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A STUDY OF THE PROFESSIONAL ACTIVITIES OF DISTRIBUTIVE
EDUCATION TEACHER-COORDINATORS IN
THE INTERMOUNTAIN AREA

by

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ABSTRACT

The purpose of the study was twofold: 1) To ascertain the proportion of time spent by distributive education teacher-coordinators in the intermountain area in performing the five major functions of the distributive education teacher-coordinator: Classroom Teaching, Coordination, Guidance, Public Relations, and Operations and Administration. 2) To ascertain the proportion of time spent by intermountain coordinators on specific tasks within each of the 5 major functions.

The population for this study, was limited to certified teacher-coordinators in the states of Idaho, Montana, Utah and Wyoming. The survey was conducted during April and May of 1973.

The major conclusions reached were: 1) Intermountain coordinators spend 10% more time on the classroom teaching function than the national average of coordinators. 2) Consequently, intermountain coordinators spend less time on coordination, guidance, and operations and administration than coordinators do nationally. 3) The intermountain coordinators devote approximately 50% of their class period to lecture-discussion methods of instruction and 50% to individual and small group study. 4) Intermountain coordinators devote approximately half of their coordination time to visiting with the sponsor/employer and only 5% to visiting with student's parents. 5) Intermountain coordinators spend nearly half of their guidance time on students' work related problems. The other half is nearly equally divided between career guidance and students' personal problems. 6) A majority of the intermountain coordinators' public relations time is devoted to personal contact with individuals. 7) DECA activities account for more than half of the intermountain coordinators' operations and administrations time and approximately 5% of the coordinators' total school time.

CHAPTER I

INTRODUCTION

Unlike his colleagues in other disciplines, today's distributive education teacher-coordinator cannot be content with being merely an excellent classroom instructor. His duties encompass a broad range of activities.

In the early stages of distributive education, about the turn of the century, the teacher's primary function was that of a classroom lecturer. Gradually the roll of cooperative occupational education increased in importance and acceptance. As this aspect of the program was stressed more and more, the teacher's responsibilities consequently expanded to include coordination of students on on-the-job training as an integral part of the program.

The distributive education teacher of the 70's, more than ever, must possess the knowledge and abilities to perform a multitude of tasks. He must be, not only a teacher in the traditional sense, but must also be a director of learning, an organizer, a supervisor, a financial manager, a counselor, a public relations director, and a community leader.

The increasing complexity of marketing and distribu-

tion in our modern society is the reason behind this great expansion of the distributive education teacher-coordinator's duties.

The following five terms have been chosen to represent all of the afore-mentioned duties:

1. Classroom Teaching
2. Coordination
3. Guidance
4. Public Relations
5. Operations & Administration

The above functions are based upon the five competencies of the distributive education teacher-coordinator as identified in Crawford's study, " A Competency Pattern Approach to Curriculum Construction in Distributive Teacher Education."

Though some authors organize the duties of the teacher-coordinator into as few as three or as many as ten categories, the above list "reflects the thinking of the large majority of the leaders in distributive education throughout the country." (3:p. 17)

STATEMENT OF THE PROBLEM

This study was conducted to ascertain the proportion of time spent by distributive education teacher-coordinators in Idaho, Montana, Utah and Wyoming in performing the five

major functions of the teacher-coordinator. These five major functions were: a) Classroom Teaching, b) Coordination, c) Guidance, d) Public Relations, and e) Operations and Administration.

The second section of the study was conducted to ascertain the proportion of time spent by the intermountain coordinators on specific tasks within each of the five major functions. The specific tasks within the Classroom Teaching function were determined to be: 1) Lecture-discussion, 2) Individual projects and study, 3) Small group projects, and 4) Scheduled preparation time. The Coordination function included: 1) Locating training stations, 2) Visiting with sponsor/employer, 3) Visiting with student at training stations, and 4) Visiting with parents. The Guidance function included problems pertaining to students' present jobs, 2) Student career counseling, and 3) Students' personal problems. The specific tasks within the Public Relations category were: 1) Preparing material for newspapers, radio, and television, 2) Preparing brochures, posters, displays, etc., 3) Personal appearances before groups, and 4) Personal contact with individuals. The last category, Operations and Administration, included: 1) Preparing program proposals and other state, local, and federal forms, 2) DECA activi-

ties, 3) School duties (supervision of lunchroom, hall, bus, etc.), and, 4) Any other paperwork and duties.

