors, and principals in relation to the selected variables of:

- a) degree of direct contact with DECA,
- b) previous or prior knowledge or acquaintanceship with the organization,
- c) years of chapter operation,
- d) school enrollment,
- e) distributive education enrollment,
- f) extent of chapter's involvement and achievement in competitive events,
- g) school and community involvement,
- h) socio-economic level, and
- i) ethnic origin.

Hypothesis 1--Position Group Perceptions

A. The four position groups of students, advisors, guidance directors, and principals each perceived the belief classification at a significantly different response level. There were greater differences between the position groups toward the beliefs pertaining to advisorship and the business community than the other five beliefs. The

students viewed the beliefs of advisorship and business community in a more undecided direction rather than towards agreement, whereas the three educator groups, although differing, were viewing the beliefs in the direction of agreement.

B. There were also significant differences among the respondents based on the size of the DECA organization within the respective school structure. The belief classification of competition and membership showed less difference among the respondents based on the organization size than did the remaining five beliefs.

Hypothesis 2--Relationship of Beliefs to Selected Background Variables

The second hypothesis states in null form that there are no significant differences between the belief systems or classifications as perceived by the groups in relation to the background variables. Each of the nine variables will be addressed separately in this finding's section.

Degree of direct contact. There are significant differences among the respondents based upon the degree or amount of direct contact with the DECA organization. There were greater differences among the respondents toward the belief classifications of membership, instruction, community, and information transmittal based upon the degree of direct contact. There was less difference towards the belief of competition. More principals than advisors experienced a high to very high degree of direct contact with DECA.

Previous knowledge or acquaintanceship with DECA. There are significant differences among the respondents based upon whether or not the respondents had previous knowledge or acquaintanceship with

distributive education before acquiring their present position or status as a student enrollee. The least difference among the respondents was toward the belief classification relating to competition. A majority of the principals, two-thirds of the guidance directors and advisors, but less than half of the student respondents had previous knowledge of DECA before acquiring their present position or status as an enrollee.

Years of chapter operation. There are significant differences among the respondents based upon the years of chapter operation. The beliefs pertaining to information transmittal, membership, and instruction showed greater differences by the groups based upon the number of years of chapter operation. The least amount of difference among the respondents based on years of chapter operation was the belief classification of advisorship. Community, competition, and participation beliefs were similar in differences.

Almost one-half of the educators in this study have been involved in or associated with an organization of DECA that has been in operation from six to ten years. A quarter of the students in the study were involved in DECA organizations which have been in operation only five years or less.

School enrollment. There are significant differences among the respondents based upon the size of the school enrollment. The belief classification of instruction indicates a greater difference while the belief of membership indicates less difference among the respondents.

Distributive education enrollments. There are significant differences among the respondents based upon the student enrollment in the respective distributive education programs. The classification belief of membership indicated greater differences while the beliefs of competition, participation and advisorship showed less differences by the position groups in relation to their respective enrollments.

Advisors' reactions to the belief classification of information transmittal, except for the smallest enrollment category, increased in agreement intensity as enrollments increased. Principals reacted to the area of competition as generally undecided and within distributive education enrollments of 16 to 25 reacted in the direction of disagreement while advisors reacted favorably.

Ninety percent of large size clubs in the study (over 35 members) originated from distributive education enrollments of fifty-one or more. Sixty-two percent of the small size clubs (15 and under) originated from distributive education enrollments of fifty-one or more. Medium size clubs (16-35 members) originated to a large extent from distributive education enrollments of from twenty-six to fifty students.

Involvement and achievement in competitive events. There are significant differences among the respondents based on the extent of the chapter's involvement and achievement in competitive events. The belief classifications of information transmittal, community, and participation show greater differences with the least amount of difference among the respondents based on this variable to be towards the beliefs pertaining to membership and competition.

Students' and advisors' reactions to the belief classifications of information transmittal, community, and advisorship increased in agreement intensity as the extent of competitive involvement and achievement increased.

Large size club organizations had a higher percentage of their members winning more district competitive contests in each of the categories than the small and medium size clubs.

A third of the small size clubs did not have district or county winners, yet another third of the same small size clubs had three to five district contest winners.

Seventy percent of the small size clubs had one to five direct contest entries at the State Leadership Conference.

Over one-half of the large size clubs submitted from three to five direct student entries. A quarter submitted six or more and eighty percent of those same clubs entered eleven or more direct contests.

School and community involvement. There are significant differences among the respondents based on the amount of school and community-business involvement. Greater differences between the groups existed toward the belief classifications of information transmittal, community, membership, and advisorship. The least amount of difference based on this variable pertained to the classification belief of competition.

Advisors' responses to the belief items pertaining to information transmittal, community, and participation increased in agreement intensity as the amount of the chapter's school community involvement increased.

Student reaction toward the belief classification of information transmittal, community, and advisorship increased in agreement intensity as the chapter's involvement in school community increased.

Over fifty percent of the three educator groups were experiencing minimal or less of an exposure to school community activities through their respective school DECA organizations.

A third of the advisors in the study operate with advisory committees, large size clubs having twice as many as small size clubs.

Almost half of the large and medium size clubs address a civic organization once or more during the school year, the small size club having little contact with this activity.

Socio-economic level. There are significant differences between the respondents based on the socio-economic levels of from low to high. The belief classifications of membership and instruction, indicated greater differences among the respondents based on the socio-economic levels than did the remaining beliefs.

Student responses to the belief items pertaining to membership, information transmittal, participation, and instruction showed a continual slight decrease in agreement direction in each of the socio-economic levels as the levels increased from low to high.

Guidance responded to the belief classifications of community, information transmittal, competition, and participation in an increasing direction of agreement as the socio-economic level increased. Guidance directors from low socio-economic level categories were undecided regarding the beliefs pertaining to membership and responded in the direction of disagreement towards the beliefs pertaining to competition and instruction.

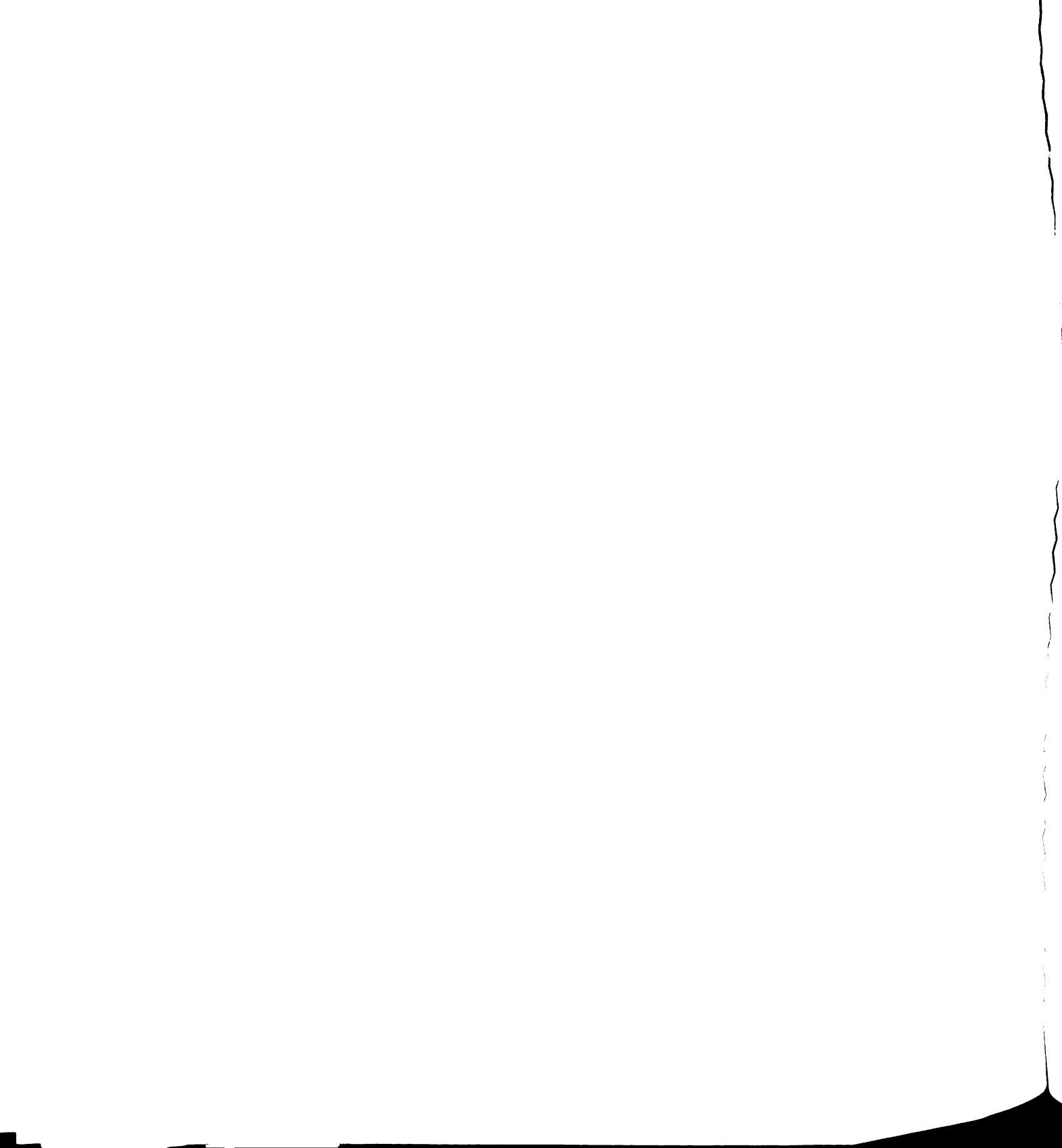
Ten percent of the schools in the study were from areas of above-medium income, whereas one percent of the chapters in the study were from areas of above medium income producing families.

A third of the schools in the study described their occupational backgrounds as managerial. A quarter of the fathers of the youngsters in the schools in the study did not complete high school.

Ethnic origin. There are significant differences among the respondents based on the percentage of non-white students in the school. The belief classifications of information transmittal and competition show greater differences among the respondents based on the non-white school enrollment with less difference towards the beliefs of membership and participation, and instruction.

In general all four group responses to each of the seven sets of beliefs increased in intensity toward agreement as the level of non-white school enrollment increased except for: 1) guidance directors towards membership and community, 2) principals toward membership, advisorship, information, and participation, and 3) students toward membership and community.

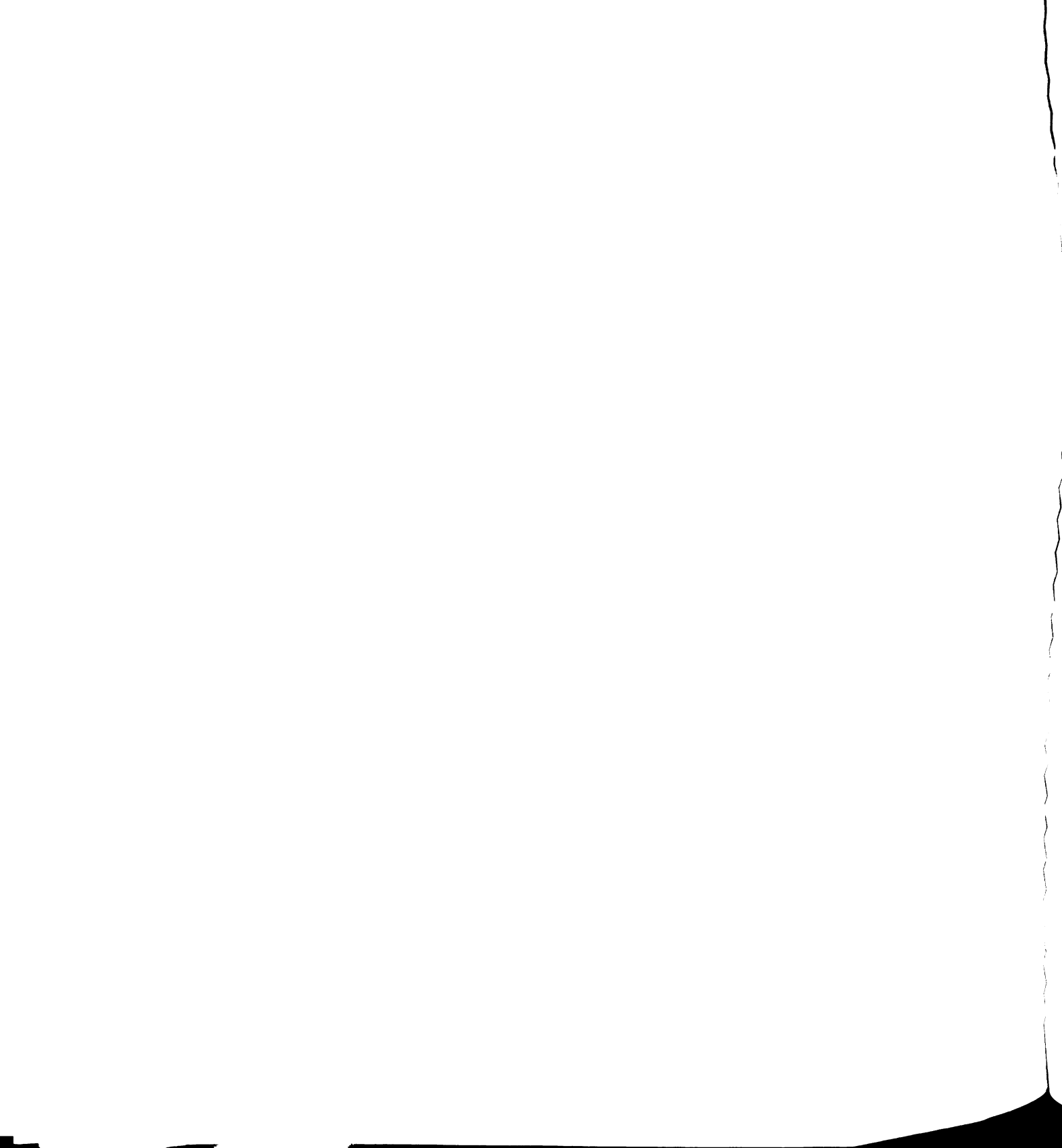
A third of the responding advisors and students function in a total white school populace. Less than ten percent of the responding students operate in a school environment or over ten percent non-white. Two of the thirty large size club organizations in the study have school enrollments of non-white origin of more than ten percent. There is a decrease of non-white enrollment into distributive education as the school non-white enrollment increases.



POPULATION PROFILE

The findings in this part represent a profile of background information, characteristic of the programs in New York State.

1. The primary concentration of local affiliated DECA organizations occur first in the suburban areas, and secondly, within small cities and large towns.
2. Small size clubs of 15 members or less are predominantly located within large cities, while large size clubs of 36 members up to and over 100 are located in the suburbs or the "suburbia" area of the nearest classified large city.
3. All of the participating clubs in this study operate from a building housing 9-12 and 10-12 grade structures.
4. A majority of the distributive education programs in the study operated with a higher female enrollment than male. The female to male ratio is generally higher in the club membership than in the distributive education enrollment. The DECA membership of girls increases substantially when there is a very high enrollment of girls within the distributive education program.
5. A majority of the schools estimate that one-half of their graduates are pursuing further post-secondary study and also estimated that 10% of the distributive education students would be entering college.
6. Over half of the advisors teach all of the distributive education offerings at their respective schools with a



quarter of the advisors teaching half while sixteen percent are teaching less than half of the offerings. Twenty-five percent of the small size clubs have two or more distributive education teachers.

7. Seventy-five percent of the responding advisors coordinate the co-op phase of the program, the small size club advisors having less responsibility in directing this phase of the program than the medium and large size club advisors.
8. Over 70% of the schools had school store operations originating from the distributive education program rather than the General or Student Organizations or other school sponsors. The schools with the large size clubs operated 80% of their stores through distributive education programs. Two-thirds of the advisors are directly involved with the responsibility of the school store operation.
9. A majority of the advisors meet at least twice a month with their full slate of DECA officers as compared to once a month, once a week, or at random. Twenty-five percent of the advisors feel no need to meet at all. Large size clubs generally meet twice a month or more to communicate, plan, and effectively carry out their functions.
10. Thirty-five percent of the advisors expend three to four hours per week with DECA activities. Many large size organization advisors spend up to and over ten hours a week outside of class time. Advisors range from less than one to over ten hours per week of time spent towards

preparing and working with their students for the local and state contest programs. Contest preparation time by the advisor increases as the club becomes larger in size.

11. At the beginning of the school year student ages were concentrated between sixteen and eighteen years of age. The female enrollment and subsequent DECA membership increased as the club size increased. One half of the students were twelfth graders with a higher percentage of those students in the small size clubs, than the medium or large. Almost 60% of the responding students were first year distributive education enrollees.
12. Slightly over 25% of the responding students felt that DECA was a significant factor in their distributive education enrollment. As the club size increased DECA became more of a factor in distributive education enrollments.
13. Friends and word of mouth, guidance, and the coordinator in that order were responsible for providing distributive education information to prospective enrollees prior to the students commitment to enroll. As the club size grew, word of mouth became a predominant device in communications regarding distributive education.
14. Slightly over 60% are involved in the first course level, and the same percentage are in distributive education for the first time. The small and large size clubs have a small number of students involved for the third and fourth years of enrollment.

15. Thirteen percent of the responding DECA members have not and are not enrolled in any other business courses. Seventy-two percent have been enrolled in two or more other business subjects besides distributive education.
16. Less than 50% of the DECA student respondents are employed in a related distributive occupation.
17. Over a quarter of the responding DECA members are working towards a regents diploma with almost 50% of the DECA members planning to attend college. A majority of the responding students feel committed to a future in distribution. The student career aspirations focus upon the area of a career such as marketing, management, or retailing more than upon being a buyer or a boutique shop operator. The remaining students are thinking in terms of office and secretarial, para-professional, or are just undecided.
18. The undergraduate majors of the responding educators of advisors, guidance directors, and principals included a business or vocational education emphasis by fifteen principals and ten guidance directors while eighteen of the advisors had other than business or vocational education undergraduate majors. The responding advisors, guidance directors and principals numbered 64, 76, and 56, respectively.
19. Slightly over 20% of the educators have served eight or more years in their present capacity. Over 60% of the advisors have served for five or less years as DECA advisors.

20. Principals from schools with large size DECA organizations were most common as having served in another capacity in that same school before becoming its principal while DECA had been in operation. Only 35% of the educators, overall, had served in another capacity at the same school, while DECA had been in operation. Twenty-five percent of the responding advisors had served in another capacity while DECA had been in operation before they then became advisors.
21. Fewer than half of the educators were enrolled at any time in high school in a vocational education course, although 16% of the principals had had three or more years of enrollment in at least one vocational education course. Three-fourths of the educators had some vocational education course work in college although 18% of the advisors have not had any college vocational education courses.
22. Less than half of the responding educators have not been involved in formal meetings regarding the DECA operations with each other although a third of the principals had three or more such meetings with the advisors. Advisors of large size organizations met more frequently with guidance and the administration than small and medium size organization advisors.

CONCLUSIONS REGARDING PROFILE OF DECA

1. The strongest growth and development of DECA organizations in New York State occur in suburban areas and within large towns and small cities.

2. There is conclusive evidence that larger size clubs are predominant within the suburban areas while small size clubs are located in the large cities and rural area schools, all operating within a 9-12 and 10-12 building complex. Mostly all clubs do not have immediate nor convenient accessibility to their junior high or middle school if the club program wishes to utilize the companion facility, faculty staff, and students in the clubs' program development.
3. The distributive education and subsequently the DECA program is more popular with female students than male, although the ratio of girls to boys may vary from school to school. The club may often obtain the "tag" or "image" as a girl's club and subsequently discourage the enrollment of boys. The "female" figure as a dominant program characteristic has been decreasing as the department store look of distributive education diminishes and the cluster of career opportunities becomes attractive and communicated to the prospective male enrollees.
4. The distributive education programs are growing rapidly from the "one coordinator" operation to two and more. The expanding and changing curriculum along with increasing coordinator and advisor responsibilities are resulting in a shared concept of the program duties in distributive education between two or more instructors. The small club advisor from the large city program has been operating in this manner for some time.
5. The advisors meet on a formal basis with the full slate of DECA officers infrequently based on the program potential

of a DECA organization and for the benefits that result from effective and efficient communications, planning, and officer leadership training. The large size club which often may be more active and involved than medium and small size clubs sees a need to meet at least twice a month or more to carry out its program's functions and operations.

6. The larger the organization, the more input on the part of the advisors is exerted in terms of energies and time, often exceeding ten hours a week outside of class time.
7. Student ages, and their range of ages provides evidence that exploratory, preparatory, and specialized curriculums have been functioning or have been recently initiated in many programs, with offerings included for the ninth and tenth grade students in particular.
8. A distributive education club has been and can be an important factor in recruitment, program growth and curriculum development within the individual local school. Innovative and effective management of a distributive education program and DECA organization by the advisor and/or coordinator can perpetuate the single, most important public relations recruiting device--word of mouth as evidenced by this study, through students and their friends.
9. A recognizable proportion of distributive education enrollees and DECA members are experiencing this educational area for the first time in terms of this being their first high school business course. Most of the students have,

however, been involved with several business courses. This presents an opportunity in the distributive education coordinator to sell the program and the world of business to new students and to also cultivate a new field for other students who may be looking for career opportunities.

10. A recognizable proportion of the DECA members are not employed in distributive occupations; the majority however, feel committed to a future in distribution.
11. DECA members generally have college aspirations and desire a post-secondary experience with many members seeking the additional state regents diploma along with the general high school diploma. An aspiration or goal once unsought by distributive education students.
12. Those students aspiring toward a related career in distribution have focused upon areas such as management, marketing, and retailing possibly influenced by the educational design of the total DECA program which promotes many projects and competitive events which ultimately assists the students in identifying areas of careers rather than specific jobs.
13. There are many principals and guidance directors with undergraduate majors with emphasis and interests in related areas of distributive education. This should present fresh communication lines and innovative and exciting avenues of development.
14. Educators have generally worked their way up through the school system to their present position. As principals

or guidance directors. The advisors are established distributive education coordinators although there is conclusive evidence that the "second man" in the distributive education program will ultimately become the DECA advisor if the program enrollment expands.

15. Few of the educators experienced vocational education classes as a high school student although a few of the principals were involved with high school vocational education classes quite heavily. Most of the educators had taken college vocational education classes although 18% of the advisors have not yet taken any types of vocational education classes, this possibly being accounted for by: 1) the entrance of undergraduate majors other than education into the field on a provisional basis, or 2) a misinterpretation of what vocational education is.
16. If the present trend continues toward expanding program and enrollment within a single school, there will be need for additional trained personnel in distributive education not only to assist the co-ordinator in instructional duties but to advise and provide leadership for the DECA organization on the local level.
17. It appears that expansion of distributive education to larger numbers and higher quality can be traced to effective and efficient management by the advisor.

18. Apparently, the more activity, additional functions, efficient operation, and more involvement in school, businesses, and community results in what could be termed, a "good club".
19. There is conclusive evidence in this study which supports the whole notion of DECA. It implies that if the program of work of the co-curricular activity is complemented into the distributive education program there can be desirable and often superior program outcomes from this integral part of distributive education. Whether the purposes, objectives, and goals are pursued by the individual school is another question.
20. This study shows evidence of support and need for M.A.P. (Merit Towards Program) initiated by National DECA for the purpose of promoting, recognizing, and rewarding individual students achievement on the local level based on performance standards which are within reach of all students.
21. The findings of this study indicate a high interest in many of the activities of DECA by those persons who are affected by its operations. At the same time there are many activities and beliefs which are looked at with question. It appears that an evaluation and reflection of local level programs should occur and that a re-affirmation and involvement with both the state and national organizations should be recognized and approached.

CONCLUSIONS REGARDING THE MAJOR FINDINGS

The first objective of the study focused on identifying differences in perceptions between the groups toward the beliefs pertaining to the activities of DECA. An examination of the statistical tests and the mean response scores revealed the following conclusions:

1. The four groups of advisors, students, guidance directors, and principals have differences between them as they view the belief classifications associated with DECA.
2. The advisors, guidance directors, and principals were agreeable to all of the beliefs but the students were basically unsure as to where they stood in regard to the issues involved.
3. The role of the advisor and his respective responsibilities along with the interaction of the school program within the community are viewed with less similarities or agreement between the groups than the remaining beliefs.
4. When the three club sizes of small, medium, and large are examined, there are greater differences between the size categories toward the instructional values of DECA activities in the classroom. There is less difference, however, between the club sizes toward thinking who should be enrolled in distributive education and DECA, and secondly, who should support the competitive events of the students

The second objective of the study focused on identifying differences between the belief classifications as perceived by the particular groups relating to the organization on the basis of selected background variables. The findings revealed the following conclusions:

1. The degrees of direct contact by the respondents affect the beliefs. The greater differences occur toward the beliefs involved with:
 - a. who is eligible for enrolling in distributive education and then becoming a member of the club,
 - b. the instructional values of DECA in the classroom,
 - c. the school program and community interaction,
 - d. the importance of program information disseminating outside the school setting to businesses and the community.

The least amount of difference occurs toward:

- a. the financial and student member support of the competitive aspects of DECA.
2. Whether or not the respondents had any previous knowledge of distributive education before acquiring their present position or student status affects beliefs. The least difference among the respondents occurs toward the beliefs involved with:
 - a. the financial and student member support of the competitive aspects of the DECA program.

A good majority of the educators had some type of experience of dealing with distributive education before acquiring their present positions. Less than half of the students have experienced this knowledge. An impression or an attitude may be formulating before these persons are acquiring their present positions. Similarly, the initial experience by students into the distributive education program and

DECA may set a precedent for performance, behavior, aspirations, and goals.

3. The number of years a chapter has been in operation affects beliefs. Greater differences occur toward the beliefs involved with:

- a. who is eligible for enrollment in distributive education and then who is eligible for DECA membership,
- b. the instructional value of DECA in the classroom,
- c. the importance of disseminating program information to the businesses and the community.

The least difference occurred toward the belief involved with:

- a. the role of the advisor and his respective responsibilities. Most of the educators are involved with club operations which exceed six to ten years. There are, however, a good number of advisors and educators with relatively young organizations which present the opportunity for invigorating and innovating programs.

4. School enrollment size affects beliefs. The greatest difference occurs toward the belief involved with:

- a. the instructional value of DECA in the classroom.

The least amount of difference occurs toward:

- a. who is eligible for distributive education enrollment and DECA membership.

5. The enrollment size in the distributive education program affects beliefs. Greater differences occur toward the beliefs involved with:

- a. who is eligible for distributive education enrollment and DECA membership.

The least amount of difference occurred toward the beliefs involved with:

- a. the role of the advisor and his respective responsibilities,
- b. student participation in events, offices, and meetings,
- c. the financial and student members support of the competitive aspect of DECA.

As distributive education enrollments increase the advisors become more cognizant of the importance of program information dissemination. Large size clubs of 36 members or more are most likely to originate from enrollments of fifty, seventy-five, or a hundred or more. A strong majority of the small size clubs in the study were from large enrollments, these programs usually originating from metropolitan areas.

6. The school chapter's range of involvement and achievement in competitive events affect beliefs. Greater differences occur toward the beliefs involved with:

- a. student participation in events, offices, and meetings,
- b. the school program and community interaction,
- c. the importance of disseminating program information to businesses and the community.

There is less of a difference occurring toward the beliefs involved with:

- a. who enrolls in distributive education and who is eligible for the local DECA membership.
- b. the financial and student members support of the competitive aspect of DECA.

As competitive involvement and achievement increase, students and advisors intensify their beliefs toward additional program information dissemination, more community interaction, and a higher perception and awareness of the advisor's role and responsibility. Many small size clubs will not have ~~any~~ regional or country winners although they have entires. The small size clubs, however, are very capable of producing a generous number of winners. The small size club will represent itself with a number of direct entry contestants at the State level although they may not have participants eligible from their regional or county to enter into the participating areas of competitive as compared to the prepared manuals and projects.

Large size clubs are apt to win a high number of contest in regional competition. They will further be able to take advantage of their student resources as they enter heavily into the direct state contests which have not been requiring elimination procedures at the regional level.

7. The amount of school and community involvement such as the utilization of advisory committees and associations with civic organizations affects beliefs. The greater differences occur toward the beliefs involved with:

- a. who is eligible for distributive education enrollment and membership in DECA,
- b. the importance of program information dissemination,
- c. the role of the advisor and his respective responsibilities,
- d. the school program and its interaction with the community.

The least differences occur toward the belief involved with:

- a. who should support the competitive events of the student and club.

As a chapter's community involvement increases advisors intensify their beliefs toward additional program information dissemination, increased community events and affiliations, and student participation in events, offices, and meetings.

Students' beliefs intensify toward the advisor's role as the involvement of a chapter delving with the community increases.

The actual community involvement was minimal for most of the educators considering the emphasis placed on the school-community-business relationship. Relatively few chapters have advisory committees, the larger size DECA organizations being most likely as compared to the small or medium size club. The small club has little contact with the community service organizations, the large and medium size clubs commit themselves to this annual function.

8. The various socio-economic levels of the schools affect beliefs. The greater difference occurs toward the beliefs involved with:

- a. who is eligible for distributive education enrollment and DECA membership,
- b. the instructional values of DECA in the classroom.

As the students' social and economic level rises, they are more evaluative of the aspects affecting them in the program, particularly, in the areas of program information dissemination, the instructional values of DECA in the classroom, and student participation in events, offices, and meetings.

As social and economic situations improve, guidance directors, who in effect represent and influence their own department, feel a higher need for aspects of the program to be communicated to others, to have community interaction, for additional provisions to financially support and assist the competitive events, and in the increased utilization of DECA in the classroom.

Schools in high income areas see little need for occupational training particularly distributive education and the club program. The academia orientation and their own perceptions and aspirations for their youngsters is often behind this kind of thinking.

The distributive education students operate in a mid-management and below orientation toward business, from their communities and families and are perceptive to the need for work preparation of some form and see the values of high school graduation.

9. The levels of non-white student enrollment in the schools, affects beliefs. The greater differences occur toward the beliefs involved with:

- a. the importance of program information dissemination to businesses and the community,

- b. who should support the competitive events of the students and club,

There is less difference occurring toward the beliefs involving:

- a. who is eligible to be enrolled in distributive education and DECA membership,
- b. student participation in events, offices, and meetings.
- c. the instructional values of DECA in the classroom.

As non-white school enrollment increases the respondents beliefs intensify toward the values of the functions and operations of the organization. There is a very limited overall enrollment of non-whites into distributive education and then less into DECA. At the present time the organization is perceived by non-whites as offering little in the way of benefits and outcomes for themselves.

RECOMMENDATIONS AND IMPLICATIONS FOR PRACTICE

On the basis of this study, the following practices, understandings, and actions should be carried out in an effort to increase the effectiveness and growth of DECA on the local level. This section provides recommendations for educational practices as well as implications of the study.

1. It would appear that any growth and development of youth programs in distributive education is dependent on expanding programs in distributive education and the development of new curriculums. Expanding areas and curriculums are dependent upon state influence and the local secondary levels degree of advancement and acceptance of new

programs and curriculums. This points out the importance of the recent legislation which, among other facets, made provisions to implement vocational training programs to serve the disadvantaged and mandated certain curriculums. The challenge for those responsible for youth organizations lie within the congressional acts. And then, only by the establishment of higher goals and standards, can the local chapter maintain a line of advancement and success.

2. The extent of agreement toward the functional and operational beliefs of the youth program by the students and educational personnel with whom the members work is important to the success of the organization. This implies then, that if the similarities and differences of beliefs between the groups can be fully understood and secondly, if there then can be closer agreement between the operating groups, a more desirable relationship and smoother working condition would result. Efforts in this direction should be undertaken wherever such differences exist if the organization is to fulfill its purposes, objectives, and goals.

3. The findings of this study relating to background variables seem to suggest that the working effectiveness of the youth program could be improved if certain conditions were removed or could be changed in some way. It is very likely that a good many differences existing toward certain beliefs in the youth program could be overcome by a better understanding of the actual situations as they exist. Educators, students, and citizens would also agree however, that certain factors can be changed or will change in time. The nature of the background variables in this study apply to both the preceeding implications.

4. There are still no definite mandates from legislation which places youth activity and its program into any special phase of training. The placement of youth activities into the instructional processes is still up to the individual school, program, and classroom. The autonomy of the local youth program remains the responsibility of the groups operating the program and being affected by it. With this autonomy, also comes degrees of advancement, decision making, and growth, determined only by those on the local level.

5. The significant people who are influential in guiding the youth program on the local level need to fully comprehend the existence of varying functional and operational views between the advisors, students, guidance, and principals, and be able to evaluate and adapt their programs to maximize effectiveness.

6. The background variables that affect the views toward the functions and operations of the local program should be perceived by those educators and students involved with the programs at that local level, so that the areas of most concern could be evaluated and identified, and methods of implementing the program with effective strategies could be carried out.

7. The findings of this study should be made available to the supporting State education agency and the state youth program advisor for use in directing and developing new youth programs and for evaluating and making recommendations for existing youth programs.

8. Teacher education, pre-service, and in-service programs should seek effective ways of utilizing the findings of this study in an effort to develop, improve, and maximize the effectiveness of the youth program advisors for implementing his instructional and educational objectives.

9. Courses of study relating to all of the vocational youth programs along with the special area program should be included in the course of study for all vocational and distributive education undergraduate and graduate students.

10. A course of study offered in vocational co-curricular activities should be done in more than a piece-meal fashion. Educators, students, consultants, and the community should be included in determining the course content. A provisional and then a permanent certificate of advisorship, for directing the operations of the youth program should be issued to the candidate upon satisfying the requirements of certification. The history, philosophy, objectives, functions, activities, group perceptions, strategies and responsibilities of the youth program, along with field experiences and execution of projects should be included in the course content.

11. The belief statements utilized in this study should be used as a basis of criteria for evaluation of youth programs. These should be implemented into the state plan and strategies should be determined for their use.

12. There should be a firmer commitment and responsibility on the part of educators on the state level, and on the local administrative and supervisory level to ensure that a basic core of youth co-curricular activities are carried out on the local secondary level. This should be done on an annual basis. Certain standards, expectations, and levels of performance should be required. If these are not met, some alternative action should be taken.

13. Concentration of effort by the sponsoring agencies of youth programs toward the growth and development of existing and new programs

should be focused upon the metropolitan and rural areas and disadvantaged and handicapped students to assist in meeting and satisfying the needs of all areas and all students who could benefit from a vocational youth program in distributive education.

14. Advisors should re-evaluate their enrollment and recruitment strategies of their youth programs. Emphasis should be placed upon the prospective students in distributive education for membership; within the business department for recruitment into distributive education; and then, within the other school programs for recruitment into distributive education, and subsequent membership in DECA; in that order. Appeals for enrollment in distributive education and DECA should be emphasized towards increasing male enrollments, of providing leadership objective and career development, of a program of work and involvement, and of an innovative and invigorating curriculum.

15. Advisors should re-evaluate their commitment to the youth program in terms of his input of energies, resources and attitude. He should also confirm the partnership and communications among the educators, school staff, and community which surrounds and effects the ultimate outcome of the youth program.

16. The individual advisor who expects to have a favorable and invigorating program must work very hard and develop a well-balanced and active organization. The coordinator/advisor who neither has the time nor the energies can expect very little output from his organization and program.

SUGGESTIONS FOR FURTHER RESEARCH

This study, although it brings to light the differences and similarities among groups and background factors toward selected beliefs of this youth program, does not provide answers to the many questions involved with other aspects of the program. One should be cautious in evaluating and drawing conclusions from a particular design which looks at a lot of different kinds of things while focusing upon certain major objectives. Future research might well deal with the following:

1. How would this present study be applicable to other states and how would the states compare?
2. Where can it be determined that an effective youth program has been operating, and what has been its effect on the overall program? In essence, how does the youth program affect the school and community?
3. How can the State Association of the youth program be an effective force in working with the local DECA Chapters?
4. In-depth studies should be conducted to determine and identify the factors which account for the enrollments in distributive education and the subsequent participation in the youth program.
5. What are those operations and functions which educational groups and students support. It is evidenced from this study that a core of functions and operations exist. What is the frequency and effects of variations of activities among youth programs?

Emphasis should be placed on meeting a need; whether on the local, state, or national levels or determining a need which must be met. This approach will result in the studies, findings, and conclusions being of value to the students, educators, and supporters of these youth programs. This present study may act as a springboard in generating future research in youth programs in distributive education. The research will originate, as it has in distributive education, from the growth, expansion, developments, and issues of the youth programs.

BIBLIOGRAPHY

BIBLIOGRAPHY

BOOKS

- Ashmun, Richard D. and Roger A. Larson. Review and Synthesis of Research in Distributive Education. Columbus: Ohio Center for Research and Leadership Development in Vocational-Technical Education, 1966.
- Backstrom, Herbert, and Gerald Hurst. Survey Research. Chicago: Northwestern University Press, 1963.
- Best, John W. Research in Education. Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1963.
- Borg, Walter R. Research, An Introduction. Chicago: David McKay Co., Inc., 1963.
- Cooley, W. W., and P. R. Lohnes. Multivariate Procedures for the Behavioral Sciences. New York: Wiley, 1962.
- Distributive Education Clubs of America. DECA Handbook. Washington: Distributive Education Clubs of America, Inc., 1967.
- Faunce, Roland C. "Extracurricular Activities," Encyclopedia of Educational Research. New York: Macmillan Company, 1960.
- Mason, Ralph E., and Peter G. Haines. Cooperative Occupational Education. Danville: Interstate Printers and Publishers, Inc., 1965.
- Mason, Ralph E. Methods in Distributive Education. Danville, Illinois: Interstate Printers and Publishers, 1962.
- Meyer, Warren G., and William Logan. Review and Synthesis of Research in Distributive Education. Columbus: Ohio Center for Research and Leadership Development in Vocational-Technical Education, 1966.
- Michigan State Department of Education, Michigan DECA Handbook. Lansing: Division of Vocational Education, September, 1968.
- National Business Education Yearbook. Recent and Projected Developments Affecting Business Education. Washington: National Business Education Association, 1964.
- Payne, Stanley L. The Art of Asking Questions. Princeton: University Press, 1951.
- Sax, Gilbert. Empirical Foundations of Research. Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1968.

BOOKS (cont.)

- Shaw, Marvin E., and Jack F. Wright. Scales for the Measurement of Attitudes. New York: McGraw-Hill Book Company, 1967.
- U. S. Department of Health, Education, and Welfare. Education for a Changing World of Work. Report of the Panel of Consultants on Vocational Education. Washington: Government Printing Office, 1964.
- Venn, Grant. Man, Education, and Work. Washington: American Council on Education, 1964.
- Wallace, Harold. Review and Synthesis of Research on Cooperative Vocational Education. Columbus: The Center for Vocational and Technical Education, 1970.

ARTICLES AND PERIODICALS

- Applegate, Harry. "DECA Prepared for New Challenges," American Vocational Journal, 39:22-24, March, 1964.
- Applegate, Harry. "Dividends of DECA." The High School Journal, March, 1959, pp. 212-14.
- Arnold, Cecil B. "How D. E. Contests Benefit Businessmen," Business Education World, April, 1964, pp. 20-21.
- Baker, Maurice W. "The Purpose and Pattern of a Good Distributive Education Club," Business Education World, May, 1950, pp. 456-57.
- Beaumont, John A. "Distributive Education and Vocational Education Act of 1963," Business Education Forum, 19:5-7, April, 1965.
- Beckley, Donald K. "Looking at Distributive Education," Journal of Business Education, 22:30, January, 1947.
- Brown, Carl T. "50 Years of Progress in Distributive Education," American Vocational Journal, 31: 51-59, December, 1956.
- Binkley, Harold. "Guiding Principles for Vocational Youth Groups," American Vocational Journal, May, 1968, p. 27.
- Brady, William J. "Career Development Through the Club," Business Education Forum, April, 1962, p. 16.
- Breensing, Darrell. "Youth Club Breakfast Meetings as a Public Relations Tool," American Vocational Journal, November, 1969.
- Cobb, Howard. "Organizing the Distributive Education Advisory Committee," Balance Sheet, November, 1951, pp. 111-12, 114.

ARTICLES AND PERIODICALS (cont.)

- Cote, Theodore J. "The Counselor's Most Logical Helper," American Vocational Journal, December, 1968, p. 11.
- Crawford, Lucy. "Basic Beliefs in Distributive Education," American Vocational Journal, March, 1968, pp. 25-26.
- DeBenning, M. J. "Oklahoma Distributive Education," Journal of Business Education, 24:21-27, April, 1949.
- DeBenning, M. J. "The Purpose of Distributive Education Clubs," American Vocational Journal, 23:18, 20, May, 1948.
- "DECA: Alive and Well at 25," The Distributor, XXV, April, 1971, p. 20.
- "DECA is for Self Help--Leadership," American Vocational Journal, September, 1971, p. 31.
- Distributive Education Clubs of America, Inc. The Distributor, An Editorial, November, 1963.
- Distributive Education Clubs of America, Inc. The Distributor, A Special Issue, 1961.
- Distributive Education Clubs of America, Inc. The Distributor, XVI, November, 1962, p. 1.
- "Everyone's a Winner in a DECA Contest," The Distributor, XVII, December, 1963, p. 14.
- "From the Governor's Proclamation," The Distributor, XVII, April, 1964, p. 1.
- Frakes, John C. "D. E. in the Cleveland Public Schools," Business Education World, December, 1949, pp. 181-89.
- Gillespie, Karen R. "Distributive Education--The Multi-faceted Business Subject," Business Teacher, September-October, 1966, pp. 26-7.
- Gram, H. H. "Use your D. E. Club to Build Good Public Relations," Balance Sheet, October, 1961, p. 61.
- Harris, E. Edward. "What's Ahead for D. E.," American Vocational Journal, January, 1971.
- "How's Your Communication," The Distributor, XV, December, 1961, p. 13.
- Hoyt, Kenneth B. "Vocational Guidance for All--New Kinds of Personnel Needed," American Vocational Journal, May, 1970.
- Iffrig, Mildred. "Distributive Education in New Brunswick, N.J.," Journal of Business Education, 25:19-20, February, 1950.

ARTICLES AND PERIODICALS (cont.)

- Jimerson, Hallie C. "Name it! Rate it!" Business Education Forum, November, 1963, p. 19.
- Law, Gordon F. "Research Visibility," American Vocational Journal, March, 1968, p. 41.
- "Leadership," The Distributor, XV, December, 1961, p. 3.
- Loos, Marguerite. "Distributor Education Clubs of America," American Vocational Journal, September, 1947, pp. 16-17, 27, 32.
- Loos, Marquerite. "The Distributor Education Clubs of America, Now Three Years Old," Business Education World, 30:342-344, March, 1959.
- Marland, Sidney P. "Commissioner of Education Speaks Out in Support of Vocational Youth Groups," American Vocation Journal, September, 1971, pp. 22-3.
- Martin, Craig. "Successful Students Promote D. E.," American Vocational Journal, February, 1957, p. 22.
- Meyer, Warren G. "A New Era in Distributive Occupations," Business Education Forum, April, 1964, p. 16
- Meyer, Warren G. "Career Development in Distributive Education," Business Education Forum, April, 1962, p. 5.
- Nelson, Edwin L. "Will the Real Sleeping Giant Please Wake Up," National Association of Distributive Education Teacher's News, March-May, 1971, p. 5.
- Packer, Harry Q. "Selecting the D. E. Student," American Vocational Journal, January, 1947, p. 33.
- Peart, Gilbert. "Survey of High School Graduates," Journal of Business Education, May, 1959, p. 338.
- "Planning your DECA Professional Meetings," The Distributor, XVI, December, 1962, p.2.
- Rosen, B. C. "Race, Ethnicity, and the Achievement Syndrome." American Sociology Review. Volume 24, 1959, pp. 47-48.
- Samson, Harland E. "Research in Career Development for Distributive Education," Business Education Forum, April, 1962, pp. 17-19.
- "Scores Again," The Distributor, XVI, October, 1962, p. 11.
- Swack, Harvey R. "Recruiting D. E. Students via Guidance," Business Education World, December, 1951, pp. 189-90.

ARTICLES AND PERIODICALS (cont.)

Swanson, Gordon I., Howard F. Nelson and Warren G. Meyer. "A Conceptual Framework--Vocational Curricular," American Vocational Journal, 44:22-24, March, 1969.

Syheman, William D. "The Expanding Role of the Distributive Education Curriculum," Business Education Forum, November, 1965, p. 21.

PUBLIC DOCUMENTS

U. S. Department of Health, Education and Welfare. Administration of Vocational Education--Rules and Regulations. Bulletin No. 1. Washington: Government Printing Office, 1967.

U. S. Department of Health, Education, and Welfare. National Institute on the Role of Youth Organizations. Final Report-Part I, Project No. 9-0322. Trenton: State Department of Education.

U. S. Department of Health, Education, and Welfare. Distributive Education in the High School. OE-82019. Washington: Government Printing Office, 1969.

UNPUBLISHED MATERIALS

Bail, Joe Paul. "Attitude of Teachers and Students to the Role of the Future Farmers of America Organization in Vocational Agriculture." Unpublished Doctoral Thesis, Michigan State University, 1958.

Bush, Mildred B. "A Study of the Status of Distributive Education Programs in the State of Indiana in the Year 1966." Advanced Degree Study, Indiana State University, 1967.

Cottrell, Richard G. "Factors Influencing Student Participation in Minnesota Distributive Education Clubs." Unpublished Master's Thesis, University of Minnesota, 1966.

Green, Helen H. "A Study of the Relationship which Exists between the Problems encountered by High School Business Teachers in Sponsoring Extra Class Activities and the Preparation for Sponsoring Extra Class Activities offered by Selected Business Education Departments or Teachers Training Institutions." Unpublished Doctoral Thesis, Michigan State University, 1955.

Sheffer, Mary Lou. "Internal School Public Relations for the Part-time Occupational Training Program." Unpublished Master's Thesis, University of Minnesota, 1967.

UNPUBLISHED MATERIALS (cont.)

- Sethney, Barbara. "National Distributive Education Student of the Year Follow-up for the School Years of 1957-58 to 1965-66 Inclusive, A Research Report, Stillwater: Oklahoma State University, 1967.
- Vomhof, Carroll G. "An Evaluative Study of the Minnesota Association of the Distributive Education Clubs of America Competition Events Program." Unpublished Master's Thesis, University of Minnesota, 1969.