NEED FOR THE STUDY

As far as could be determined, no research of this type had been performed in the intermountain area.

The information obtained can be of assistance to state and local supervisory personnel in understanding and assisting distributive education teacher-coordinators.

The results can further be used by distributive education teacher-educators in their curriculum planning for collegiate teacher education programs.

The results of this study should particularly apply to distributive education teacher-coordinators in the four states mentioned (Idaho, Montana, Utah and Wyoming) or to distributive education teacher-coordinators in similar geographical settings.

PROCEDURE

A review of pertinent literature was undertaken to determine the merits of conducting this study. Since there was a lack of information concerning the allocation of distributive education teacher-coordinators' time to the five

competencies afore-mentioned, the research was continued.

A direct-mail survey was taken of distributive education teacher-coordinators in the states of Idaho, Montana, Utah and Wyoming. Names and addresses of those surveyed were obtained from the appropriate state distributive education supervisors. The questionnaires, along with letters of explanation were mailed to the respondents during the second week of April, 1973. The cover letter requested the respondents' assistance and explained the reasons behind the survey and the potential benefits which might be derived from it.

The form consisted of six basic questions. Each question, however, contained three to five sub-questions. The questionnaire (see appendix, p. 55) was designed to accurately report data and still be easy for the respondents to complete. Responding to the questionnaire involved only the estimating of the amount of time devoted to each of the tasks listed. Adequate space was also provided for written comments.

The questionnaire was designed to determine:

- 1) The overall percentage of time allocated to the performance of each of the five principle teacher-coordination functions:

1. Classroom Teaching
2. Coordination
3. Guidance
4. Public Relations
5. Operations & Administration

2) The percentage of time allocated to the performance of particular tasks within each of the five major functions:

Classroom Teaching

1. Lecture-discussion
2. Individual projects and study
3. Small group projects
4. Scheduled preparation time

Coordination

1. Locating training stations
2. Visiting with sponsor/employer
3. Visiting with student at training station
4. Visiting with parents

Guidance

1. Problems pertaining to students' present jobs
2. Student career counseling
3. Students' personal problems

Public Relations

1. Preparing material for newspaper, radio and television
2. Preparing brochures, posters, displays, etc.
3. Personal appearances before groups
4. Personal contact with individuals

Operations & Administration

1. Preparing program proposals and other local, state, and federal forms
2. DECA activities

3. School duties (supervision of lunchroom, hall, bus, etc.)
4. Any other paperwork and duties

A total of 95 questionnaires were mailed on April 16, 1973. In three weeks, 52 were returned representing a 55% response. A second copy of the questionnaire and a new cover letter was then mailed on May 7, 1973 to all those who had not as yet responded. The combined response of the two mailings resulted in a total of 72 questionnaires returned. This was a total response of 76%.

The data was then compiled and the analysis was performed by using elementary and basic statistical methods. Further details as to the procedure used to gather, compile, and interpret the data are contained in Chapter III.

LIMITATIONS

This study was limited to approved secondary distributive education programs that were in operation during the school year 1972-1973 in the states of Idaho, Montana, Utah, and Wyoming. The persons surveyed were those who were professional teacher-coordinators of secondary distributive education programs in the above mentioned states.

The researcher determined that this study of teacher-coordinators should be made in these four intermountain

states because of similarities in the characteristics of their education, backgrounds, problems, and students in the programs.

The survey was limited to only teacher-coordinators of regular cooperative education programs. Project programs were eliminated since the information obtained from coordinators in these programs would unnecessarily weight the percentages in the teaching and coordination sections. This would be due to the very nature of the project-type program.

DEFINITION OF TERMS

The following definitions are given in order to clarify some of the terms used in this paper. Several of these definitions have been drawn from Crawford's studies, the remainder have been derived from other recognized sources of information.

Average: For purposes of this study, average is used interchangeably with arithmetic mean.

Classroom Teaching: Lectures, group and individual instruction involving distributive and related subject matter for students preparing for employment in marketing and distribution.

Cooperative Plan: An organizational pattern of instruction which involves regularly scheduled part-time employment and which gives students an opportunity to apply classroom learning in practice. It enables students to develop occupational competencies through jobs related to their occupational interests.