BULLETINS AND REPORTS

- Applegate, Harry. Distributive Education Clubs of American Bulletin. Washington D. C.: Distributive Education Clubs of America, 1960.
- Burkett, Lowell A. The Bulletin of the National Association of Secondary School Principals, Volume 47, No. 286, November, 1963, p. 150.
- Distributive Education Clubs of New York. DECNY Chapters 1969-70. Albany: Distributive Education Clubs of New York, Inc., 1970.
- Distributive Education Clubs of New York. DECNY Chapters 1970-71. Albany: Distributive Education Clubs of New York, Inc., 1971.
- Distributive Education Clubs of America, Inc. What it is What it Does. Distributive Education Clubs of America, Inc., Bulletin. Falls Church, Virginia, 1970.
- McCall, Robert B. An Addendum: The Use of Multivariate Procedures in Developmental Psychology. Report from the Research Council, Computation Center, and Institute for Research in Social Science of the University of North Carolina, 1970. (mineographed.)

INTERVIEW

- New York State Education Department, Interview with Douglas Adamson, Chief, Bureau of Distributive Education and Staff: John Brophy, State DECA Advisor, Marion Potter, William Plimley, and Professor Reno Knouse, Teacher Educator, State Education Building, Albany, New York, November, 15, 1970

APPENDICES

APPENDIX A

Questionnaire Part I

NEW YORK STATE CO-CURRICULAR STUDY

QUESTIONNAIRE

During the past several years there has been growth and development of the activity in distributive education called DECA (Distributive Education Clubs of America). In order to further develop the quality educational programs that will be beneficial to the students and schools, it is necessary to know as much as possible about how the students and educators view the activities and functions of the organization DECA.

This questionnaire is designed to produce some information in this area. We are interested in YOUR BELIEFS regarding certain FUNCTIONS AND OPERATIONS OF DECA. We are very interested in what you think, not what you think other students or educators think.

You will be asked for your opinions on a variety of situations and activities. Some of these may not apply to your school, but we would like YOUR OPINION on them anyway. If the particular type of activity is not undertaken by your organization, then possibly your belief towards this activity is not as strong.

Read this section carefully before proceeding with the questionnaire.

In Part II (insert) we would like to obtain some information ABOUT YOU. The reason we do this is so we will know something about the students and educators who are taking part in this study and to provide the study with related information.

In Part I we would like you to indicate your extent of AGREEMENT or DISAGREEMENT with each of the 63 written statements concerning the activities and operations of DECA. Your extent of agreement or disagreement is important to this study.

PART I

HERE ARE THE ANSWERS TO CHOOSE FROM

1-STRONGLY DISAGREE 2-DISAGREE 3-UNDECIDED 4-AGREE 5-STRONGLY AGREE

Remember, there are no right and wrong answers. Choose the answer which is appropriate for you.

Example: The classroom curriculum should include time for DECA contest preparation. 1 2 3 ④ 5

The person responding to this statement AGREES that the curriculum should include time for contest preparation. Therefore, he circled 4 to the right of the statement.

DIRECTIONS:

At the right of each statement, circle a number from 1 through 5, thereby indicating your extent of agreement or disagreement with the statement. READ THE STATEMENT CAREFULLY. It is important that you indicate your true extent of agreement.

SD D U A SA

- | | |
|--|-----------|
| 1. All regularly enrolled distributive education students should automatically become members of the local DECA chapter. | 1 2 3 4 5 |
| 2. The employee-employer banquet should be a high priority function of the local DECA chapter activities. | 1 2 3 4 5 |
| 3. The DECA advisor should meet frequently on an informal basis, with the school curriculum director, vocational director, or principal to discuss the value of the club activities. | 1 2 3 4 5 |

Choose: 1-Strongly Disagree, 2-Disagree, 3-Uncecided, 4-Agree, 5-Strongly Agree

| | <u>SD</u> | <u>D</u> | <u>U</u> | <u>A</u> | <u>SA</u> |
|---|-----------|----------|----------|----------|-----------|
| 4. The DECA chapter should present an annual assembly program to the junior high and high school students to inform them of the functions and operations of DECA. | 1 | 2 | 3 | 4 | 5 |
| 5. Expenses for materials and supplies for DECA contests should be provided for the students through the school budget. | 1 | 2 | 3 | 4 | 5 |
| 6. There should be at least one regularly scheduled meeting per month of the advisor and DECA members. | 1 | 2 | 3 | 4 | 5 |
| 7. Students enrolled in the distributive education program should be vocational sequence students only, rather than college bound students. | 1 | 2 | 3 | 4 | 5 |
| 8. An advisory committee of businessmen and community representatives should be selected to work with the local DECA club. | 1 | 2 | 3 | 4 | 5 |
| 9. The DECA advisor should submit the chapter's plans for the year's activities to the business education department chairman. | 1 | 2 | 3 | 4 | 5 |
| 10. Chapter or club activities should be a part of the regular distributive education classroom work. | 1 | 2 | 3 | 4 | 5 |
| 11. The local club should regularly prepare a local chapter school newsletter for distribution to members, other students, and faculty. | 1 | 2 | 3 | 4 | 5 |
| 12. Chapter members who are area (county or district) contest winners should receive financial support to attend the statewide conference. | 1 | 2 | 3 | 4 | 5 |
| 13. Regular announcements regarding the activities of DECA should be made over the school public address system. | 1 | 2 | 3 | 4 | 5 |
| 14. A guidance counselor, curriculum director, vocational director, or principal should be invited to speak to the chapter members each year. | 1 | 2 | 3 | 4 | 5 |
| 15. Distributive education courses should also be offered on an "elective" basis to all students. | 1 | 2 | 3 | 4 | 5 |
| 16. A regular schedule of DECA displays should be set up periodically within the school and the community to promote DECA. | 1 | 2 | 3 | 4 | 5 |
| 17. An initiation and installation ceremony for new members and officers should be an annual function of the local club. | 1 | 2 | 3 | 4 | 5 |
| 18. Associate and honorary DECA memberships should be given to deserving recipients from business and the community. | 1 | 2 | 3 | 4 | 5 |
| 19. If possible, the DECA advisor should teach the senior sections of distributive education as part of his school assignment. | 1 | 2 | 3 | 4 | 5 |
| 20. The chapter members should be given sufficient in-class time to prepare for local, state, and/or national competitive events and contests. | 1 | 2 | 3 | 4 | 5 |
| 21. The chapter should regularly provide information to the local media (newspaper, radio) regarding the DECA activities and functions. | 1 | 2 | 3 | 4 | 5 |
| 22. DECA meetings should be held during a distributive education classroom period. | 1 | 2 | 3 | 4 | 5 |
| 23. The local DECA chapter should present a program to the local chamber of commerce or merchants, service, or other civic organizations during the school year. | 1 | 2 | 3 | 4 | 5 |

| | <u>SD</u> <u>D</u> <u>U</u> <u>A</u> <u>SA</u> |
|--|--|
| 24. Each officer of the local club should be employed in a related distributive occupation during his term in office. | 1 2 3 4 5 |
| 25. The DECA advisor should receive reimbursement (additional pay) for the time he spends after school hours for DECA. | 1 2 3 4 5 |
| 26. All chapter members should be required to attend the local, county, or district contest program held prior to the state conference. | 1 2 3 4 5 |
| 27. An amount of time should be scheduled to discuss DECA functions and operations during regular distributive education class periods. | 1 2 3 4 5 |
| 28. The club should present a program describing its activities to the local Parent-Teacher's Association (P.T.A.). | 1 2 3 4 5 |
| 29. The local DECA advisor should recruit prospective distributive education students from other parts of the school program in an effort to build up the chapter. | 1 2 3 4 5 |
| 30. At least two outside resource persons from the community or from business should visit the local club each school year. | 1 2 3 4 5 |
| 31. Officers for each school year should be elected near the end of the preceding school year. | 1 2 3 4 5 |
| 32. The DECA advisor should schedule meetings with guidance personnel to discuss program objectives and activities. | 1 2 3 4 5 |
| 33. The local school board should provide school funds to support the district DECA contest winners from its school to attend and compete at the Annual New York State Student Leadership Conference. | 1 2 3 4 5 |
| 34. The classroom curriculum should be planned so that related contest events are reviewed and studied in class prior to local, county, and state contests. | 1 2 3 4 5 |
| 35. The school faculty advisor to the DECA organization should be selected and appointed by the students. | 1 2 3 4 5 |
| 36. Awards or appreciation certificates should be given annually to contributing faculty, business, and community leaders. | 1 2 3 4 5 |
| 37. Prior to each general membership meeting, the DECA advisor should meet with the DECA officers for consultation and advisement. | 1 2 3 4 5 |
| 38. Ideally, students enrolled in the distributive education program should be admitted on an application and interview basis. | 1 2 3 4 5 |
| 39. The DECA president and advisor, guidance personnel, curriculum director, vocational director, and the principal should meet early in the school year to discuss objectives, operations, and functions of the local DECA chapter. | 1 2 3 4 5 |
| 40. The DECA advisor should be allotted in-school time to devote to advisory duties and responsibilities. | 1 2 3 4 5 |
| 41. The distributive education coordinator, rather than another distributive education teacher, should be the faculty advisor to DECA. | 1 2 3 4 5 |
| 42. Selected club representatives should attend and participate in the 3-day New York State Student Leadership Conference held each year at the Concord Hotel in Lake Kiamesha, New York. | 1 2 3 4 5 |

| | <u>SD</u> | <u>D</u> | <u>U</u> | <u>A</u> | <u>SA</u> |
|---|-----------|----------|----------|----------|-----------|
| 43. Representatives from the DECA chapter should attend the 2-day North Atlantic Regional Conference for leadership training which is held each year in the fall. | 1 | 2 | 3 | 4 | 5 |
| 44. In distributive education courses, time should be provided for DECA members to work on various DECA projects. | 1 | 2 | 3 | 4 | 5 |
| 45. All students should know and understand the DECA creed. | 1 | 2 | 3 | 4 | 5 |
| 46. DECA activities should be recognized as a part of the total educational program in distributive education. | 1 | 2 | 3 | 4 | 5 |
| 47. DECA activities should teach members to serve as leaders and followers. | 1 | 2 | 3 | 4 | 5 |
| 48. A goal of DECA should be to further promote education in marketing and distribution which will have a direct effect on occupational skills. | 1 | 2 | 3 | 4 | 5 |
| 49. Distributive education students have common objectives and interests in that each is preparing for a related career in the field of distribution. | 1 | 2 | 3 | 4 | 5 |
| 50. The local school chapter should be the "show window" for student achievement and progress in distributive education. | 1 | 2 | 3 | 4 | 5 |
| 51. DECA members should be given the opportunity to participate in many activities designed to instruct him to be not only a leader but also a follower. | 1 | 2 | 3 | 4 | 5 |
| 52. The club officers should be drawn from the senior classes of distributive education. (ex. D.E.II) | 1 | 2 | 3 | 4 | 5 |
| 53. Student members should learn to recognize their obligations to the community in which they live, and become involved in activities aimed at community betterment. | 1 | 2 | 3 | 4 | 5 |
| 54. Participation at special conferences and conventions should be open to all students who receive the approval of the chapter advisor. | 1 | 2 | 3 | 4 | 5 |
| 55. Each chapter member should have a general knowledge and understanding of the duties and responsibilities of each chapter officer. | 1 | 2 | 3 | 4 | 5 |
| 56. The faculty advisor should be responsible for instructing newly elected officers in their duties and providing leadership training for the local members | 1 | 2 | 3 | 4 | 5 |
| 57. College bound students should be encouraged to enroll in at least one distributive education course. | 1 | 2 | 3 | 4 | 5 |
| 58. Distributive education should also be recognized as preparation for advanced study at the college level, as well as preparation for job entry or advancement. | 1 | 2 | 3 | 4 | 5 |
| 59. Only non-regents students should be enrolled in distributive education. | 1 | 2 | 3 | 4 | 5 |
| 60. The advisor should provide contest participants from his chapter with guidelines, adequate assistance, and class time for competitive DECA activities. | 1 | 2 | 3 | 4 | 5 |
| 61. A local high school chapter should fully finance its own operations. | 1 | 2 | 3 | 4 | 5 |
| 62. State officer candidates should be juniors, rather than seniors, so that the elected slate will be high school (not college) students. | 1 | 2 | 3 | 4 | 5 |
| 63. All distributive education students in the second year course (ex. D.E.II) should be required to be members of DECA. | 1 | 2 | 3 | 4 | 5 |

APPENDIX B

QUESTIONNAIRE ITEMS GROUPED ACCORDING TO AREAS

Membership and Enrollment

1, 7, 15, 24, 31, 38, 52, 55, 57, 59, 62, and 63.

Community and Business Affiliation

2, 8, 18, 23, 30, 36, and 53.

Advisorship

3, 9, 19, 25, 29, 32, 35, 40, 41, 56, and 60.

Informational Transmittal

4, 11, 13, 16, 21, 28, 39, and 50.

Competition and Contests

5, 12, 20, 26, 33, and 61.

Participation and Meetings

6, 14, 17, 22, 37, 42, 43, 51, and 54.

Instruction and the Classroom

10, 27, 34, 44, 45, 46, 47, 48, 49, and 58.

APPENDIX C

PANEL OF JURORS

Mr. John J. Brophy
State Advisor-DECA
Bureau of Distributive Education
The State Education Department
Albany, New York

Mr. Reno Knouse, Professor
School of Business
State University of New York
at Albany
Albany, New York

Mr. Joseph Celiberti
DECNY Student President
Distributive Education Clubs of
New York
Oceanside, New York

Mr. Dennis Murphy
Assistant Principal
Connectquot High School
Bohemia, New York

Mr. Donald Freeman
Associate Professor
College of Education
Michigan State University
East Lansing, Michigan

Mr. George Pappas, President
New York State Distributive
Education Association
Sweethome High School
Buffalo, New York

APPENDIX D

SAMPLE LETTER TO PROSPECTIVE JURY MEMBERS

Dear _____.

As part of my doctoral program in education at Michigan State University, I am conducting a study of the perceptions and expectations of secondary students and selected professional education groups concerning the functions and operations of the Distributive Education Clubs in New York State.

Most of what students and educators know about DECA is based upon their own experiences within their own programs. I am sure that it is a mutual desire that the functions and operations of DECA continue to improve, and a realization that additional researched information will prove most valuable.

I would like to request your assistance with this study. I am utilizing the jury method to validate my test instrument. In the jury method, select persons will individually and independently evaluate and critique the questionnaire. I would like you to be a member of this jury.

There will be five other panel members representing a cross section of persons associated with, and experienced with the activities of DECNY and DECA. An extensive review of related studies and literature indicates this study will be a first in the area of club activities of DECA.

The proposed study and design has been reviewed, approved, and endorsed by the Bureau of Distributive Education at Albany and by the Research Bureau of the Department of Secondary Education and Curriculum at Michigan State University. Your assistance in serving as a jury member will be most appreciated. A return self-addressed card is enclosed for your convenience in replying.

Sincerely,

Ross T. Dailey

APPENDIX E

LETTER TO JURY MEMBERS - DIRECTIONS

Dear _____.

Thank you for your reply and positive reaction towards being an evaluating member of the participating "JURY" in my study, STUDENT AND EDUCATORS'S EXPECTATIONS REGARDING THE FUNCTIONS AND OPERATIONS OF A VOCATIONAL CO-CORRICULAR ACTIVITY - - DECA.

As a member of the jury panel will you critique and evaluate the questionnaire items which will ultimately be presented to students and educators in New York State. These items will be the criteria which will determine certain characteristic belief systems of these position groups.

The items should be reviewed in terms of clarity, representativeness, and comprehensiveness of the field of knowledge relating to the functions and operations of DECA. Please then state in numerical form to the left of the item, your rating as indicated below:

- | | |
|------------------|------------|
| 1 - Very good | 4 - Poor |
| 2 - Satisfactory | 5 - Delete |
| 3 - Fair | |

Do not hesitate to comment on the items themselves, particularly if you feel certain workds or phases should be inserted or taken out. There may be other areas or questions which you think should be included. Please feel free to write these in.

The second set of enclosed sheets are the same items but classified into areas of beliefs. Comment on these if you wish. Return the sheets in the enclosed envelope.

Thank you for your assistance in this study. This research project will have a positive impact on our programs. Your participation is greatly appreciated.

Sincerely,

Ross T. Dailey

APPENDIX F

PART II

STUDENTS - ABOUT YOURSELF

Directions: Please read each question carefully. Select the appropriate answer for you and place a check mark (✓) in the space provided. Do not omit any questions.

1. What was your age at the beginning of this school year?
 - Under 16 _____
 - 16 years _____
 - 17 years _____
 - 18 years _____
 - Over 18 _____
2. What is your sex? Female _____ Male _____
3. What is your present class status?
 - 9th grader _____
 - 10th grader _____
 - 11th grader _____
 - 12th grader _____
4. Including this year as one, how many years have you been a member of DECA?
 - None _____ One _____ Two _____ Three _____
5. Including this year as one, how many years have you been enrolled in distributive education?
 - In 1st year _____
 - Two years _____
 - Three years _____
 - Four years _____
6. Did you have any previous knowledge of or acquaintance with distributive education and/or DECA before your enrollment in D.E.?
 - Yes _____ No _____
7. Did anyone provide you with information about distributive education or DECA before your enrollment in D.E.?
 - Yes _____ No _____
8. (Answer only if you answered item 7 "yes.") Which of the following was your main source of information about distributive education?

| | |
|------------------------|-----------------------|
| Family _____ | Assembly _____ |
| Friends-students _____ | Guidance _____ |
| D.E. coordinator _____ | Other (specify) _____ |
| Publicity _____ | |
9. What is your career goal?

(ex. buyer, retailer, manager, nurse)

Indicate here _____
10. Including this year, how many business subjects other than D.E. have you taken? (Note: Include subjects in Junior High School. Consider a half year subject as one.)
 - None _____ 1 _____ 2 _____ 3 _____ 4 or more _____
11. Are you currently employed in a distributive occupation? (ex. retailing, service)
 - If you are not sure, check "yes" and indicate your job title here. Yes _____ No _____
12. Are you working toward a New York State regents diploma? (ex. regents in History and English, and in one of your sequence areas)
 - Yes _____ No _____
13. Was DECA one of the factors that influenced you in deciding to enroll in distributive education?
 - Yes _____ No _____ Not sure _____
14. In which of the following D.E. courses are you currently enrolled? (Underline the course and place a check in the column.)

| | |
|--|--|
| Merchandising II, Distribution II, Retailing II, or D. E. II _____ | |
| Marketing I, Distribution I, Retailing I, or D.E. I _____ | |
| Management, Salesmanship, or Supermarket _____ | |
| Other (specify) _____ | |
15. To what degree do you feel you are committed to a future in distribution?
 - None _____
 - Slightly _____
 - Fairly _____
 - Highly _____
16. Are you planning to attend college after high school graduation?
 - Yes _____ No _____
 - Not sure _____

APPENDIX G

PART II

EDUCATORS - ABOUT YOURSELF AND YOUR SCHOOL

Directions: Please read each question carefully. Select the one answer which best describes your answer and place a check mark (✓) in the space provided. Please do not omit any questions unless they are directed to someone in a position you do not fill.

1. What is your present position?
 DECA Chapter Advisor _____
 Guidance Director or Chairman _____
 High School or Building Principal _____
 Other (specify) _____
2. Including this school year as one, how many years have you served in this present capacity while DECA has been active in your school?
 One _____
 Two to three _____
 Four to five _____
 Six to seven _____
 Eight or more _____
3. Did you have any previous knowledge of or acquaintance with distributive education and/or DECA before you obtained your present position?
 Yes _____ No _____
4. Have you served in another capacity in the same school while DECA has been active?
 Yes _____ No _____
5. [PRINCIPALS OR ADMINISTRATORS ONLY] What is the total student enrollment in your building(s) housing the distributive education program?
 Under 500 _____
 501-1000 _____
 1001-1500 _____
 1501-2000 _____
 Over 2000 _____
6. What is the grade structure in your building housing the distributive education program?
 K-12 _____ 6-12 _____ 7-12 _____ 9-12 _____ 10-12 _____
 Other (specify) _____
7. [GUIDANCE ONLY] What do you estimate as the percentage of last year's graduating students who actually entered college?
 Less than 30% _____ 31-50% _____ 51-75% _____
 Over 75% _____
8. What was your undergraduate major?
 (Indicate specific major.)

9. How many years were you enrolled in at least one vocational education class during your high school career?
 None _____ 1 _____ 2 _____ 3 or more _____
10. Have you taken college or university courses in the teaching, philosophy, or administration of vocational education?
 Yes _____ No _____
11. How many years have you had direct contact of some type with DECA?
 One or less _____ Six to ten _____
 Two to five _____ Over ten _____
12. [GUIDANCE ONLY] Which of the following occupational titles best describes the family background of the majority of students in your school?
 Professional _____
 Business, managerial, farming _____
 Clerical or white collar _____
 Skilled labor _____
 Unskilled labor _____
13. [GUIDANCE ONLY] Which of the following best depicts the average level of education attained by the father of the youngsters in your school?
 High elementary or less _____
 Junior high school _____
 Some high school _____
 High school graduate _____
 Some college _____
 Bachelor's degree _____
 Beyond Bachelor's degree _____
14. [GUIDANCE AND PRINCIPAL ONLY] How many formally scheduled meetings or conferences did you have last year with the distributive education coordinator or DECA advisor regarding the functions and operations of DECA.
 None _____
 One _____
 Two _____
 Three or more _____

APPENDIX H

Questionnaire Part II

Advisors Only

FOR DECA CHAPTER ADVISORS ONLY

Directions: Please read each question carefully. Select the one answer which is the closest or which best describes your answer and place a check mark (✓) in the space provided. Do not omit any questions.

1. How many students are enrolled in the distributive education courses in your school?
 - Under 15 _____
 - 16-25 _____
 - 26-50 _____
 - 51-75 _____
 - 76-100 _____
 - Over 100 _____
2. How many students are currently enrolled as members of DECA?
 - Under 15 _____
 - 16-25 _____
 - 26-50 _____
 - 51-75 _____
 - 76-100 _____
 - Over 100 _____
3. What proportion of the distributive education courses offered do you teach?
 - Less than half _____
 - Half to three quarters _____
 - More than three quarters _____
 - All of the courses _____
4. Including this year, how many years has the DECA chapter been in operation in your school?
 - One _____
 - Two to three _____
 - Four to five _____
 - Six to ten _____
 - Over ten _____
5. How many formally scheduled meetings or conferences do you usually have per school year with the guidance department and/or with administrators regarding the functions and operations of DECA?
 - None _____
 - One _____
 - Two _____
 - Three or more _____
6. How many other D.E. teachers instruct distributive education classes besides yourself?
 - None _____
 - One _____
 - Two _____
 - Three _____
 - Four or more _____
7. How many district contest winners did your chapter have during the last school year (1969-1970)?
 - None _____
 - One to Two _____
 - 3 to 5 _____
 - 6 to 10 _____
 - 11 or more _____
8. How many direct state contests (no area eliminations) did your students enter at the last state conference?
 - None _____
 - One to Two _____
 - 3 to 5 _____
 - 6 to 10 _____
 - 11 or more _____
9. What total number of contestants (area winners and direct entries) did your chapter enter at the last state conference?
 - None _____
 - One to two _____
 - 3 to 5 _____
 - 6 to 10 _____
 - 11 or more _____
10. Which of the following best describes the population of the community in which your high school is located?
 - A large city (200,000 population or more) _____
 - Suburb of a large city (within 25 miles) _____
 - Medium size city (50,000-199,000) _____
 - Suburb of a medium size city (within 10 miles) _____
 - A small city or large town _____
 - Small town and/or rural area _____
11. Does your chapter have an advisory committee from the local community and/or local businesses?
 - Yes _____ No _____

(over)

12. Which of the following best describes the family economic background of the students enrolled in your school?

- Very low incomes
- Low incomes
- Medium to low incomes
- Medium income
- Above medium incomes

13. Which of the following best describes the family economic background of the students enrolled in distributive education and DECA?

- Very low incomes
- Low incomes
- Medium to low incomes
- Medium income
- Above medium incomes

14. Approximately what percentage of the students in your school are non-white?

- 0%
- 1 - 10%
- 11 - 25%
- 26 - 50%
- 51 - 75%
- Over 75%

15. Approximately what percentage of the students in distributive education and DECA are non-white in your school?

- 0%
- 1 - 10%
- 11 - 25%
- 26 - 50%
- 51 - 75%
- Over 75%

16. Are you in charge of the school store operation?

Yes No

17. Is the school store operation part of the distributive education program?

Yes No

18. Do you coordinate the co-op phase of the distributive education program?

Yes No

19. What is the ratio of girls to boys in your distributive education program?

Indicate here _____

20. What is the ratio of girls to boys in your DECA chapter?

Indicate here _____

21. How many times has your local chapter or officers addressed the local chamber of commerce, service club, businessmen's association, or other civic-service clubs during the past school year?

Not at all Once Two or more

22. Has your chapter been involved in other related civic activities this past year? (ex. party for disadvantaged children)

Yes No

23. Approximately how many hours do you regularly spend per week (excluding contest preparation) directed towards DECA activities outside of the classroom periods?

- One hour
- Two hours
- Three to five hours
- Six to ten hours
- Over ten hours

24. What percentage of your D.E. students are bound for further education after high school?

- 0%
- 1 - 5%
- 6 - 10%
- 11 - 25%
- 26 - 50%
- Over 50%

25. Approximately how many hours do you spend per week during contest preparation time, outside of the regular classroom period.

- One hour
- Two hours
- Three to five hours
- Six to ten hours
- Over ten hours

26. Approximately how much conference time do you spend with your full slate of DECA officers in advisor-officer meetings?

None Once a week Once a month
Other (specify) _____

APPENDIX I

ENDORSEMENT LETTER TO EDUCATORS

Please circulate to: High School Principals
Guidance Directors
Distributive Education teachers and
DECNY-DECA Advisors

Subject: Pertinent Research in Vocational Co-curricular Activities
in Distributive Education -- DECA (Distributive Education
Clubs of America)

During the current term, a research project is being carried out that is concerned with determining the perceptions and expectations of students and professional educators in relation to the functions and operations of a vocational co-curricular activity, namely DECA.

The Bureau of Distributive Education requests your participation in this project. It has been designed for New York State schools by one of our outstanding teacher-coordinators. There are many views and beliefs concerning the functions and operations of DECA. The information from the selected respondents will be most beneficial in the present and future growth and development of our youngsters and of ultimate benefit to our high school programs.

You will be receiving a questionnaire in late January. Please take a brief moment to participate by completing and returning the survey form. We are assured that the data will be handled in such a way that no school or individual can be, or will be, identified.

Your contribution to this examination of an activity which involves the youth of our subject area will be appreciated.

Douglas T. Adamson

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
ALBANY, NEW YORK 12224

ROBERT S. SECKENDORF
ASSISTANT COMMISSIONER FOR
OCCUPATIONAL EDUCATION

DIVISION OF OCCUPATIONAL EDUCATION INSTRUCTION
ROBERT H. BIELEFELD, DIRECTOR
518 474.4686

APPENDIX J

BUREAU OF DISTRIBUTIVE EDUCATION
DOUGLAS T. ADAMSON, CHIEF
518 474.5047

REGIONAL ENDORSEMENT LETTER

January 4, 1971

TO: Regional Inservice Leaders
FROM: Doug Adamson
SUBJECT: Support of DECNY-DECA Research Project

We are very pleased that there is currently related research being conducted in the area of Distributive Education in New York State. Specifically, a research project is being undertaken by Ross Dailey, a fellow coordinator on Long Island. The study is being directed at belief systems pertaining to the functions and operations of DECNY-DECA.

The Bureau of Distributive Education has reviewed and evaluated the research design and strongly encourages participation by the selected schools that will be contacted shortly. We would like you, as regional leader, to encourage support and cooperation of your area coordinators and advisors. The study will have implication and benefits towards the growth and developments of our local chapters in New York State.

Mr. Dailey has assured me that no school or individual can be identified from the handling of the data. It is essential, however, that all selected schools respond and that the questionnaire be completed in full in order for the study to be valid and reliable.

Please include this announcement at your next area meeting and encourage full participation for the persons who receive the survey form. Thank you.

APPENDIX K

FIRST ADVISOR LETTER FROM WRITER

Dear DECA Advisor:

I am conducting an in-depth study of the perceptions and expectations of students and selected professional educators concerning the functions and operations of DECA in New York State.

This research project is being conducted with the assistance and co-operation of the Bureau of Occupational Research and the Bureau of Distributive Education. The purpose of the study, in general, is to determine the belief systems which four position groups hold toward the functions and operations of DECA. The four position groups are DECA Advisors, guidance personnel, principals, and students.

Your participation in the study would involve the completion of a questionnaire by you and the students in your distributive education program. Your principal and guidance director will be contacted concerning their similar participation in the project. The position group responses will not be matched with the individual schools but will be treated as totals within the position groups.

I am sure you will agree that we need more information concerning the various perceptions and expectations of the functions and operations of DECA in New York State. Your participation will help to provide this information. No schools or individuals will be identified from the data.

I would appreciate receiving the enclosed card from you. This will assist in organizing and arranging for sufficient numbers and packets of questionnaires and for identifying your principal and guidance director. Please return this brief survey card this week. Thank you.

Cordially,

Ross T. Dailey
Project Director

RTD:rk

Enclosure: 1 reply card

APPENDIX L

ADVISOR RESPONSE CARD REQUEST

NEW YORK STATE CO-CURRICULAR STUDY: PERCEPTIONS AND EXPECTATIONS

High School Name _____ Name of Advisor _____
 Address _____ Number of DECA members _____

Please fill in the blanks below with the appropriate numbers applicable to your school. Give as close an estimate as possible if you are not sure. Before answering, read "There are"

_____ predominantly senior sections (D.E.II, Dist. II, Retailing II) or classes.

_____ students enrolled in these sections.

_____ DECA members in these sections.

_____ predominantly junior sections (D.E.I, Dist., Retailing I, Mktg. I) or classes.

_____ students enrolled in these sections.

_____ DECA members in these sections.

_____ other sections or courses in distributive education not mentioned above.

_____ students enrolled in these sections.

_____ DECA members in these other sections.

PLEASE PRINT NAMES:

 _____ Guidance Director (chairman or building suprv.)
 _____ Building Principal or Administrator.

APPENDIX M

THANK YOU FOR PARTICIPATION RESPONSE CARD

Dear _____:

Thank you for your prompt return of the brief survey reply card concerning the DECA research project.

This New York State study concerning the perceptions and expectations of students, advisors, guidance directors, and principals as they view the functions and operations of DECA will have a great deal of value and benefit to our local programs. Your interest and cooperation will make this possible.

I have enclosed a copy of the letter from the Bureau of Distributive Education. If this bulletin was not circulated to your principal and guidance director previously, your assistance in giving this copy to them will be appreciated. This contact with your principal or guidance director may also serve as an opportunity for you to discuss DECA on your local level and for them to become aware that research is being done in our area.

Identical opinion questionnaires will be sent to you, your students, guidance director, and principal during the next two weeks. Once again, the data will be handled in such a manner that no school or individual will be identified.

A packet containing questionnaires for your students will be in a separate mailing and will probably be delivered to your school parcel room. A pilot test administration indicates student completion to be approximately 20-25 minutes.

This study is part of my doctoral requirements. At the conclusion of this study, I expect to disseminate to the participating advisors the information I have gathered.

Cordially,

Ross T. Dailey
Project Director

Enclosure

APPENDIX N

FOLLOW UP FOR PARTICIPATION RESPONSE CARD FROM ADVISOR

Dear _____:

If you have not yet returned the blue-survey card from the earlier mailing pertaining to the DECA Co-curricula study, please send this as soon as possible. The most important item at this time is the number of DECA members in your chapter, so that the proper amount of questionnaires will be sent to you.

This New York State study concerning the perceptions and expectations of students, advisors, guidance directors, and principals as they view the functions and operations of DECA will have a great deal of value and benefit to our local programs. Your interest and cooperation will make this possible.

I have enclosed a copy of the letter from the Bureau of Distributive Education. If this bulletin was not circulated to your principal and guidance director previously, your assistance in giving this copy to them will be appreciated. This contact with your principal or guidance director may also serve as an opportunity for you to discuss DECA on your local level and for them to become aware that research is being done in our area.

Identical opinion questionnaires will be sent to you, your guidance director, and your principal. A packet containing questionnaires for your students will be in a separate mailing at the same time. A pilot test administration indicates student completion in approximately 20-25 minutes. Once again, the data will be handled in such a manner that no school or individual will be identified.

This study is part of my doctoral requirements. At the conclusion of this study, I expect to disseminate to the participating advisors the information I have gathered.

Cordially,

Ross T. Daily
Project Director

Enclosure

APPENDIX O

THIRD LETTER TO ADVISOR - FORMS ON WAY

To: DECA Advisor

From: Ross Dailey, D. E. Co-ordinator, West Babylon

Re: Research Project in Distributive Education

Hi - - we're on our way. A packet of student questionnaires pertaining to the research project, "SELECTED STUDENTS AND EDUCATORS PERCEPTIONS AND EXPECTATIONS REGARDING THE FUNCTIONS AND OPERATIONS OF A VOCATIONAL CO-CURRICULAR ACTIVITY" is in the mail and should be arriving shortly.

If you were able to respond to earlier correspondence, the packet will contain a sufficient supply of questionnaires for all your DECA students. If you were unable to respond, the number of questionnaires being sent to you is based on your past membership figures. We may have missed you in earlier mailings. If so, we hope you will be able to participate in this project at this time.

The questionnaire can be completed within a class period, allowing time for brief directions, distribution, and collection. I think your students will enjoy participating in the project. You may wish to mention to them in advance that they have been selected to participate in a research effort. Their responses are important for the future growth and development of distributive education and DECA.

Your participation is appreciated in this research. The data will be handled in such a manner that no individuals or schools will be identified. As you well know, we are looking ahead in distributive education and strongly feel that our local DECA activities will benefit from this research.

Thank you in advance for both your interest and assistance in this research and for your student's co-operation.

APPENDIX P

ADVISOR ADMINISTRATION BRIEFING

To: DECA Advisor

From: Ross Dailey

Re: Administration of Student Questionnaire
(New York State Co-curricular Study)

We have arrived! The questionnaires, that is. Enclosed you will find a sufficient number of questionnaires pertaining to the research project, "SELECTED STUDENTS AND EDUCATORS PERCEPTIONS AND EXPECTATIONS REGARDING THE FUNCTIONS AND OPERATIONS OF A VOCATIONAL CO-CURRICULAR ACTIVITY - - DECA", for administration to your DECA members.

We strongly suggest that a DECA officer or member be responsible for DISTRIBUTING the questionnaires and READING the COVER PAGE for the students as they follow along. This will help eliminate any bias which can be created by teacher participation. This will also aid you in the administrative task and give you ample time to complete the enclosed questionnaire and data sheets for advisors.

If you have the opportunity, please encourage your principal and guidance director to complete their questionnaires, which should be at their desks shortly. Their beliefs regarding DECA are important to our study.

If the number of questionnaires in this packet are inaccurate, please call me at 516-M09-6000, extension 297. Again, thank you for your participation in this research effort, Our programs are sure to benefit by this work and should give us new insight to our operations.

APPENDIX Q

FIRST LETTER TO PRINCIPALS AND GUIDANCE DIRECTORS

NEW YORK STATE CO-CURRICULAR STUDY

in co-operation with

THE STATE EDUCATION DEPARTMENT

To: Principal and Guidance Director

From: Mr. Ross Dailey, Research Director

Re: Completion of Questionnaire

Enclosed you will find a questionnaire pertaining to the research project "STUDENT AND EDUCATOR PERCEPTIONS AND EXPECTATIONS REGARDING THE FUNCTIONS AND OPERATIONS OF A VOCATIONAL CO-CURRICULAR ACTIVITY."

I sincerely encourage you to participate in this research. As the enclosed state department bulletin mentions, no individuals or schools will be identified. This research will have definite value for our local school programs and should give us new insights into our operations and functions.

The participation of selected guidance directors and principals is essential to the success of the research. YOUR VIEWS ARE IMPORTANT TO THIS STUDY. Please return the questionnaire in the enclosed envelope. Completion of this questionnaire takes approximately 15 minutes. There is a great deal of work which enters your office. Your time and interest in this particular project will be well worth your time and will be appreciated.

This study, done in co-operation with the Bureau of Distributive Education, will also be partially fulfilling my degree requirements. A summary publication will be sent to the bureau and will be disseminated to the participating schools as part of the project.

Again, thank you for your participation in this effort. Our programs are sure to benefit by this work.

APPENDIX R

IDENTIFICATION SHEET TO ATTACH TO THE RETURNED QUESTIONNAIRE

For clerical purposes, will you please indicate your school,
name on this sheet and return this with your questionnaire. Thank you.

APPENDIX S

FIRST FOLLOW UP CARD

(First Reminder)

We deeply appreciate your participation in the New York State Co-curricular Study. No one else can give us the insights and experience which you have and which we need.

If your questionnaire is already in the mail, thank you for your help. If not, could you mail it today?

Project Director

APPENDIX T

FIRST FOLLOW UP LETTER

(Second Reminder)

To: Principal, Guidance Director, and DECA Advisor
Re: New York State Co-curricular Study
From: Ross T. Dailey, Research Director

Because of your position in your school, you were selected to participate in a study of the functions and operations of a vocational co-curricular activity - - DECA (Distributive Education Clubs of America).

We need your answers to the questionnaire statements. As was previously mentioned in earlier correspondence, the State Education Department is endorsing and giving complete cooperation to this research. All 103 selected New York State school returns are necessary for this research to be valid. This research will also partially fulfill the requirements of my degree program.

In the event that you have misplaced the questionnaire we sent to you earlier, we are enclosing another copy. The form takes approximately 10-15 minutes to complete. Please return it as soon as possible. Please be assured that no persons or schools will be identified in any way. Thank you for your time and effort.

APPENDIX U

SECOND FOLLOW UP CARD

(Third Reminder)

I wish to urge you again to complete and return the New York State Co-curricular Study Questionnaire.

If your questionnaire has been mailed, thank you for your co-operation. If not, I hope you will find time to complete and mail the questionnaire as soon as possible.

Each of the selected 125 school returns are important and essential to the success of the research. Your opinions, in particular are needed.

APPENDIX V

THANK YOU CARD

Thank you for your prompt completion and return of the questionnaire regarding the New York State Co-curricular Study--DECA. Your participation is deeply appreciated.

No one can give us the insights and experience which advisors, guidance directors, and principals have--and which we need.

Thank you again for your contribution and interest in this study.

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
ALBANY, NEW YORK 12224

ROBERT S. SECKENDORF
ASSISTANT COMMISSIONER FOR
OCCUPATIONAL EDUCATION

DIVISION OF OCCUPATIONAL EDUCATION INSTRUCTION
ROBERT H. BIELEFELD, DIRECTOR
518 474-6686

APPENDIX W

BUREAU OF DISTRIBUTIVE EDUCATION
DOUGLAS T. ADAMSON, CHIEF
518 474-9647

FINAL FOLLOW UP LETTER

(Fourth Reminder)

March 15, 1971

Please circulate to: High School Principals
Guidance Directors
Distributive Education Teachers and
DECNY-DECA Advisors

Subject: Research in Distributive Education Needs Your Further
Participation

Mr. Ross Dailey, who is conducting a New York State Co-curricular Study in Distributive Education, has mentioned to me that a number of important questionnaires sent in the last two months have not yet been returned. Your school was originally selected to participate.

I wish to urge you to complete and return the questionnaire(s). This study is important and will provide information regarding the functions and operations of distributive education co-curricular activities.

If your questionnaire has been returned, thank you for your cooperation. If not, please complete and mail it to Mr. Dailey at West Babylon High School, West Babylon, New York 11704.


Douglas T. Adamson

APPENDIX X

Tables - Chapter IV

Parts I and II

TABLE I
ADVISORS' COMMUNITY POPULATION DESCRIPTION

| Club Size | Large City | | Medium Size City | | Suburb of Medium Size City | | Small City or Large Town | | Small Town or Rural | | Totals | | | |
|-----------|------------|--------|------------------|--------|----------------------------|--------|--------------------------|-------|---------------------|--------|--------|--------|----|---------|
| | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | | |
| Small | 7 | (29.2) | 10 | (41.6) | 1 | (4.2) | 0 | (0.0) | 5 | (20.8) | 1 | (4.2) | 24 | (100.0) |
| Medium | 3 | (10.0) | 9 | (30.0) | 1 | (3.3) | 1 | (3.3) | 9 | (30.0) | 7 | (23.4) | 30 | (100.0) |
| Large | 1 | (3.3) | 16 | (53.3) | 3 | (10.0) | 2 | (6.7) | 6 | (20.0) | 2 | (6.7) | 30 | (100.0) |
| Totals | 11 | (13.1) | 55 | (41.6) | 5 | (6.0) | 3 | (3.6) | 20 | (23.8) | 10 | (11.9) | 84 | (100.0) |

Unanswered = 1

TABLE II
ADVISORS' DESCRIPTION OF THE GRADE STRUCTURE IN THEIR BUILDING HOUSING THE DISTRIBUTIVE EDUCATION PROGRAM

| Club Size | K - 12 | | 6 - 12 | | 7 - 12 | | Grades 9 - 12 | | 10 - 12 | | Area School | | Totals | |
|-----------|--------|---|--------|-------|--------|--------|---------------|--------|---------|--------|-------------|-------|--------|---------|
| | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % |
| Small | - | - | - | - | 2 | (9.5) | 10 | (47.6) | 9 | (42.9) | - | - | 21 | (100.0) |
| Medium | - | - | - | - | 4 | (14.8) | 11 | (40.7) | 11 | (40.7) | 1 | (3.8) | 27 | (100.0) |
| Large | - | - | 1 | (3.6) | 1 | (3.6) | 12 | (42.8) | 14 | (50.0) | - | - | 28 | (100.0) |
| Totals | - | - | 1 | (1.3) | 7 | (9.2) | 33 | (43.4) | 34 | (44.8) | 1 | (1.3) | 76 | (100.0) |

Unanswered = 9

TABLE III
 RESPONSES OF SCHOOL ADVISORS AS
 TO PERCENTAGE OF GIRLS ENROLLED IN THE DISTRIBUTIVE EDUCATION PROGRAM

| Club Size | 25%-Less | | 33-40% | | 50% | | 60-66% 2/3 | | 75% | | 80% | | 83 1/3% | | 87 1/2% | | 90% | | Totals | |
|-----------|----------|--------|--------|--------|-----|--------|------------|--------|-----|--------|-----|-------|---------|--------|---------|-------|-----|--------|--------|---------|
| | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % |
| Small | 6 | (25.0) | 2 | (8.3) | 5 | (20.8) | 1 | (4.2) | 4 | (16.7) | 0 | (0.0) | 2 | (8.3) | 0 | (0.0) | 4 | (16.7) | 24 | (100.0) |
| Medium | 3 | (10.0) | 4 | (13.3) | 8 | (26.7) | 9 | (30.0) | 4 | (13.3) | 0 | (0.0) | 1 | (3.3) | 0 | (0.0) | 1 | (3.3) | 30 | (100.0) |
| Large | 0 | (0.0) | 4 | (13.3) | 7 | (23.3) | 8 | (26.7) | 2 | (6.7) | 1 | (3.3) | 3 | (10.0) | 2 | (6.7) | 3 | (10.0) | 30 | (100.0) |
| Totals | 9 | (10.7) | 10 | (11.9) | 20 | (23.8) | 18 | (21.4) | 10 | (11.9) | 1 | (1.2) | 6 | (7.2) | 2 | (2.4) | 8 | (9.5) | 84 | (100.0) |

Unanswered = 1

TABLE IV
 RESPONSES OF SCHOOL ADVISORS AS
 TO PERCENTAGE OF GIRLS ENROLLED IN DECA

| Club Size | 25%-Less | | 33-40% | | 50% | | 60-66 2/3 % | | 75% | | 80% | | 83 1/3% | | 87 1/2% | | 90% | | Totals | |
|-----------|----------|--------|--------|--------|-----|--------|-------------|--------|-----|--------|-----|-------|---------|--------|---------|-------|-----|--------|--------|---------|
| | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % |
| Small | 5 | (20.9) | 1 | (4.2) | 3 | (12.5) | 2 | (8.4) | 7 | (29.2) | 1 | (4.1) | 1 | (4.1) | 0 | (0.0) | 4 | (16.7) | 24 | (100.0) |
| Medium | 4 | (13.3) | 3 | (10.0) | 7 | (23.4) | 7 | (23.3) | 4 | (13.3) | 0 | (0.0) | 2 | (6.7) | 0 | (0.0) | 3 | (10.0) | 30 | (100.0) |
| Large | 0 | (0.0) | 5 | (16.7) | 6 | (20.0) | 6 | (20.0) | 3 | (10.0) | 0 | (0.0) | 3 | (10.0) | 2 | (6.6) | 5 | (16.7) | 30 | (100.0) |
| Totals | 9 | (10.7) | 9 | (10.7) | 16 | (19.1) | 15 | (17.9) | 14 | (16.7) | 1 | (1.2) | 6 | (7.1) | 2 | (2.3) | 12 | (14.3) | 84 | (100.0) |

Unanswered = 1

TABLE V

STUDENT AGES AT THE BEGINNINGS OF THE PRESENT SCHOOL YEAR

| Club Size | Under 16 | | 16 | | 17 | | 18 | | Over 18 | | Totals | |
|-----------|----------|--------|-----|--------|-----|--------|-----|--------|---------|--------|--------|---------|
| | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % |
| Small | 28 | (12.4) | 59 | (26.1) | 104 | (46.0) | 29 | (12.8) | 6 | (2.7) | 226 | (100.0) |
| Medium | 44 | (8.5) | 184 | (35.6) | 214 | (41.4) | 65 | (12.6) | 10 | (1.9) | 517 | (100.0) |
| Large | 129 | (10.1) | 471 | (36.9) | 524 | (41.0) | 128 | (10.0) | 26 | (2.0) | 1278 | (100.0) |
| Totals | 201 | (9.9) | 714 | (35.3) | 842 | (41.7) | 222 | (11.0) | 42 | (2.1) | 2021 | (100.0) |

Unanswered = 19

TABLE VI
 STUDENTS' MAIN SOURCE OF
 ORIGINAL INFORMATION ABOUT DISTRIBUTIVE EDUCATION

| Club Size | Friends | | Family | | Corrdinator | | Publicity | | Assembly | | Guidance | | Other | | Totals | |
|--------------|---------|--------|--------|--------|-------------|--------|-----------|-------|----------|-------|----------|--------|-------|-------|--------|---------|
| | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % |
| Small | 42 | (35.0) | 19 | (15.8) | 29 | (24.2) | 0 | (0.0) | 1 | (0.8) | 28 | (23.4) | 1 | (0.8) | 120 | (100.0) |
| Medium | 137 | (37.5) | 34 | (9.3) | 65 | (17.8) | 8 | (2.2) | 11 | (3.0) | 101 | (27.7) | 9 | (2.5) | 365 | (100.0) |
| Large | 414 | (45.5) | 114 | (12.5) | 120 | (13.2) | 12 | (1.3) | 18 | (2.0) | 205 | (22.6) | 27 | (2.9) | 910 | (100.0) |
| Totals | 593 | (42.5) | 167 | (12.0) | 214 | (15.3) | 20 | (1.4) | 30 | (2.2) | 334 | (23.9) | 37 | (2.7) | 1395 | (100.0) |

Unanswered = 645

TABLE VII
 NUMBER OF BUSINESS SUBJECTS
 TAKEN BY STUDENTS OTHER THAN DISTRIBUTIVE EDUCATION

| Club Size | None | | One | | Two | | Three | | Four or more | | Totals | |
|-----------|------|--------|-----|--------|-----|--------|-------|--------|--------------|--------|--------|---------|
| | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % |
| Small | 33 | (14.7) | 31 | (13.8) | 39 | (17.3) | 40 | (17.8) | 82 | (36.4) | 225 | (100.0) |
| Medium | 52 | (10.2) | 74 | (14.5) | 77 | (15.1) | 98 | (19.2) | 209 | (41.0) | 510 | (100.0) |
| Large | 180 | (14.2) | 183 | (14.4) | 202 | (15.9) | 262 | (20.6) | 441 | (34.9) | 1268 | (100.0) |
| Totals | 265 | (13.2) | 288 | (14.4) | 318 | (15.9) | 400 | (20.0) | 732 | (36.5) | 2003 | (100.0) |

Unanswered = 37

TABLE VIII

EDUCATORS' UNDERGRADUATE MAJOR

| Educators | History and English | | Math, Science, and Language | | Business Education | | Other Vocational | | Other Majors | | Totals | |
|--------------------|---------------------|--------|-----------------------------|--------|--------------------|--------|------------------|--------|--------------|--------|--------|---------|
| | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % |
| Advisors | 3 | (4.7) | 15 | (23.4) | 27 | (42.2) | 13 | (20.3) | 6 | (9.4) | 64 | (100.0) |
| Guidance Directors | 24 | (31.6) | 12 | (15.8) | 2 | (2.6) | 8 | (10.5) | 30 | (39.5) | 76 | (100.0) |
| Principals | 16 | (26.6) | 14 | (25.0) | 5 | (8.9) | 10 | (17.9) | 11 | (19.6) | 56 | (100.0) |
| Totals | 43 | (21.9) | 41 | (20.9) | 34 | (17.3) | 31 | (15.9) | 47 | (24.0) | 196 | (100.0) |

Unanswered = 40

TABLE IV

ADVISORS' UNDERGRADUATE MAJORS

| Club Size | History and English | | Math, Science and Language | | Business Education | | Other Vocational | | Other Majors | | Totals | |
|-----------|---------------------|--------|----------------------------|--------|--------------------|--------|------------------|--------|--------------|--------|--------|---------|
| | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % |
| Small | 1 | (5.9) | 3 | (17.7) | 7 | (41.2) | 4 | (23.5) | 2 | (11.7) | 17 | (100.0) |
| Medium | 1 | (4.0) | 5 | (20.0) | 11 | (44.0) | 7 | (28.0) | 1 | (4.0) | 25 | (100.0) |
| Large | 1 | (4.6) | 7 | (31.8) | 9 | (40.9) | 2 | (9.1) | 3 | (13.6) | 22 | (100.0) |
| Totals | 3 | (4.7) | 15 | (23.4) | 27 | (42.2) | 13 | (20.3) | 6 | (9.4) | 64 | (100.0) |

Unanswered = 21

TABLE X

GUIDANCE DIRECTORS' UNDERGRADUATE MAJORS

| Club Size | History and English | | Math, Science and Language | | Business Education | | Other Vocational | | Other Majors | | Totals | |
|-----------|---------------------|--------|----------------------------|--------|--------------------|--------|------------------|---------|--------------|--------|--------|---------|
| | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % |
| Small | 4 | (21.1) | 3 | (15.8) | 0 | (0.0) | 3 | (15.8) | 9 | (47.3) | 19 | (100.0) |
| Medium | 8 | (27.6) | 8 | (27.6) | 0 | (0.0) | 3 | (10.3) | 10 | (34.5) | 29 | (100.0) |
| Large | 12 | (42.9) | 1 | (3.6) | 2 | (7.2) | 2 | (7.2) | 11 | (39.1) | 29 | (100.0) |
| Totals | 24 | (31.6) | 12 | (15.8) | 2 | (2.6) | 8 | (10.5)* | 30 | (39.5) | 76 | (100.0) |

Unanswered = 3

* Physical Education II, Business Administration 6,
Elementary Education 4, Economics 3, Miscellaneous 6.

TABLE XI
PRINCIPALS' UNDERGRADUATE MAJORS

| Club Size | History and English | | Math, Science, and Language | | Business Education | | Other Vocational | | Other Majors | | Totals | |
|-----------|---------------------|--------|-----------------------------|--------|--------------------|--------|------------------|---------------------|--------------|--------|--------|---------|
| | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % |
| Small | 5 | (41.6) | 2 | (16.7) | 0 | (0.0) | 2 | (16.7) | 3 | (25.0) | 12 | (100.0) |
| Medium | 6 | (24.0) | 7 | (28.0) | 3 | (12.0) | 5 | (20.0) | 4 | (16.0) | 25 | (100.0) |
| Large | 5 | (26.3) | 5 | (26.3) | 2* | (10.5) | 3 | (15.8) | 4 | (21.1) | 19 | (100.0) |
| Totals | 16 | (28.6) | 14 | (25.0) | 5 | (8.9) | 10 | (17.9) ⁺ | 11 | (19.6) | 56 | (100.0) |

Unanswered = 16

* Includes one distributive education major

+ Includes seven industrial art majors

TABLE XII

ADVISOR YEARS OF SERVICE IN PRESENT
CAPACITY WHILE DECA HAS BEEN ACTIVE

| Club Size | YEARS SERVED | | | | | | | |
|-----------|--------------|-----------|-----------|-----------|-----------|------------|---|---|
| | 1 Year | 2-3 | 4-5 | 6-7 | 8 or more | Totals | | |
| No. | No. | No. | No. | No. | No. | No. | % | % |
| Small | 3 (12.5) | 5 (20.8) | 5 (20.8) | 2 (8.4) | 9 (37.5) | 24 (100.0) | | |
| Medium | 3 (9.7) | 11 (35.5) | 8 (25.8) | 4 (12.9) | 5 (16.1) | 31 (100.0) | | |
| Large | 1 (3.3) | 9 (30.0) | 6 (20.0) | 4 (13.4) | 10 (33.3) | 30 (100.0) | | |
| Totals | 7 (8.2) | 25 (29.4) | 19 (22.4) | 10 (11.8) | 24 (28.2) | 85 (100.0) | | |

TABLE XIII

GUIDANCE DIRECTOR'S YEARS OF SERVICE IN PRESENT
CAPACITY WHILE DECA HAS BEEN ACTIVE

| Club Size | YEARS SERVED | | | | | | | |
|-----------|--------------|-----------|-----------|----------|-----------|------------|---|---|
| | 1 Year | 2-3 | 4-5 | 6-7 | 8 or more | Totals | | |
| No. | No. | No. | No. | No. | No. | No. | % | % |
| Small | 2 (10.5) | 2 (10.5) | 8 (42.1) | 2 (10.5) | 5 (26.4) | 19 (100.0) | | |
| Medium | 8 (25.8) | 9 (29.0) | 7 (22.6) | 2 (6.5) | 5 (16.1) | 31 (100.0) | | |
| Large | 4 (14.3) | 5 (17.9) | 10 (35.6) | 5 (17.9) | 4 (14.3) | 28 (100.0) | | |
| Totals | 14 (18.0) | 16 (20.5) | 25 (32.0) | 9 (11.5) | 14 (18.0) | 78 (100.0) | | |

Unanswered = 1

TABLE XIV
 PRINCIPAL YEARS OF SERVICE IN PRESENT
 CAPACITY WHILE DECA HAS BEEN ACTIVE

| Club Size | YEARS SERVED | | | | | | | | | | | |
|-----------|--------------|--------|----|--------|----|--------|---|-----------|----|--------|----|---------|
| | 1 Year | 2-3 | | 4-5 | | 6-7 | | 8 or more | | Totals | | |
| No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | |
| Small | 2 | (13.3) | 6 | (40.0) | 2 | (13.3) | 1 | (6.7) | 4 | (26.7) | 15 | (100.0) |
| Medium | 7 | (22.6) | 9 | (29.0) | 7 | (22.6) | 5 | (16.3) | 3 | (9.7) | 31 | (100.0) |
| Large | 4 | (15.4) | 8 | (30.7) | 5 | (19.2) | 3 | (11.6) | 6 | (23.1) | 26 | (100.0) |
| Totals | 13 | (18.1) | 23 | (31.9) | 14 | (19.4) | 9 | (12.5) | 13 | (18.1) | 72 | (100.0) |

TABLE XV

ADVISORS HAVING SERVED IN ANOTHER CAPACITY IN
THE SAME SCHOOL WHILE DECA HAS BEEN ACTIVE

| Club Size | Yes | | No | | Totals | |
|-----------|-----|--------|-----|--------|--------|---------|
| | No. | % | No. | % | No. | % |
| Small | 7 | (29.2) | 17 | (70.8) | 24 | (100.0) |
| Medium | 7 | (22.6) | 24 | (77.4) | 31 | (100.0) |
| Large | 8 | (26.7) | 22 | (73.3) | 30 | (100.0) |
| Totals | 22 | (25.9) | 63 | (74.1) | 85 | (100.0) |

TABLE XVI

GUIDANCE DIRECTORS HAVING SERVED IN ANOTHER CAPACITY IN
THE SAME SCHOOL WHILE DECA HAS BEEN ACTIVE

| Club Size | Yes | | No | | Totals | |
|-----------|-----|--------|-----|--------|--------|---------|
| | No. | % | No. | % | No. | % |
| Small | 10 | (50.0) | 10 | (50.0) | 20 | (100.0) |
| Medium | 13 | (44.8) | 16 | (55.2) | 29 | (100.0) |
| Large | 15 | (53.6) | 13 | (46.4) | 28 | (100.0) |
| Totals | 38 | (49.4) | 39 | (50.6) | 77 | (100.0) |

Unanswered = 2

TABLE XVII

PRINCIPALS HAVING SERVED IN ANOTHER CAPACITY IN
THE SAME SCHOOL WHILE DECA HAS BEEN ACTIVE

| Club Size | Yes | | No | | Totals | |
|-----------|-----|--------|-----|--------|--------|---------|
| | No. | % | No. | % | No. | % |
| Small | 6 | (42.1) | 8 | (57.1) | 14 | (100.0) |
| Medium | 11 | (35.5) | 20 | (64.5) | 31 | (100.0) |
| Large | 15 | (57.7) | 11 | (42.3) | 26 | (100.0) |
| Totals | 32 | (45.1) | 39 | (54.9) | 71 | (100.0) |

Unanswered = 1

TABLE XVIII
ADVISORS' YEARS OF HIGH SCHOOL ENROLLMENT IN
VOCATIONAL EDUCATION

| Club Size | Number of Years Enrolled | | | | | | | | Totals | |
|--------------|--------------------------|--------|--------|--------|-----|--------|---------------|--------|--------|---------|
| | None | | 1 Year | | Two | | Three or more | | No. | % |
| | No. | % | No. | % | No. | % | No. | % | No. | % |
| Small | 10 | (45.5) | 5 | (22.7) | 2 | (9.1) | 5 | (22.7) | 22 | (100.0) |
| Medium | 21 | (72.4) | 3 | (10.4) | 5 | (17.3) | 0 | (0.0) | 29 | (100.0) |
| Large | 16 | (57.1) | 4 | (14.3) | 5 | (17.9) | 3 | (10.7) | 28 | (100.0) |
| Totals | 47 | (59.5) | 12 | (15.2) | 12 | (15.2) | 8 | (10.1) | 79 | (100.0) |

TABLE XIX
GUIDANCE DIRECTORS' YEARS OF HIGH SCHOOL ENROLLMENT IN
VOCATIONAL EDUCATION

| Club Size | Number of Years Enrolled | | | | | | | | Totals | |
|--------------|--------------------------|--------|--------|--------|-----|--------|---------------|--------|--------|---------|
| | None | | 1 Year | | Two | | Three or more | | No. | % |
| | No. | % | No. | % | No. | % | No. | % | No. | % |
| Small | 12 | (60.0) | 3 | (15.0) | 2 | (10.0) | 3 | (15.0) | 20 | (100.0) |
| Medium | 16 | (55.2) | 6 | (20.7) | 4 | (13.8) | 3 | (10.3) | 29 | (100.0) |
| Large | 16 | (57.1) | 6 | (21.4) | 5 | (17.9) | 1 | (3.6) | 28 | (100.0) |
| Totals | 44 | (57.1) | 15 | (19.5) | 11 | (14.3) | 7 | (9.1) | 77 | (100.0) |

Unanswered = 2

TABLE XX
PRINCIPALS' YEARS OF HIGH SCHOOL ENROLLMENT IN
VOCATIONAL EDUCATION

| Club Size | Number of Years Enrolled | | | | | | | | Totals | |
|--------------|--------------------------|--------|--------|--------|-----|--------|---------------|--------|--------|---------|
| | None | | 1 Year | | Two | | Three or more | | No. | % |
| | No. | % | No. | % | No. | % | No. | % | No. | % |
| Small | 9 | (64.3) | 4 | (28.6) | 1 | (7.1) | - | - | 14 | (100.0) |
| Medium | 14 | (50.0) | 4 | (14.3) | 4 | (14.3) | 6 | (21.4) | 28 | (100.0) |
| Large | 10 | (45.4) | 4 | (18.2) | 4 | (18.2) | 4 | (18.2) | 22 | (100.0) |
| Totals | 33 | (51.6) | 12 | (18.7) | 9 | (14.4) | 10 | (15.6) | 64 | (100.0) |

Unanswered = 8

TABLE XXI
ADVISORS' COLLEGE COURSE WORK IN VOCATIONAL EDUCATION

| Club Size | Yes | | No | | Totals | |
|-----------|-----|--------|-----|--------|--------|---------|
| | No. | % | No. | % | No. | % |
| Small | 20 | (90.0) | 2 | (9.1) | 22 | (100.0) |
| Medium | 23 | (79.3) | 6 | (20.7) | 29 | (100.0) |
| Large | 21 | (77.8) | 6 | (22.2) | 27 | (100.0) |
| Totals | 64 | (82.1) | 14 | (17.9) | 78 | (100.0) |

Unanswered = 7

TABLE XXII
GUIDANCE DIRECTORS' COLLEGE COURSE WORK IN VOCATIONAL EDUCATION

| Club Size | Yes | | No | | Totals | |
|-----------|-----|--------|-----|--------|--------|---------|
| | No. | % | No. | % | No. | % |
| Small | 15 | (75.0) | 5 | (25.0) | 20 | (100.0) |
| Medium | 18 | (62.1) | 11 | (37.9) | 29 | (100.0) |
| Large | 23 | (82.1) | 5 | (17.9) | 28 | (100.0) |
| Totals | 56 | (72.7) | 21 | (27.3) | 77 | (100.0) |

Unanswered = 2

TABLE XXIII
PRINCIPALS' COLLEGE COURSE WORK IN VOCATIONAL EDUCATION

| Club Size | Yes | | No | | Totals | |
|-----------|-----|--------|-----|--------|--------|---------|
| | No. | % | No. | % | No. | % |
| Small | 8 | (57.1) | 6 | (42.9) | 14 | (100.0) |
| Medium | 18 | (64.3) | 10 | (35.7) | 28 | (100.0) |
| Large | 11 | (52.4) | 10 | (47.6) | 21 | (100.0) |
| Totals | 37 | (58.7) | 26 | (41.3) | 63 | (100.0) |

Unanswered = 9

TABLE XXIV
ADVISORS' SCHEDULED MEETINGS REGARDING DECA

| Club Size | Number of meetings | | | | | | | | Totals | |
|-----------|--------------------|--------|-----|--------|-----|--------|-----|-----------------|--------|---------|
| | No. | None % | No. | One % | No. | Two % | No. | Three or more % | No. | % |
| Small | 15 | (62.5) | 3 | (12.5) | 4 | (16.7) | 2 | (8.3) | 24 | (100.0) |
| Medium | 14 | (46.6) | 6 | (20.0) | 5 | (16.7) | 5 | (16.7) | 30 | (100.0) |
| Large | 10 | (33.4) | 7 | (23.3) | 7 | (23.3) | 6 | (20.0) | 30 | (100.0) |
| Totals | 39 | (46.4) | 16 | (19.1) | 16 | (19.1) | 13 | (15.4) | 84 | (100.0) |

Unanswered = 1

TABLE XXV
GUIDANCE DIRECTORS' SCHEDULED MEETINGS REGARDING DECA

| Club Size | Number of meetings | | | | | | | | Totals | |
|-----------|--------------------|--------|-----|--------|-----|--------|-----|-----------------|--------|---------|
| | No. | None % | No. | One % | No. | Two % | No. | Three or more % | No. | % |
| Small | 10 | (58.8) | 5 | (29.4) | 1 | (5.9) | 1 | (5.9) | 17 | (100.0) |
| Medium | 15 | (50.0) | 6 | (20.0) | 5 | (16.7) | 4 | (13.3) | 30 | (100.0) |
| Large | 11 | (39.3) | 5 | (17.9) | 4 | (14.3) | 8 | (28.5) | 28 | (100.0) |
| Totals | 36 | (48.0) | 16 | (21.3) | 10 | (13.4) | 13 | (17.3) | 75 | (100.0) |

Unanswered = 4

TABLE XXVI
PRINCIPALS' SCHEDULED MEETINGS REGARDING DECA

| Club Size | Number of meetings | | | | | | | | Totals | |
|-----------|--------------------|--------|-----|--------|-----|--------|-----|-----------------|--------|---------|
| | No. | None % | No. | One % | No. | Two % | No. | Three or more % | No. | % |
| Small | 3 | (21.4) | 2 | (14.3) | 4 | (28.6) | 5 | (35.7) | 14 | (100.0) |
| Medium | 9 | (30.0) | 7 | (23.3) | 5 | (16.7) | 9 | (30.0) | 30 | (100.0) |
| Large | 6 | (24.0) | 4 | (16.0) | 7 | (28.0) | 8 | (32.0) | 25 | (100.0) |
| Totals | 18 | (26.1) | 13 | (18.8) | 16 | (23.2) | 22 | (31.9) | 69 | (100.0) |

Unanswered = 3

TABLE XXVII
 MEAN RESPONSE OF POSITION GROUPS AND ORGANIZATION SIZES
 TO SEVEN BELIEF SYSTEMS

| Groups | Size | Membership | Community | Advisors | Information | Competition | Participation | Instruction |
|--------------------|--------|------------|-----------|----------|-------------|-------------|---------------|-------------|
| Advisors | Small | 3.19444 | 3.74404 | 3.68181 | 3.75000 | 3.79861 | 3.96759 | 4.07915 |
| | Medium | 3.21236 | 3.97695 | 3.86217 | 3.94758 | 3.70430 | 4.12903 | 4.15483 |
| | Large | 3.33055 | 4.14761 | 3.78788 | 4.10416 | 3.81111 | 4.19259 | 4.20333 |
| Guidance Directors | Small | 3.25416 | 4.07857 | 3.75909 | 4.13125 | 3.57500 | 3.84444 | 3.83500 |
| | Medium | 3.18888 | 4.10000 | 3.68181 | 3.94166 | 3.37777 | 3.82953 | 3.76666 |
| | Large | 3.13793 | 3.99507 | 3.68025 | 3.82327 | 3.36781 | 3.77011 | 3.70689 |
| Principals | Small | 3.00555 | 3.88571 | 3.64848 | 3.75833 | 3.50000 | 3.71851 | 3.82666 |
| | Medium | 3.13440 | 3.88018 | 3.57771 | 3.68145 | 3.20967 | 3.69892 | 3.66129 |
| | Large | 3.17948 | 4.00000 | 3.64685 | 4.00480 | 3.31410 | 3.80341 | 3.67307 |
| Students | Small | 2.98514 | 3.55397 | 3.42529 | 3.65163 | 3.64275 | 3.60096 | 3.64043 |
| | Medium | 3.07776 | 3.70747 | 3.54285 | 3.80725 | 3.69084 | 3.81446 | 3.86316 |
| | Large | 3.02754 | 3.58153 | 3.42987 | 3.71277 | 3.59344 | 3.62243 | 3.67410 |

Note: Mean response score based on five-point scale
 1 - strongly disagree, 2 - disagree, 3 - undecided, 4 - agree, 5 - strongly agree

TABLE XXVIII
 MEAN RESPONSE OF POSITION GROUPS TO DEGREE
 OF DIRECT CONTACT WITH DECA TO THE SEVEN BELIEF SYSTEMS

| Group | Degree | Membership | Community | Advisors | Information | Competition | Participation | Instruction |
|--------------------|--------------|------------|-----------|----------|-------------|-------------|---------------|-------------|
| Advisors | Slight | 3.50000 | 4.04762 | 3.36364 | 4.00000 | 3.50000 | 4.07407 | 4.06667 |
| | Considerable | 3.27193 | 4.03008 | 3.87321 | 4.03290 | 3.82456 | 4.13450 | 4.22632 |
| | | High | 3.19792 | 3.91667 | 3.74621 | 3.96875 | 3.66667 | 4.02778 |
| | Very High | 3.23077 | 4.00000 | 3.69231 | 3.74039 | 3.66667 | 4.12821 | 4.16154 |
| Guidance Directors | Slight | 3.04167 | 4.01786 | 3.68182 | 3.95313 | 3.60417 | 3.63889 | 3.46250 |
| | Considerable | 3.16111 | 3.95714 | 3.68182 | 3.89583 | 3.39445 | 3.78889 | 3.71667 |
| | | High | 3.22000 | 4.22857 | 3.71273 | 4.01000 | 3.40000 | 3.94222 |
| | Very High | 3.21154 | 4.00000 | 3.74126 | 3.93269 | 3.44872 | 3.73504 | 3.82308 |
| Principals | Slight | 3.25000 | 3.89286 | 3.52273 | 3.68750 | 3.12500 | 3.61111 | 3.32500 |
| | Considerable | 3.12281 | 3.92481 | 3.52632 | 3.83553 | 3.40351 | 3.76608 | 3.62105 |
| | | High | 3.10714 | 4.00680 | 3.66667 | 3.88691 | 3.30952 | 3.71958 |
| | Very High | 3.13158 | 3.97744 | 3.73684 | 3.85526 | 3.26316 | 3.87719 | 3.85263 |
| Students | Slight | 2.98171 | 3.43554 | 3.37251 | 3.44817 | 3.54472 | 3.56640 | 3.51463 |
| | Considerable | 3.00572 | 3.59430 | 3.44408 | 3.71891 | 3.60853 | 3.65078 | 3.69886 |
| | | High | 3.10361 | 3.68132 | 3.50838 | 3.78980 | 3.67054 | 3.73783 |
| | Very High | 3.25439 | 3.44361 | 3.34928 | 3.71053 | 3.71053 | 3.59649 | 3.66316 |

Note: Mean response score based on five-point scale

1 - strongly disagree, 2 - disagree, 3 - undecided, 4 - agree, 5 - strongly agree

TABLE XXIX

MEAN RESPONSE OF POSITION GROUPS AND PREVIOUS KNOWLEDGE OF DISTRIBUTIVE
EDUCATION TO THE SEVEN BELIEF SYSTEMS

| | Groups | Knowledge | Membership | Community | Advisorship | Information | Competition | Participation | Instruction |
|--------------------|--------|-----------|------------|-----------|-------------|-------------|-------------|---------------|-------------|
| Advisors | Yes | 3.28788 | 3.99481 | 3.83306 | 3.97273 | 3.83940 | 4.07879 | 4.19273 | |
| | No | 3.18155 | 3.92857 | 3.68506 | 3.87054 | 3.67857 | 4.14286 | 4.06429 | |
| Guidance Directors | Yes | 3.25877 | 4.14662 | 3.81340 | 4.03947 | 3.48684 | 3.88012 | 3.89474 | |
| | No | 3.11000 | 3.90286 | 3.61091 | 3.77000 | 3.30667 | 3.64889 | 3.59600 | |
| Principals | Yes | 3.09201 | 3.97321 | 3.67424 | 3.88802 | 3.33681 | 3.78704 | 3.71875 | |
| | No | 3.25000 | 3.76190 | 3.41667 | 3.48958 | 3.11111 | 3.42593 | 3.53333 | |
| Students | Yes | 3.04244 | 3.66414 | 3.50343 | 3.78755 | 3.65554 | 3.72641 | 3.78344 | |
| | No | 3.02961 | 3.57979 | 3.42923 | 3.69544 | 3.60256 | 3.63685 | 3.68186 | |

Note: Mean response score based on five-point scale

1 - strongly disagree, 2 - disagree, 3 - undecided, 4 - agree, 5 - strongly agree

TABLE XXX

MEAN RESPONSE OF POSITION GROUPS AND NUMBER OF YEARS OF CHAPTER
OPERATION IN THE SCHOOL TO THE SEVEN BELIEF SYSTEMS

| Year of Operation | Membership | Community | Advisorship | Information | Competition | Participation | Instruction |
|---------------------------|------------|-----------|-------------|-------------|-------------|---------------|-------------|
| Advisors | | | | | | | |
| Up to three | 3.16667 | 3.93333 | 4.12121 | 3.83334 | 3.80000 | 3.83704 | 4.11333 |
| Four to five | 3.19231 | 3.97802 | 3.78322 | 4.00000 | 3.76923 | 4.21368 | 4.16154 |
| Six to ten | 3.28378 | 4.03475 | 3.78378 | 4.01014 | 3.72973 | 4.14114 | 4.15676 |
| Over ten | 3.30093 | 3.87302 | 3.86364 | 3.83333 | 3.89815 | 4.15432 | 5.15556 |
| Guidance Directors | | | | | | | |
| Up to three | 3.31667 | 4.08571 | 3.95455 | 4.08750 | 3.63333 | 3.94444 | 3.93000 |
| Four to five | 3.00694 | 4.00000 | 3.61364 | 3.83333 | 3.31945 | 3.79630 | 3.63333 |
| Six to ten | 3.27083 | 4.11735 | 3.76299 | 4.00893 | 3.39881 | 3.81349 | 3.83214 |
| Over ten | 3.16071 | 3.92857 | 3.64286 | 3.92858 | 3.40476 | 3.64826 | 3.70000 |
| Principals | | | | | | | |
| Up to three | 3.08333 | 3.85714 | 3.35227 | 3.4188 | 3.12500 | 3.58333 | 3.65000 |
| Four to five | 3.12500 | 3.82143 | 3.60606 | 3.90625 | 3.33333 | 3.74074 | 3.58333 |
| Six to ten | 3.14943 | 3.92611 | 3.68652 | 3.83621 | 3.27586 | 3.70881 | 3.68621 |
| Over ten | 3.08333 | 4.11688 | 3.66942 | 3.90909 | 3.40909 | 3.79798 | 3.80000 |
| Students | | | | | | | |
| Up to three | 3.03261 | 3.60559 | 3.43755 | 3.74957 | 3.65435 | 3.65024 | 3.77957 |
| Four to five | 3.03977 | 3.63474 | 3.48416 | 3.93466 | 3.69760 | 3.73654 | 3.78371 |
| Six to ten | 3.06435 | 3.62235 | 3.46472 | 3.73366 | 3.62640 | 3.63443 | 3.70881 |
| Over ten | 2.96513 | 3.52329 | 3.42170 | 3.62568 | 3.54710 | 3.63979 | 3.64511 |

Note: Mean response score based on five-point scale

1 - strongly disagree, 2 - disagree, 3 - undecided, 4 - agree, 5 - strongly agree

TABLE XXXI
 MEAN RESPONSE OF POSITION GROUPS AND SCHOOL SIZE TO
 THE SEVEN BELIEF SYSTEMS

| Group | School size | Membership | Community | Advisorship | Information | Competition | Participation | Instruction |
|---------------------------|-------------|------------|-----------|-------------|-------------|-------------|---------------|-------------|
| Advisors | | | | | | | | |
| | Under 500 | 2.91667 | 4.28571 | 3.72727 | 4.12500 | 3.50000 | 4.22222 | 4.30000 |
| | 501-1000 | 3.34091 | 4.02597 | 3.84298 | 3.89773 | 3.92424 | 4.05051 | 4.23636 |
| | 1001-1500 | 3.16204 | 4.03175 | 3.77273 | 3.93750 | 3.81482 | 4.12346 | 4.15556 |
| | 1501-2000 | 3.37121 | 4.00000 | 3.76860 | 4.03977 | 3.73485 | 4.18687 | 4.11818 |
| | Over 2000 | 3.16667 | 3.93651 | 3.84343 | 3.98611 | 3.57407 | 4.15432 | 4.05000 |
| Guidance Directors | | | | | | | | |
| | Under 500 | 2.91667 | 3.71429 | 3.63636 | 3.87500 | 4.00000 | 3.88889 | 4.00000 |
| | 501-1000 | 3.20833 | 4.01429 | 3.68182 | 3.83750 | 3.36667 | 3.90000 | 3.79000 |
| | 1001-1500 | 3.04386 | 4.06015 | 3.70813 | 3.92105 | 3.48246 | 3.76023 | 3.69474 |
| | 1501-2000 | 3.30556 | 4.02381 | 3.69697 | 3.95833 | 3.50926 | 3.80864 | 3.78333 |
| | Over 2000 | 3.11404 | 4.03759 | 3.62679 | 3.89474 | 3.24561 | 3.71930 | 3.63684 |
| Principals | | | | | | | | |
| | Under 500 | 3.04167 | 4.35714 | 3.63636 | 3.75000 | 3.50000 | 4.11111 | 4.10000 |
| | 501-1000 | 3.10185 | 3.82540 | 3.54545 | 3.75000 | 3.16667 | 3.66667 | 3.70000 |
| | 1001-1500 | 3.10417 | 3.89286 | 3.62272 | 3.73750 | 3.32500 | 3.78333 | 3.71000 |
| | 1501-2000 | 3.23485 | 3.91558 | 3.69833 | 3.90908 | 3.37121 | 3.77273 | 3.80000 |
| | Over 2000 | 3.06250 | 3.96429 | 3.57727 | 3.85625 | 3.30833 | 3.69444 | 3.59000 |
| Students | | | | | | | | |
| | Under 500 | 3.12281 | 3.81203 | 3.47847 | 3.94737 | 3.89474 | 3.99415 | 4.16316 |
| | 501-1000 | 3.06070 | 3.67990 | 3.45230 | 3.73534 | 3.64300 | 3.76337 | 3.82346 |
| | 1001-1500 | 3.05654 | 3.64638 | 3.47104 | 3.79093 | 3.70612 | 3.73022 | 3.79408 |
| | 1501-2000 | 3.06048 | 3.65236 | 3.50814 | 3.77812 | 3.60099 | 3.69440 | 3.76453 |
| | Over 2000 | 3.01684 | 3.47629 | 3.38688 | 3.61083 | 3.58076 | 3.51432 | 3.57237 |

Note: Mean response score based on five-point scale

1 - strongly disagree, 2 - disagree, 3 - undecided, 4 - agree, 5 - strongly agree

TABLE XXXII

MEAN RESPONSE OF POSITION GROUPS TO THE STUDENT ENROLLMENT
IN DISTRIBUTIVE EDUCATION IN THEIR SCHOOL TO THE SEVEN BELIEF SYSTEMS

| Group | Enrollment | Membership | Community | Advisors | Information | Competition | Participation | Instruction |
|--------------------|------------|------------|-----------|----------|-------------|-------------|---------------|-------------|
| Advisors | Under 15 | 3.63889 | 4.07936 | 3.87879 | 4.16667 | 3.83333 | 4.40740 | 4.53333 |
| | 16-25 | 3.54167 | 4.46429 | 4.02273 | 3.84375 | 4.00000 | 4.13889 | 4.35000 |
| | 26-50 | 3.10318 | 3.89116 | 3.72727 | 3.82143 | 3.58730 | 4.09524 | 4.00476 |
| | 51-75 | 3.13889 | 3.87302 | 3.65657 | 3.92361 | 3.83333 | 4.07407 | 4.03889 |
| | 76-100 | 3.48438 | 4.15179 | 3.72159 | 3.98438 | 3.67708 | 4.10417 | 4.25000 |
| | Over 100 | 3.21591 | 3.89610 | 3.91322 | 4.00568 | 3.93771 | 4.06566 | 4.20000 |
| Guidance Directors | Under 15 | 3.25000 | 4.00000 | 4.00000 | 4.12500 | 3.50000 | 3.77778 | 3.60000 |
| | 16-25 | 3.12500 | 4.07143 | 3.65909 | 3.78125 | 3.41667 | 3.66667 | 3.70000 |
| | 26-50 | 3.11111 | 3.95238 | 3.61818 | 3.93333 | 3.32222 | 3.71852 | 3.66667 |
| | 51-75 | 3.34524 | 4.14286 | 3.88961 | 4.11607 | 3.65476 | 3.96825 | 4.06429 |
| | 76-100 | 3.27976 | 4.07143 | 3.72078 | 3.83929 | 3.38095 | 3.79365 | 3.73571 |
| | Over 100 | 3.08890 | 3.99048 | 3.70909 | 3.84167 | 3.30000 | 3.72593 | 3.70667 |
| Principals | Under 15 | 3.16667 | 3.85714 | 3.18182 | 3.87500 | 3.33333 | 3.55556 | 3.60000 |
| | 16-25 | 3.37500 | 3.57143 | 3.20455 | 3.09375 | 2.75000 | 3.36111 | 3.47500 |
| | 26-50 | 3.08824 | 3.89076 | 3.75401 | 3.79412 | 3.33333 | 3.78431 | 3.81765 |
| | 51-75 | 3.13890 | 3.86905 | 3.68182 | 3.79167 | 3.37500 | 3.74071 | 3.85833 |
| | 76-100 | 3.23611 | 3.88095 | 3.59848 | 3.77083 | 3.18056 | 3.59260 | 3.38333 |
| | Over 100 | 3.01786 | 4.19387 | 3.60390 | 4.04464 | 3.30952 | 3.81746 | 3.69285 |
| Students | Under 15 | 3.04427 | 3.57589 | 3.46307 | 3.41016 | 3.57292 | 3.63542 | 3.68438 |
| | 16-25 | 3.87091 | 3.61299 | 3.46612 | 3.70000 | 3.73030 | 3.73939 | 3.92727 |
| | 26-50 | 3.04613 | 3.60798 | 3.46309 | 3.66286 | 3.65535 | 3.67479 | 3.73890 |
| | 51-75 | 2.99537 | 3.60870 | 3.45674 | 3.79897 | 3.65419 | 3.64493 | 3.66981 |
| | 76-100 | 3.09251 | 3.67047 | 3.47457 | 3.77295 | 3.59683 | 3.65323 | 3.75961 |
| | Over 100 | 2.99718 | 3.53403 | 3.43777 | 3.69939 | 3.60452 | 3.62900 | 3.67759 |

Note: Mean response score based on five-point scale

1 - strongly disagree, 2 - disagree, 3 - undecided, 4 - agree, 5 - strongly agree

TABLE XXXIII
 MEAN RESPONSE OF POSITION GROUPS AND CONTEST
 INVOLVEMENT AND ACHIEVEMENT TO THE SEVEN BELIEF SYSTEMS

| Group Degree of Involvement | Membership | Community | Advisorship | Information | Competition | Participation | Instruction | |
|-----------------------------|--------------|-----------|-------------|-------------|-------------|---------------|-------------|---------|
| Advisors | None | 3.36111 | 2.79207 | 3.68687 | 3.75000 | 3.85185 | 3.88889 | 4.10000 |
| | Small | 3.26563 | 3.91071 | 3.79545 | 3.87500 | 3.76042 | 4.13194 | 4.25000 |
| | Considerably | 3.22968 | 3.96167 | 3.76275 | 3.90244 | 3.76016 | 4.09485 | 4.25000 |
| | A great deal | 3.17949 | 4.02198 | 3.76923 | 4.02885 | 3.75641 | 4.11111 | 4.03846 |
| | Highly | 3.40000 | 4.45714 | 4.05455 | 4.50000 | 3.90000 | 4.35556 | 4.38000 |
| Guidance Directors | None | 3.44048 | 4.00000 | 3.88312 | 4.05357 | 3.38095 | 3.92063 | 3.85714 |
| | Small | 3.13889 | 3.98413 | 3.75758 | 3.95833 | 3.48148 | 3.67901 | 3.65556 |
| | Considerably | 3.16488 | 4.03361 | 3.69251 | 3.94485 | 3.35784 | 3.81373 | 3.83235 |
| | A great deal | 3.27500 | 4.24286 | 3.79091 | 3.87500 | 3.61667 | 3.81111 | 3.63000 |
| | Highly | 3.10417 | 3.90000 | 3.70455 | 3.75000 | 3.41667 | 3.61111 | 3.87500 |
| Principals | None | 3.02778 | 3.59524 | 3.25758 | 3.39583 | 2.94445 | 3.27778 | 3.28333 |
| | Small | 3.12121 | 3.34065 | 3.75207 | 3.95455 | 3.46970 | 3.93940 | 4.04546 |
| | Considerably | 3.09167 | 3.92857 | 3.65758 | 3.77083 | 3.32778 | 3.72963 | 3.63333 |
| | A great deal | 3.17000 | 3.85714 | 3.57273 | 3.92500 | 3.08333 | 3.66667 | 3.52000 |
| | Highly | 3.39583 | 4.17857 | 3.63636 | 3.93750 | 3.37500 | 3.75000 | 3.95000 |
| Students | None | 3.01744 | 3.61960 | 3.40803 | 3.63372 | 3.48643 | 3.62920 | 3.71744 |
| | Small | 3.05263 | 3.55514 | 3.43541 | 3.65132 | 3.61433 | 3.64522 | 3.72105 |
| | Considerably | 3.04032 | 3.56668 | 3.44236 | 3.68750 | 3.62685 | 3.62052 | 3.68125 |
| | A great deal | 3.02245 | 3.61270 | 3.47475 | 3.77118 | 3.67639 | 3.63642 | 3.74083 |
| | Highly | 3.04403 | 3.79447 | 3.54245 | 3.88384 | 3.61478 | 3.83491 | 3.83066 |

Note: Mean response score based on five-point scale

1 - strongly disagree, 2 - disagree, 3 - undecided, 4 - agree, 5 - strongly agree

TABLE XXXIV
 MEAN RESPONSE OF POSITION GROUPS AND SCHOOL-COMMUNITY INVOLVEMENT
 TO THE SEVEN SETS OF BELIEFS

| Group | Amount | Membership | Community | Advisors | Information | Competition | Participation | Instruction |
|--------------------|-----------|------------|-----------|----------|-------------|-------------|---------------|-------------|
| Advisors | None | 3.16146 | 3.70090 | 3.73580 | 3.79688 | 3.82813 | 3.98958 | 3.99063 |
| | Minimal | 3.29762 | 3.96456 | 3.70563 | 3.93452 | 3.73810 | 4.12698 | 4.27143 |
| | Good | 3.32085 | 4.28571 | 3.76705 | 3.98438 | 3.83333 | 4.11806 | 4.26250 |
| | Very Much | 3.43939 | 4.12987 | 4.01653 | 4.07955 | 3.63636 | 4.21212 | 4.19090 |
| | Highly | 2.79233 | 4.46429 | 3.90909 | 4.46875 | 3.75000 | 4.41667 | 4.12500 |
| Guidance Directors | None | 3.11905 | 3.94558 | 3.66234 | 3.91071 | 3.38095 | 3.73016 | 3.66667 |
| | Minimal | 3.29688 | 4.18750 | 3.79545 | 4.08594 | 3.32292 | 3.94444 | 3.93750 |
| | Good | 3.21154 | 4.08798 | 3.75524 | 3.90384 | 3.47436 | 3.72650 | 3.78462 |
| | Very Much | 3.19167 | 3.90000 | 3.71818 | 3.78750 | 3.51667 | 3.75556 | 3.77000 |
| | Highly | 3.29167 | 4.28571 | 3.90909 | 3.93750 | 3.62500 | 3.83333 | 3.75000 |
| Principals | None | 3.09921 | 3.86395 | 3.67100 | 3.77976 | 3.15079 | 3.64550 | 3.70952 |
| | Minimal | 2.93333 | 4.08571 | 3.57576 | 3.85833 | 3.46667 | 3.73333 | 3.62000 |
| | Good | 3.19872 | 3.90110 | 3.62937 | 3.86539 | 3.28205 | 3.79487 | 3.76154 |
| | Very Much | 3.22083 | 3.85714 | 3.59091 | 3.66250 | 3.25000 | 3.70000 | 3.53000 |
| | Highly | 3.20833 | 4.07143 | 3.50000 | 3.81250 | 3.33333 | 3.83333 | 3.90000 |
| Students | None | 2.99014 | 3.50164 | 3.41100 | 3.62762 | 3.58492 | 3.61090 | 3.65649 |
| | Minimal | 3.04603 | 3.55523 | 3.42468 | 3.71875 | 3.70543 | 3.64212 | 3.67180 |
| | Good | 2.97416 | 3.65033 | 3.43323 | 3.71487 | 3.58398 | 3.62877 | 3.78236 |
| | Very Much | 3.12500 | 3.66213 | 3.54449 | 3.78472 | 3.69180 | 3.70400 | 3.74603 |
| | Highly | 2.85632 | 3.78695 | 3.58856 | 3.93427 | 3.56609 | 3.78736 | 3.72328 |

Note: Mean response score based on five-point scale

1 - strongly disagree, 2 - disagree, 3 - undecided, 4 - agree, 5 - strongly agree

TABLE XXXV

MEAN RESPONSE OF POSITION GROUPS
WITHIN SOCIO-ECONOMIC LEVELS TO THE SEVEN SETS OF BELIEFS

| Group | Level | Membership | Community | Advisors | Information | Competition | Participation | Instruction |
|--------------------|----------------|------------|-----------|----------|-------------|-------------|---------------|-------------|
| Advisors | Low | 2.83333 | 4.42857 | 3.27273 | 3.75000 | 3.83333 | 3.55556 | 4.20000 |
| | Medium to Low | 3.18056 | 4.00000 | 3.80303 | 4.00000 | 4.11111 | 4.09259 | 4.45000 |
| | Medium | 3.48077 | 4.21429 | 3.95105 | 4.04369 | 3.91667 | 4.30769 | 4.26539 |
| | Medium to High | 3.18333 | 3.93333 | 3.70909 | 3.88750 | 3.67778 | 4.04074 | 4.08667 |
| | High | 3.03571 | 3.89796 | 3.55844 | 4.05357 | 3.57143 | 4.01587 | 3.68571 |
| Guidance Directors | Low | 3.00000 | 3.85714 | 3.63636 | 3.75000 | 2.66666 | 3.55556 | 2.80000 |
| | Medium to Low | 3.32194 | 3.90476 | 3.74242 | 3.97917 | 3.41667 | 3.77778 | 3.90000 |
| | Medium | 3.12500 | 4.10390 | 3.71901 | 3.97727 | 3.37879 | 3.75735 | 3.74090 |
| | High | 3.45833 | 4.30357 | 3.88636 | 4.09375 | 3.66667 | 3.93056 | 3.96250 |
| Principals | Low | 2.66667 | 2.00000 | 2.09091 | 1.62500 | 1.50000 | 1.66667 | 1.80000 |
| | Medium to Low | 3.09722 | 4.14286 | 3.62121 | 3.83333 | 3.36111 | 3.64815 | 3.81667 |
| | Medium | 3.13258 | 3.98701 | 3.60744 | 3.84659 | 3.32576 | 3.69192 | 3.73636 |
| | Medium to High | 3.11364 | 3.93506 | 3.67355 | 3.80682 | 3.31818 | 3.78283 | 3.60909 |
| High | 3.38333 | 4.02857 | 3.80000 | 4.07500 | 3.30000 | 3.91111 | 3.84000 | |
| Students | Low | 3.31410 | 3.62637 | 3.48951 | 3.81731 | 3.64103 | 3.92308 | 3.94615 |
| | Medium to Low | 3.12975 | 3.58590 | 3.51784 | 3.74367 | 3.69409 | 3.65682 | 3.76835 |
| | Medium | 3.03100 | 3.61493 | 3.43080 | 3.72797 | 3.65118 | 3.65064 | 3.75561 |
| | Medium to High | 3.03991 | 3.60822 | 3.46603 | 3.70623 | 3.59045 | 3.63832 | 3.68183 |
| High | 2.91667 | 3.62317 | 3.44953 | 3.73819 | 3.61680 | 3.63167 | 3.69291 | |

Note: Mean response based on five point scale

1 - strongly disagree, 2 - disagree, 3 - undecided, 4 - agree, 5 - strongly agree

TABLE XXXVI

OCCUPATIONAL TITLE BEST DESCRIBING THE FAMILY BACKGROUND
OF THE MAJORITY OF THE STUDENTS IN THE SCHOOLS

| Club Size | Unskilled | | Skilled | | White Collar | | Managerial | | Professional | | Total | |
|-----------|-----------|--------|---------|--------|--------------|--------|------------|--------|--------------|--------|-------|---------|
| | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % |
| Small | 4 | (23.3) | 4 | (23.5) | 4 | (23.5) | 3 | (17.7) | 2 | (11.8) | 17 | (100.0) |
| Medium | 3 | (9.7) | 7 | (22.6) | 7 | (22.6) | 11 | (35.5) | 3 | (9.6) | 31 | (100.0) |
| Large | 6 | (21.4) | 6 | (21.4) | 6 | (21.4) | 10 | (35.8) | 0 | (0.0) | 28 | (100.0) |
| Totals | 13 | (17.1) | 17 | (22.4) | 17 | (22.4) | 24 | (31.6) | 5 | (6.5) | 76 | (100.0) |

Unanswered = 7

TABLE XXXVII

DESCRIPTION BEST DEPICTING THE
AVERAGE LEVEL OF EDUCATION ATTAINED
BY THE FATHER OF THE YOUNGSTERS IN YOUR SCHOOL

| Club Size | High Elementary | | Junior High School | | Some High School | | High School Graduate | | Some College | | Bachelor's Degree | | Beyond Bachelors | | Totals | |
|-----------|-----------------|-------|--------------------|-------|------------------|--------|----------------------|--------|--------------|--------|-------------------|-------|------------------|-------|--------|---------|
| | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % | No. | % |
| Small | 0 | (0.0) | 0 | (0.0) | 5 | (26.3) | 8 | (42.1) | 6 | (31.6) | 0 | (0.0) | 0 | (0.0) | 19 | (100.0) |
| Medium | 1 | (3.3) | 0 | (0.0) | 5 | (16.7) | 15 | (50.0) | 8 | (26.7) | 1 | (3.3) | 0 | (0.0) | 30 | (100.0) |
| Large | 0 | (0.0) | 0 | (0.0) | 7 | (25.0) | 12 | (42.9) | 6 | (21.4) | 2 | (7.1) | 1 | (3.6) | 28 | (100.0) |
| Totals | 1 | (1.3) | 0 | (0.0) | 17 | (22.1) | 35 | (45.5) | 20 | (25.9) | 3 | (3.9) | 1 | (1.3) | 77 | (100.0) |

Unanswered = 2

TABLE XXXVIII

ADJUSTED MEAN RESPONSE OF POSITION GROUPS AND ETHNIC ORIGIN IN THE
SCHOOL TO THE SEVEN BELIEF SYSTEMS

| Non-white | | Membership | Community | Advisorship | Information | Competition | Participation | Instruction |
|--------------------|------------|------------|-----------|-------------|-------------|-------------|---------------|-------------|
| Group | Percentage | | | | | | | |
| Advisors | | | | | | | | |
| | 0 | 3.11667 | 3.96571 | 3.64727 | 3.88000 | 3.71333 | 4.06667 | 4.08400 |
| | 1-10 | 3.23889 | 3.95873 | 3.78182 | 3.90486 | 3.79630 | 4.08395 | 4.15778 |
| | Over 10 | 3.54167 | 4.02041 | 4.00649 | 4.11607 | 3.83333 | 4.19841 | 4.21429 |
| Guidance Directors | | | | | | | | |
| | 0 | 3.25980 | 4.07563 | 3.78075 | 3.94853 | 3.47059 | 3.79739 | 3.85294 |
| | 1-10 | 3.19676 | 4.03175 | 3.69697 | 3.89583 | 3.39352 | 3.73765 | 3.70556 |
| | Over 10 | 3.14394 | 4.06494 | 5.98701 | 4.04546 | 3.43939 | 3.96970 | 3.91818 |
| Principals | | | | | | | | |
| | 0 | 3.19608 | 3.85714 | 3.52887 | 3.70588 | 3.16667 | 3.65360 | 3.61177 |
| | 1-10 | 3.09596 | 3.93074 | 3.66391 | 3.86742 | 3.31313 | 3.78451 | 3.69091 |
| | Over 10 | 3.09091 | 4.05195 | 3.54545 | 3.76136 | 3.34849 | 3.59596 | 3.72727 |
| Students | | | | | | | | |
| | 0 | 3.04610 | 3.61435 | 3.46771 | 3.72881 | 3.55855 | 3.64938 | 3.70000 |
| | 1-10 | 3.03330 | 3.58338 | 3.44170 | 3.69308 | 3.64762 | 4.18939 | 3.71534 |
| | Over 10 | 3.03377 | 3.68347 | 3.52466 | 3.85784 | 3.77342 | 3.72912 | 3.78889 |

Note: Mean score response based on five-point scale

1 - strongly disagree, 2 - disagree, 3 - undecided, 4 - agree, 5 - strongly agree

APPENDIX Y

Tables - Chapter IV

Part III

APPENDIX Y

Percent of Position Group Responses

| Question | * | Strongly Disagree | Disagree | Undecided | Agree | Strongly Agree |
|--|-----------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|
| 1. All regularly enrolled distributive education students should automatically become members of the local DECA chapter. | *A. G.D. P S | (24.4) (5.4) (14.3) (9.0) | (26.8) (37.5) (40.0) (51.7) | (8.5) (18.9) (11.4) (12.0) | (24.4) (22.0) (12.9) (37.1) | (15.9) (16.2) (11.4) (10.1) |
| 2. The employee-employer banquet should be a high priority function of the local DECA chapter activities. | A G.D. P S | (4.9) (0.0) (2.8) (3.3) | (17.1) (4.0) (14.3) (12.9) | (20.7) (27.0) (20.0) (30.6) | (39.0) (46.0) (44.3) (42.6) | (18.3) (23.0) (18.6) (10.6) |
| 3. The DECA advisor should meet frequently on an informal basis, with the school curriculum director, vocational director, or principal to discuss the value of the club activities. | A G.D. P S | (0.0) (0.0) (1.4) (2.1) | (29.3) (1.3) (5.7) (8.1) | (48.8) (5.4) (2.9) (17.3) | (14.6) (70.3) (54.3) (52.7) | (7.3) (23.0) (35.7) (19.8) |
| 4. The DECA chapter should present an annual assembly program to the junior high and high school students to inform them of the functions and operations of DECA. | A G.D. P S | (2.4) (0.0) (2.8) (2.2) | (5.9) (11.4) (18.0) (8.4) | (16.7) (17.7) (22.2) (12.6) | (52.4) (50.6) (52.8) (48.5) | (22.6) (20.3) (4.2) (28.3) |

Note: Numerical responses represent percents based on a total of 100% for each group

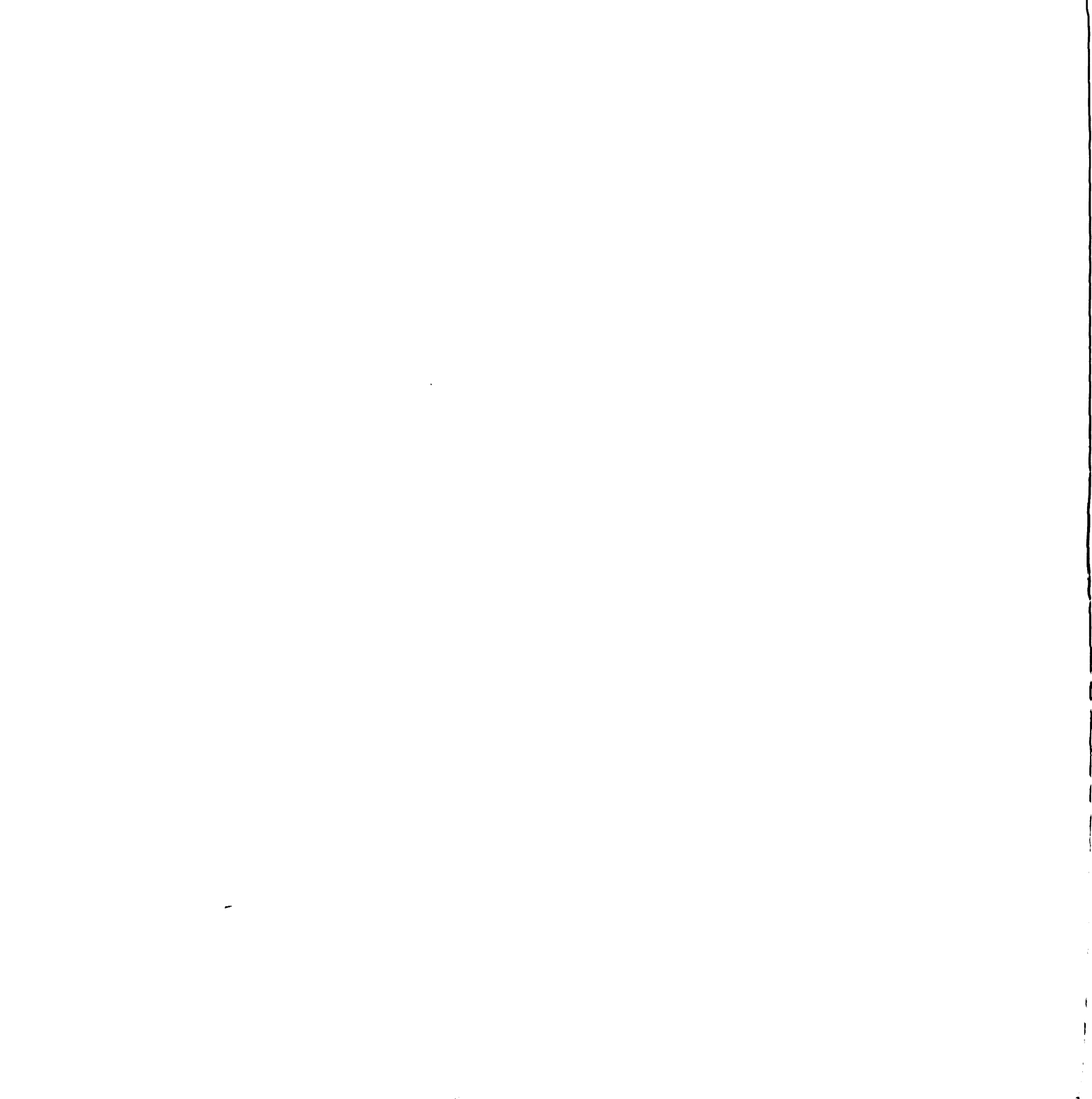
* A = Advisor, G.D. = Guidance Director, P = Principal, S = Student

Appendix Y continued

| Questions | * | Strongly Disagree | Disagree | Undecided | Agree | Strongly Agree |
|---|---------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|
| 5. Expense for materials and supplies for DECA contests should be provided for the students through the school budget. | A G.D. P S | (3.5) (1.3) (6.9) (4.9) | (11.8) (24.1) (34.7) (15.3) | (3.5) (17.7) (6.9) (13.0) | (35.3) (43.0) (41.7) (35.4) | (45.9) (13.9) (9.8) (31.4) |
| 6. There should be at least one regularly scheduled meeting per month of the advisor and DECA member. | A G.D. P S | (1.2) (1.3) (0.0) (2.3) | (2.3) (0.0) (1.4) (5.4) | (2.4) (8.7) (6.9) (9.5) | (45.9) (55.8) (41.7) (47.3) | (48.2) (34.2) (9.8) (35.5) |
| 7. Students enrolled in the distributive education program should be vocational sequence students only, rather than college bound students. | A G.D. P S | (55.3) (47.4) (32.0) (38.6) | (34.1) (39.7) (48.6) (34.6) | (5.9) (0.0) (6.9) (13.6) | (0.0) (10.3) (11.1) (9.1) | (4.7) (2.6) (1.4) (4.1) |
| 8. An advisory committee of businessmen and community representatives should be selected to work with the local DECA club. | A G.D. P | (1.2) (1.3) (0.0) | (4.7) (1.2) (2.8) | (14.1) (7.6) (9.7) | (56.5) (57.0) (63.9) | (23.5) (32.9) (23.6) |

Appendix Y continued

| Questions | * | Strongly Disagree | | | | | Strongly Agree | | | | |
|--|------|-------------------|-----------|--------|-------------------|----------|----------------|-------|----------------|--|--|
| | | Disagree | Undecided | Agree | Strongly Disagree | Disagree | Undecided | Agree | Strongly Agree | | |
| 9. The DECA advisor should submit the chapter's plans for the year's activities to the business education department chairman. | A | (27.4) | (20.2) | (28.6) | (16.7) | (7.1) | | | | | |
| | G.D. | (2.5) | (21.5) | (53.2) | (0.0) | (22.8) | | | | | |
| | P | (9.7) | (12.5) | (50.0) | (0.0) | (27.8) | | | | | |
| | S | (15.5) | (30.6) | (42.6) | (4.0) | (7.3) | | | | | |
| 10. Chapter or club activities should be part of the regular distributive education classroom work. | A | (8.2) | (8.2) | (43.6) | (2.4) | (37.6) | | | | | |
| | G.D. | (30.4) | (21.5) | (39.2) | (1.3) | (7.6) | | | | | |
| | P | (19.4) | (19.5) | (37.5) | (6.9) | (16.7) | | | | | |
| | S | (15.5) | (13.5) | (43.9) | (5.6) | (21.5) | | | | | |
| 11. The local club should regularly prepare a local chapter school newsletter for distribution to members, other students, and faculty. | A | (16.5) | (28.2) | (43.5) | (3.5) | (8.3) | | | | | |
| | G.D. | (3.8) | (22.8) | (72.1) | (0.0) | (1.3) | | | | | |
| | P | (5.5) | (37.5) | (51.4) | (1.4) | (4.2) | | | | | |
| | S | (10.5) | (20.4) | (48.7) | (2.5) | (17.9) | | | | | |
| 12. Chapter members who are area (county or district) contest winners should receive financial support to attend the statewide conference. | A | (4.7) | (3.6) | (32.9) | (0.0) | (58.8) | | | | | |
| | G.D. | (9.0) | (8.9) | (56.4) | (1.3) | (24.4) | | | | | |
| | P | (13.9) | (13.9) | (51.4) | (0.0) | (20.8) | | | | | |
| | S | (5.0) | (11.5) | (39.5) | (2.9) | (41.4) | | | | | |



Appendix Y continued

| Questions | * | Strongly Disagree | Disagree | Undecided | Agree | Strongly Agree |
|---|---------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|
| 13. Regular announcements regarding the activities of DECA should be made over the school public address system. | A G.D. P S | (1.2) (2.5) (1.4) (3.9) | (3.5) (12.7) (5.5) (13.4) | (5.9) (10.1) (37.5) (14.4) | (50.6) (57.0) (51.4) (45.0) | (38.8) (17.7) (4.2) (23.3) |
| 14. A guidance counselor, curriculum director, vocational director, or principal should be invited to speak to the chapter members each year. | A G.D. P S | (0.0) (1.3) (0.0) (6.8) | (5.9) (9.0) (7.0) (12.9) | (14.1) (8.9) (13.9) (22.9) | (49.4) (56.4) (68.0) (42.1) | (30.6) (24.4) (11.1) (15.3) |
| 15. Distributive education courses should also be offered on an "elective" basis to all students. | A G.D. P S | (3.5) (0.0) (0.0) (4.0) | (2.4) (1.3) (5.6) (7.1) | (3.5) (1.2) (6.9) (13.8) | (37.7) (45.6) (51.4) (45.1) | (52.9) (51.9) (36.1) (30.0) |
| 16. A regular schedule of DECA displays should be set up periodically within the school and the community to promote DECA. | A G.D. P S | (1.2) (0.0) (2.8) (1.4) | (0.0) (1.3) (1.4) (5.9) | (5.9) (3.8) (1.4) (14.1) | (54.1) (53.1) (66.6) (50.6) | (38.8) (41.8) (27.8) (28.0) |

Appendix Y continued

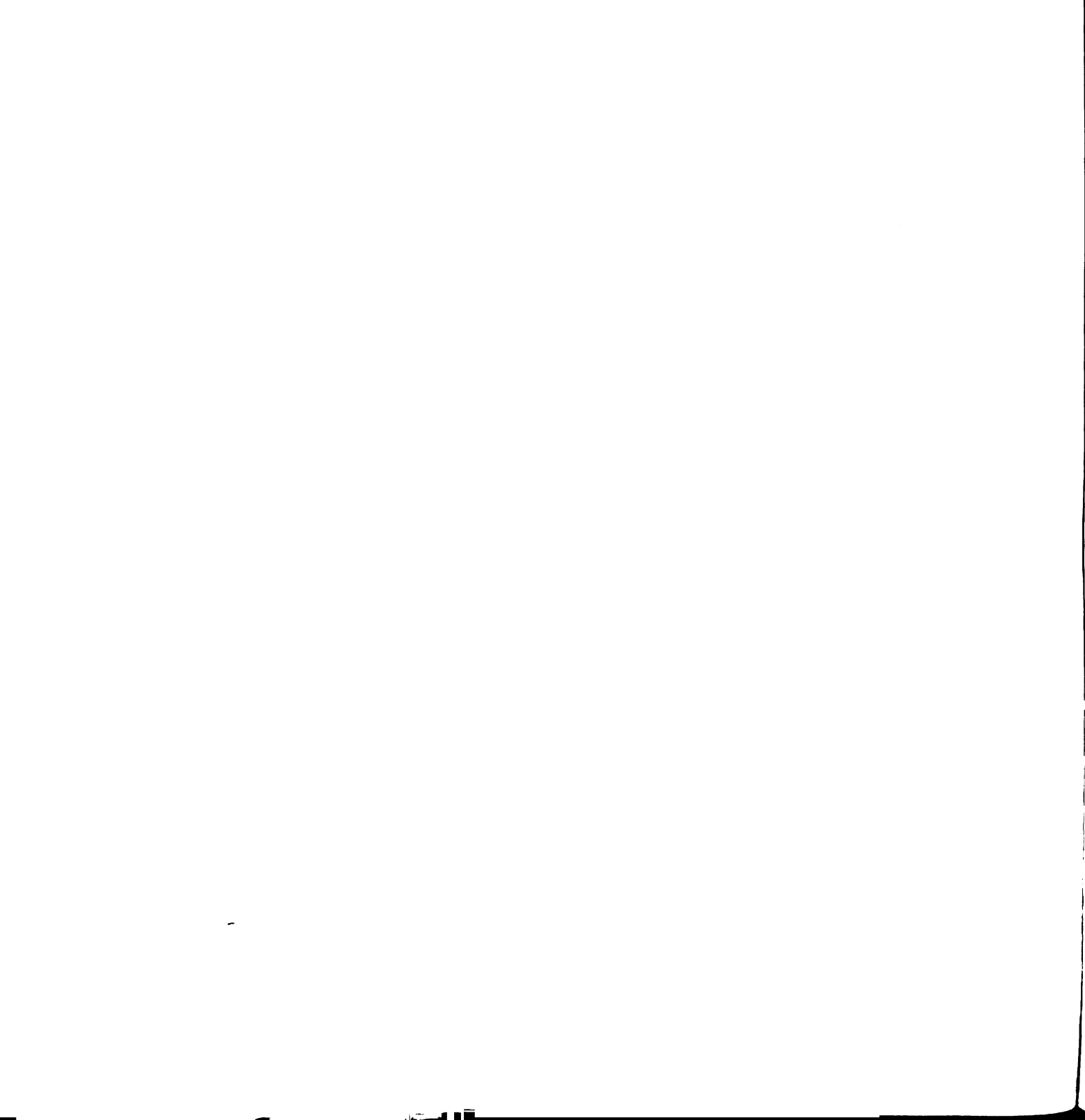
| Question | * | Strongly Disagree | Disagree | Undecided | Agree | Strongly Agree |
|--|---------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|
| 17. An initiation and installation ceremony for new members and officers should be an annual function of the local clubs. | A G.D. P S | (0.0) (0.0) (2.8) (5.1) | (3.5) (1.3) (1.4) (14.1) | (21.2) (24.0) (9.7) (20.2) | (41.2) (57.0) (66.7) (40.5) | (34.1) (17.7) (19.4) (20.1) |
| 18. Associate and honorary DECA memberships should be given to deserving recipients from business and the community. | A G.D. P S | (0.0) (0.0) (2.8) (2.8) | (3.5) (1.3) (1.4) (9.6) | (11.7) (16.5) (9.7) (26.9) | (57.7) (54.4) (66.7) (45.5) | (27.1) (27.8) (19.4) (15.2) |
| 19. If possible, the DECA advisor should teach the senior sections of distributive education as part of his school assignment. | A G.D. P S | (2.3) (0.0) (2.8) (3.3) | (1.2) (1.3) (2.7) (7.1) | (12.9) (16.4) (12.5) (11.7) | (45.9) (57.0) (55.6) (40.0) | (37.7) (25.3) (26.4) (37.9) |
| 20. The chapter members should be given sufficient in-class time to prepare for local, state, and/or national competitive events and contests. | A G.D. P S | (2.4) (5.0) (2.8) (3.3) | (7.1) (12.7) (20.8) (7.1) | (14.1) (21.5) (19.5) (11.7) | (34.1) (49.4) (48.6) (40.0) | (42.3) (11.4) (8.3) (37.9) |

Appendix Y continued

| Question | * | Strongly Disagree | Disagree | Undecided | Agree | Strongly Agree |
|---|------|-------------------|----------|-----------|--------|----------------|
| 21. The chapter should regularly provide information to the local media (newspaper, radio) regarding the DECA activities and functions | A | (0.0) | (0.0) | (5.9) | (50.6) | (43.5) |
| | G.D. | (0.0) | (1.3) | (12.) | (68.4) | (29.1) |
| | P | (0.0) | (1.4) | (2.8) | (69.4) | (26.4) |
| | S | (2.6) | (10.1) | (18.8) | (43.7) | (24.8) |
| 22. DECA meetings should be held during a distributive education classroom period. | A | (1.2) | (16.5) | (18.8) | (37.6) | (25.9) |
| | G.D. | (13.9) | (46.8) | (20.3) | (13.9) | (5.1) |
| | P | (16.7) | (44.4) | (18.0) | (15.3) | (5.6) |
| | S | (11.2) | (21.1) | (18.2) | (30.1) | (19.4) |
| 23. The local DECA chapter should present a program to the local chamber of commerce or merchants, service, or other civic organization during the school year. | A | (3.5) | (12.9) | (23.5) | (45.9) | (14.1) |
| | G.D. | (0.0) | (2.5) | (24.1) | (57.0) | (16.5) |
| | P | (0.0) | (5.6) | (23.6) | (56.9) | (13.9) |
| | S | (3.4) | (11.7) | (37.1) | (37.5) | (10.3) |
| 24. Each officer of the local club should be employed in a related distributive occupation during his term in office. | A | (2.4) | (35.3) | (17.6) | (32.9) | (11.8) |
| | G.D. | (1.3) | (11.4) | (29.1) | (50.6) | (7.6) |
| | P | (4.3) | (10.0) | (22.9) | (55.7) | (7.1) |

Appendix Y continued

| Questions | * | Strongly Disagree | Disagree | Undecided | Agree | Strongly Agree |
|---|---------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|
| 25. The DECA advisor should receive reimbursement (additional pay) for the time he spends after school hours for DECA. | A G.D. P S | (2.3) (2.6) (5.6) (14.1) | (2.3) (10.2) (10.0) (18.4) | (7.1) (17.9) (22.9) (21.2) | (31.8) (43.6) (55.7) (26.1) | (56.5) (25.6) (7.1) (20.2) |
| 26. All chapter members should be required to attend the local, county, or district contest program held prior to the state conference. | A G.D. P S | (12.9) (5.1) (8.3) (9.4) | (29.4) (21.5) (30.5) (24.3) | (16.5) (43.0) (26.4) (20.3) | (28.3) (29.1) (29.2) (33.4) | (12.9) (1.3) (5.6) (12.6) |
| 27. An amount of time should be scheduled to discuss DECA functions and operations during regular distributive education class periods. | A G.D. P S | (0.0) (1.3) (5.5) (3.4) | (1.2) (12.8) (16.7) (9.6) | (9.4) (12.8) (13.9) (15.2) | (54.1) (56.4) (55.6) (53.1) | (35.3) (7.7) (8.3) (18.7) |
| 28. The club should present a program describing its activities to the local Parent-Teacher's Association (PTA). | A G.D. P S | (0.0) (0.0) (1.4) (6.4) | (8.2) (6.2) (5.6) (14.2) | (20.0) (17.7) (23.9) (22.8) | (56.5) (64.6) (60.6) (41.8) | (15.3) (11.4) (8.5) (14.8) |



Appendix Y continued

| Questions | * | Strongly Disagree | Disagree | Undecided | Agree | Strongly Agree |
|--|------|-------------------|----------|-----------|--------|----------------|
| 29. The local DECA advisor should recruit prospective distributive education students from other parts of the school program in an effort to build up the chapter. | A | (8.3) | (11.7) | (10.6) | (35.3) | (34.1) |
| | G.D. | (3.8) | (12.7) | (27.8) | (48.1) | (7.6) |
| | P | (2.8) | (11.1) | (30.6) | (47.2) | (8.3) |
| | S | (5.0) | (15.2) | (26.9) | (42.0) | (10.9) |
| 30. At least two outside resource persons from the community or from business should visit the local club each school year. | A | (0.0) | (5.9) | (8.2) | (47.1) | (38.2) |
| | G.D. | (0.0) | (0.0) | (11.4) | (67.1) | (21.5) |
| | P | (1.4) | (1.4) | (12.5) | (70.8) | (13.9) |
| | S | (2.1) | (6.8) | (18.2) | (52.3) | (20.6) |
| 31. Officers for each school year should be elected near the end of the preceding school year. | A | (5.9) | (18.8) | (15.3) | (34.1) | (25.9) |
| | G.D. | (11.3) | (16.4) | (15.2) | (45.6) | (21.5) |
| | P | (2.8) | (2.9) | (23.9) | (53.5) | (16.9) |
| | S | (11.4) | (20.3) | (15.8) | (36.0) | (16.5) |
| 32. The DECA advisor should schedule meetings with guidance personnel to discuss program objectives and activities. | A | (1.2) | (4.8) | (10.7) | (58.3) | (25.0) |
| | G.D. | (0.0) | (5.1) | (11.4) | (56.9) | (26.6) |
| | P | (1.4) | (2.8) | (4.2) | (68.0) | (23.6) |
| | S | (3.8) | (8.4) | (15.5) | (38.7) | (33.6) |

Appendix Y continued

| Question | * | Strongly Disagree | Disagree | Undecided | Agree | Strongly Agree |
|---|------|----------------------|----------|-----------|--------|-------------------|
| 33. The local school board should provide school funds to support the district DECA contest winners from its school to attend and compete at the Annual New York State Student Leadership Conference. | A | (0.0) | (10.6) | (7.1) | (30.6) | (51.7) |
| | G.D. | (1.3) | (16.4) | (15.2) | (45.6) | (21.5) |
| | P | (4.2) | (19.4) | (23.6) | (36.1) | (16.7) |
| | S | (3.8) | (8.4) | (15.5) | (38.7) | (33.6) |
| 34. The classroom curriculum should be planned so that related contest events are reviewed and studied in class prior to local, county, and state contests. | A | (1.2) | (7.1) | (4.8) | (59.5) | (27.4) |
| | G.D. | (0.0) | (8.9) | (29.1) | (50.6) | (11.4) |
| | P | (4.2) | (16.7) | (6.9) | (59.7) | (12.5) |
| | S | (2.8) | (6.2) | (17.0) | (51.3) | (22.7) |
| 35. The school faculty advisor to the DECA organization should be selected and appointed by the students. | A | (35.3) | (29.4) | (12.9) | (15.3) | (7.1) |
| | G.D. | (11.4) | (29.1) | (39.2) | (19.0) | (1.3) |
| | P | (0.0) | (22.2) | (43.1) | (25.0) | (9.7) |
| | S | (12.7) | (17.7) | (22.0) | (29.0) | (22.0) |
| 36. Awards or appreciation certificates should be given annually to contributing faculty, business, and community leaders. | A | (1.2) | (0.0) | (7.1) | (52.9) | (38.8) |
| | G.D. | (0.0) | (2.5) | (13.9) | (64.6) | (19.0) |
| | P | (0.0) | (4.2) | (2.8) | (68.0) | (25.0) |
| | S | (2.7) | (7.8) | (19.5) | (48.0) | (22.0) |

Appendix Y continued

| Question | * | Strongly Disagree | Disagree | Undecided | Agree | Strongly Agree |
|--|------|-------------------|----------|-----------|--------|----------------|
| 37. Prior to each general membership meeting, the DECA advisor should meet with the DECA officers for consultation and advisement. | A | (0.0) | (16.7) | (29.8) | (22.6) | (29.8) |
| | G.D. | (0.0) | (1.3) | (12.6) | (67.1) | (19.0) |
| | P | (0.0) | (4.2) | (2.8) | (68.0) | (25.0) |
| | S | (2.3) | (6.9) | (17.1) | (53.5) | (20.2) |
| 38. Ideally, students enrolled in the distributive education program should be admitted on an application and interview basis. | A | (9.5) | (11.9) | (7.2) | (36.9) | (34.5) |
| | G.D. | (8.9) | (25.3) | (20.3) | (35.4) | (10.1) |
| | P | (5.6) | (19.4) | (22.2) | (40.3) | (12.5) |
| | S | (18.3) | (22.9) | (22.4) | (27.2) | (10.2) |
| 39. The DECA president and advisor, guidance personnel, curriculum director, vocational director, and the principal should meet early in the school year to discuss objectives, operations, and functions of the local DECA chapter. | A | (2.4) | (18.1) | (16.9) | (50.6) | (12.0) |
| | G.D. | (0.0) | (10.1) | (17.7) | (58.3) | (13.9) |
| | P | (2.8) | (2.8) | (13.9) | (66.7) | (13.9) |
| | S | (2.8) | (10.1) | (22.7) | (48.1) | (16.3) |
| 40. The DECA advisor should be allotted in-school time to devote to advisory duties and responsibilities. | A | (0.0) | (2.4) | (8.3) | (41.7) | (47.6) |
| | G.D. | (1.3) | (25.3) | (19.0) | (39.2) | (15.2) |
| | P. | (9.7) | (18.1) | (18.1) | (18.1) | (18.0) |
| | S | (2.1) | (8.4) | (25.4) | (49.2) | (14.9) |

Appendix Y continued

| Question | * | Strongly Disagree | Disagree | Undecided | Agree | Strongly Agree |
|---|----------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| 41. The distributive education coordinator, rather than another distributive education teacher, should be the faculty advisor to DECA. | A G.D. P | (1.2) (3.8) (4.2) | (16.7) (15.2) (16.9) | (29.8) (45.6) (40.8) | (22.6) (31.6) (28.2) | (29.8) (3.8) (9.9) |
| 42. Selected club representative should attend and participate in the 3-day New York State Student Leadership Conference held each year at the Concord Hotel in Kiamesha, New York. | A G.D. P | (1.2) (0.0) (1.4) | (2.4) (0.0) (4.1) | (1.2) (19.0) (12.5) | (36.9) (57.0) (54.2) | (58.3) (24.0) (27.8) |
| 43. Representatives from the DECA chapter should attend the 2-day North Atlantic Regional Conference for leadership training which is held each year in the fall. | A G.D. P | (3.6) (0.0) (2.9) | (6.0) (3.8) (10.0) | (19.0) (41.8) (51.4) | (47.6) (39.2) (31.4) | (23.8) (15.2) (4.3) |
| 44. In distributive education courses, time should be provided for DECA members to work on various DECA projects. | A G.D. P | (1.2) (2.5) (7.1) | (11.9) (17.7) (24.3) | (4.8) (20.3) (14.3) | (46.4) (50.6) (47.1) | (35.7) (8.9) (7.2) |

| Year | Production | Consumption | Stocks | Imports | Exports |
|------|------------|-------------|--------|---------|---------|
| 1954 | 100.0 | 100.0 | 0.0 | 0.0 | 0.0 |
| 1955 | 100.0 | 100.0 | 0.0 | 0.0 | 0.0 |
| 1956 | 100.0 | 100.0 | 0.0 | 0.0 | 0.0 |
| 1957 | 100.0 | 100.0 | 0.0 | 0.0 | 0.0 |
| 1958 | 100.0 | 100.0 | 0.0 | 0.0 | 0.0 |
| 1959 | 100.0 | 100.0 | 0.0 | 0.0 | 0.0 |
| 1960 | 100.0 | 100.0 | 0.0 | 0.0 | 0.0 |
| 1961 | 100.0 | 100.0 | 0.0 | 0.0 | 0.0 |
| 1962 | 100.0 | 100.0 | 0.0 | 0.0 | 0.0 |
| 1963 | 100.0 | 100.0 | 0.0 | 0.0 | 0.0 |
| 1964 | 100.0 | 100.0 | 0.0 | 0.0 | 0.0 |
| 1965 | 100.0 | 100.0 | 0.0 | 0.0 | 0.0 |
| 1966 | 100.0 | 100.0 | 0.0 | 0.0 | 0.0 |
| 1967 | 100.0 | 100.0 | 0.0 | 0.0 | 0.0 |
| 1968 | 100.0 | 100.0 | 0.0 | 0.0 | 0.0 |
| 1969 | 100.0 | 100.0 | 0.0 | 0.0 | 0.0 |
| 1970 | 100.0 | 100.0 | 0.0 | 0.0 | 0.0 |
| 1971 | 100.0 | 100.0 | 0.0 | 0.0 | 0.0 |
| 1972 | 100.0 | 100.0 | 0.0 | 0.0 | 0.0 |
| 1973 | 100.0 | 100.0 | 0.0 | 0.0 | 0.0 |
| 1974 | 100.0 | 100.0 | 0.0 | 0.0 | 0.0 |
| 1975 | 100.0 | 100.0 | 0.0 | 0.0 | 0.0 |
| 1976 | 100.0 | 100.0 | 0.0 | 0.0 | 0.0 |
| 1977 | 100.0 | 100.0 | 0.0 | 0.0 | 0.0 |
| 1978 | 100.0 | 100.0 | 0.0 | 0.0 | 0.0 |
| 1979 | 100.0 | 100.0 | 0.0 | 0.0 | 0.0 |
| 1980 | 100.0 | 100.0 | 0.0 | 0.0 | 0.0 |
| 1981 | 100.0 | 100.0 | 0.0 | 0.0 | 0.0 |
| 1982 | 100.0 | 100.0 | 0.0 | 0.0 | 0.0 |
| 1983 | 100.0 | 100.0 | 0.0 | 0.0 | 0.0 |
| 1984 | 100.0 | 100.0 | 0.0 | 0.0 | 0.0 |
| 1985 | 100.0 | 100.0 | 0.0 | 0.0 | 0.0 |
| 1986 | 100.0 | 100.0 | 0.0 | 0.0 | 0.0 |
| 1987 | 100.0 | 100.0 | 0.0 | 0.0 | 0.0 |
| 1988 | 100.0 | 100.0 | 0.0 | 0.0 | 0.0 |
| 1989 | 100.0 | 100.0 | 0.0 | 0.0 | 0.0 |
| 1990 | 100.0 | 100.0 | 0.0 | 0.0 | 0.0 |
| 1991 | 100.0 | 100.0 | 0.0 | 0.0 | 0.0 |
| 1992 | 100.0 | 100.0 | 0.0 | 0.0 | 0.0 |
| 1993 | 100.0 | 100.0 | 0.0 | 0.0 | 0.0 |
| 1994 | 100.0 | 100.0 | 0.0 | 0.0 | 0.0 |
| 1995 | 100.0 | 100.0 | 0.0 | 0.0 | 0.0 |
| 1996 | 100.0 | 100.0 | 0.0 | 0.0 | 0.0 |
| 1997 | 100.0 | 100.0 | 0.0 | 0.0 | 0.0 |
| 1998 | 100.0 | 100.0 | 0.0 | 0.0 | 0.0 |
| 1999 | 100.0 | 100.0 | 0.0 | 0.0 | 0.0 |
| 2000 | 100.0 | 100.0 | 0.0 | 0.0 | 0.0 |
| 2001 | 100.0 | 100.0 | 0.0 | 0.0 | 0.0 |
| 2002 | 100.0 | 100.0 | 0.0 | 0.0 | 0.0 |
| 2003 | 100.0 | 100.0 | 0.0 | 0.0 | 0.0 |
| 2004 | 100.0 | 100.0 | 0.0 | 0.0 | 0.0 |
| 2005 | 100.0 | 100.0 | 0.0 | 0.0 | 0.0 |
| 2006 | 100.0 | 100.0 | 0.0 | 0.0 | 0.0 |
| 2007 | 100.0 | 100.0 | 0.0 | 0.0 | 0.0 |
| 2008 | 100.0 | 100.0 | 0.0 | 0.0 | 0.0 |
| 2009 | 100.0 | 100.0 | 0.0 | 0.0 | 0.0 |
| 2010 | 100.0 | 100.0 | 0.0 | 0.0 | 0.0 |
| 2011 | 100.0 | 100.0 | 0.0 | 0.0 | 0.0 |
| 2012 | 100.0 | 100.0 | 0.0 | 0.0 | 0.0 |
| 2013 | 100.0 | 100.0 | 0.0 | 0.0 | 0.0 |
| 2014 | 100.0 | 100.0 | 0.0 | 0.0 | 0.0 |
| 2015 | 100.0 | 100.0 | 0.0 | 0.0 | 0.0 |
| 2016 | 100.0 | 100.0 | 0.0 | 0.0 | 0.0 |
| 2017 | 100.0 | 100.0 | 0.0 | 0.0 | 0.0 |
| 2018 | 100.0 | 100.0 | 0.0 | 0.0 | 0.0 |
| 2019 | 100.0 | 100.0 | 0.0 | 0.0 | 0.0 |
| 2020 | 100.0 | 100.0 | 0.0 | 0.0 | 0.0 |
| 2021 | 100.0 | 100.0 | 0.0 | 0.0 | 0.0 |
| 2022 | 100.0 | 100.0 | 0.0 | 0.0 | 0.0 |

Production, Consumption, Stocks, Imports, Exports

Appendix Y continued

| Question | * | Strongly Disagree | Disagree | Undecided | Agree | Strongly Agree |
|---|------|-------------------|----------|-----------|--------|----------------|
| 45. All students should know and understand the DECA creed. | A | (3.6) | (10.7) | (10.7) | (50.0) | (25.0) |
| | G.D. | (0.0) | (6.4) | (23.1) | (58.9) | (11.6) |
| | P | (7.1) | (24.3) | (14.3) | (47.1) | (7.2) |
| | S | (8.6) | (12.8) | (20.7) | (38.9) | (19.0) |
| 46. DECA activities should be recognized as a part of the total educational program in distributive education. | A | (1.2) | (1.2) | (7.2) | (32.5) | (57.9) |
| | G.D. | (0.0) | (6.6) | (17.1) | (52.6) | (23.7) |
| | P | (2.9) | (2.9) | (7.1) | (65.7) | (21.4) |
| | S | (2.3) | (7.0) | (17.1) | (51.4) | (22.2) |
| 47. DECA activities should teach members to serve as leaders and followers. | A | (0.0) | (1.2) | (4.8) | (45.2) | (48.8) |
| | G.D. | (0.0) | (1.3) | (6.3) | (64.6) | (27.8) |
| | P | (0.0) | (0.0) | (4.3) | (78.6) | (17.1) |
| | S | (2.8) | (7.6) | (15.4) | (50.7) | (23.5) |
| 48. A goal of DECA should be to further promote education in marketing and distribution which will have a direct effect on occupational skills. | A | (1.2) | (1.2) | (4.8) | (45.2) | (48.8) |
| | G.D. | (0.0) | (0.0) | (6.4) | (64.1) | (29.5) |
| | P | (0.0) | (0.0) | (4.3) | (67.1) | (28.6) |
| | S | (1.6) | (4.7) | (15.5) | (52.6) | (25.6) |

Appendix Y continued

| Question | * | Strongly Disagree | Disagree | Undecided | Agree | Strongly Agree |
|--|------|-------------------|----------|-----------|--------|----------------|
| 49. Distributive education students have common objectives and interests in each is preparing for a related career in the field of distribution. | A | (5.9) | (3.6) | (7.1) | (52.4) | (35.7) |
| | G.D. | (0.0) | (3.8) | (6.3) | (62.0) | (27.9) |
| | P | (0.0) | (4.4) | (4.3) | (73.9) | (17.4) |
| | S | (4.6) | (14.8) | (25.7) | (44.7) | (10.2) |
| 50. The local school chapter should be the "show window" for student achievement and progress in distributive education. | A | (5.9) | (16.7) | (15.5) | (40.5) | (21.4) |
| | G.D. | (0.0) | (15.2) | (12.7) | (56.9) | (15.2) |
| | P | (1.4) | (8.6) | (15.7) | (60.0) | (14.3) |
| | S | (2.8) | (7.3) | (20.7) | (51.4) | (17.8) |
| 51. DECA members should be given the opportunity to participate in many activities designed to instruct him to be not only a leader but also a follower. | A | (0.0) | (1.2) | (4.8) | (63.1) | (30.9) |
| | G.D. | (0.0) | (0.0) | (9.0) | (59.0) | (32.0) |
| | P | (0.0) | (0.0) | (8.6) | (72.8) | (18.6) |
| | S | (3.7) | (7.3) | (19.1) | (52.6) | (17.3) |
| 52. The club officers should be drawn from the senior classes of distributive education. | A | (14.3) | (32.1) | (20.2) | (19.1) | (14.3) |
| | G.D. | (2.5) | (29.1) | (44.3) | (15.2) | (8.7) |
| | P | (1.4) | (37.2) | (30.0) | (30.0) | (1.4) |
| | S | (16.8) | (26.9) | (20.2) | (22.6) | (13.5) |

Appendix Y continued

| Question | * | Strongly Disagree | Disagree | Undecided | Agree | Strongly Agree |
|---|------|-------------------|----------|-----------|--------|----------------|
| 53. Student members should learn to recognize their obligations to the community in which they live, and become involved in activities aimed at community betterment. | A | (0.0) | (1.2) | (8.3) | (53.6) | (36.9) |
| | G.D. | (0.0) | (0.0) | (5.1) | (58.2) | (36.7) |
| | P | (0.0) | (1.4) | (5.7) | (65.7) | (27.2) |
| | S | (2.6) | (8.2) | (23.3) | (49.5) | (16.4) |
| 54. Participation at special conferences and conventions should be open to all students who receive the approval of the chapter advisor. | A | (1.2) | (6.0) | (8.3) | (53.6) | (30.9) |
| | G.D. | (0.0) | (6.3) | (25.3) | (45.6) | (22.8) |
| | P | (2.9) | (11.4) | (17.1) | (55.7) | (12.9) |
| | S | (4.1) | (8.8) | (18.2) | (49.5) | (18.4) |
| 55. Each chapter member should have a knowledge and understanding of the duties and responsibilities of each chapter officer. | A | (0.0) | (2.4) | (4.8) | (71.4) | (21.4) |
| | G.D. | (0.0) | (0.0) | (2.5) | (76.0) | (21.5) |
| | P | (1.4) | (1.4) | (8.6) | (75.7) | (12.9) |
| | S | (2.1) | (7.5) | (15.3) | (57.8) | (17.3) |
| 56. The faculty advisor should be responsible for instructing newly elected officers in their duties and providing leadership training for the local members. | A | (0.0) | (2.4) | (6.0) | (58.3) | (33.3) |
| | G.D. | (0.0) | (0.0) | (5.1) | (62.0) | (32.9) |
| | P | (0.0) | (1.4) | (2.9) | (61.4) | (34.3) |
| | S | (2.4) | (9.1) | (17.5) | (53.2) | (17.8) |

Appendix Y continued

| Questions | * | Strongly Disagree | Disagree | Undecided | Agree | Strongly Agree |
|--|---------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|
| 57. College bound students should be encouraged to enroll in at least one distributive education course. | A G.D. P S | (0.0) (3.8) (4.3) (6.6) | (2.4) (11.4) (15.7) (14.0) | (11.9) (31.6) (24.3) (25.2) | (42.9) (41.8) (48.6) (37.4) | (42.8) (11.4) (7.1) (16.8) |
| 58. Distributive education should also be recognized as preparation for advanced study at the college level as well as preparation for job entry or advancement. | A G.D. P S | (0.0) (0.0) (1.4) (2.6) | (2.4) (6.4) (2.9) (9.6) | (1.2) (10.1) (18.6) (23.0) | (38.1) (54.4) (57.1) (46.1) | (58.3) (29.1) (20.0) (18.7) |
| 59. Only non-regents students should be enrolled in distributive education. | A G.D. P S | (63.1) (67.1) (0.0) (42.4) | (30.9) (26.6) (57.1) (28.0) | (2.4) (3.8) (34.3) (13.1) | (2.4) (0.0) (2.9) (11.1) | (1.2) (2.5) (5.7) (5.4) |
| 60. The advisor should provide contest participants from his chapter with guidelines, adequate assistance, and class time for competitive DECA activities. | A G.D. P S | (0.0) (0.0) (1.4) (2.6) | (6.0) (12.8) (18.6) (7.7) | (12.0) (15.4) (17.1) (21.9) | (44.6) (51.3) (48.6) (48.3) | (37.4) (20.5) (14.3) (19.5) |

Appendix Y continued

| Questions | * | Strongly Disagree | Disagree | Undecided | Agree | Strongly Agree |
|--|---------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|
| 61. A local high school chapter should fully finance its own operations. | A G.D. P S | (21.4) (2.5) (4.3) (17.3) | (32.7) (32.9) (25.7) (23.2) | (9.5) (34.2) (22.9) (25.3) | (21.4) (24.0) (40.0) (24.7) | (15.5) (6.4) (7.1) (9.5) |
| 62. State officer candidates should be juniors, rather than seniors, so that the elected slate will be high school (not college) students. | A G.D. P S | (2.4) (2.5) (1.4) (14.2) | (5.9) (6.3) (8.6) (22.6) | (27.4) (43.0) (47.1) (30.9) | (35.7) (43.1) (37.2) (21.8) | (28.6) (5.1) (5.7) (10.5) |
| 63. All distributive education students in the second year course (ex. D.E.II) should be required to be members of DECA. | A G.D. P S | (13.1) (6.4) (8.6) (17.9) | (26.2) (37.2) (41.4) (21.2) | (16.7) (29.5) (30.0) (19.0) | (15.5) (20.5) (15.7) (24.3) | (28.5) (6.4) (4.3) (17.5) |

MICHIGAN STATE UNIVERSITY LIBRARIES



3 1293 03070 8345