Coordination: The process of organizing, developing, and maintaining effective relationships among all groups involved in the distributive education program to the end that the student receives the best possible preparation for a career in distribution.

Distributive Education: A vocational instructional program designed to meet the needs of persons who have entered or are preparing to enter a distributive occupation or an occupation requiring competency in one or more of the marketing functions. As a vocational program, it offers instruction in marketing, merchandising, and related management areas and personal development.

Guidance: Advising students regarding opportunities and careers available to them in marketing and distribution; regarding problems connected with their present jobs; and as much as possible, helping students solve their personal problems.

Intermountain Coordinators: Those distributive education teacher-coordinators in the states of Idaho, Montana, Utah and Wyoming whose responses were included in this study.

National Coordinator: The hypothetical average distributive education teacher-coordinator in the United States as determined by previous studies.

Operations and Administration: The duties involving distributive education program management, record keeping, extra-curricular activities, and general duties involving the total school program.

Project Plan: An organizational pattern of instruction which involves a series of selected learning activities or projects related to the field of marketing, merchandising, and management and to the student's occupational interests.

Public Relations: The function which evaluates public attitudes, identifies the policies and procedures of the distributive education program with the public interest, and executes a program of action to earn public understanding and acceptance.

Teacher-Coordinator: A member of the local school staff who teaches distributive and related subject matter to students preparing for employment and coordinates classroom instruction with on-the-job training or with occupationally oriented

learning activities of students. He is responsible for the distributive education program in the school. Responsibilities for adult distributive education may vary.

Training Station: The place of employment of the distributive education student where he receives on-the-job training and supervision by his employer and/or training sponsor.

CHAPTER II

INTRODUCTION

The purpose of the review of literature was twofold: 1) to determine what, if any, research had been done previously in this area of time allocation, and 2) to provide a basis for formulation of the specific questions to be asked in the survey to be made of distributive education teacher-coordinators.

THE FIVE COORDINATOR COMPETENCIES

In the 1967 study, "A Competency Pattern Approach to Curriculum Construction in Distributive Teacher Education," Crawford and her staff identified the five basic competencies which are needed by the distributive education teacher-coordinator to effectively perform his duties.

The study involved all distributive education state supervisory and teacher educator personnel in the United States, 48 distributive education teacher-coordinators and 400 distributive workers at the entry, supervisory and management levels.

The five basic competencies (or functions) were thus isolated and identified through the questionnaires sent to the

individuals in the above mentioned groups.

Then all the coordinators in six states - Arizona, Florida, Ohio, Pennsylvania, Virginia, and Washington - plus a number of 'at large' participants from a number of other states were surveyed to determine the percentages of time spent performing these five basic functions. The coordinators were also asked to list the amount of time which they perceived as being the ideal amount of time which they thought should be spent performing their various duties.

Selected pertinent information contained in the results of the 1967 study are shown in Table 1 . (2:p. 55)

Table 1 Allocation of Teacher-Coordinator Time

	Actual	Ideal
Teaching	40.86	42.17
Guidance	9.63	11.00
Coordination	24.82	28.07
Public Relations	7.80	8.17
Administration	10.53	6.92
Total Program	6.19	3.59

The information contained in the above table was chosen as the basis for comparison for this current intermountain study.

CLASSROOM TEACHING

The "critical tasks" within the teaching functions, according to Crawford, are 1) providing related classroom instruction - using a variety of teaching techniques, 2) planning and developing assignments, tests, and evaluations, and 3) recognizing individual differences.

Furgeson advocates the use of individual-oriented instruction and group-oriented instruction in the distributive education program. The former to be used to meet the students' specific goals; the latter because "the social-interaction methods and techniques have proved to be effective with young people in a classroom environment."

(4:p. 79) Furgeson, however, does not make any specific recommendations regarding the amount of time in the classroom which should be allocated to the various techniques. (4:p. 80) He does recommend "micro lectures" of five to seven minutes. This would suggest allowing the remaining time of a class period for individual and group projects. (4:p. 82)

Millikin, in 1972, recommended that coordinators spend much less time on lecture and discussion than the currently accepted practice of spending the full hour using this method of instruction.

Millikin recommends that in the junior year, 60% of class time be devoted to lecture-discussion and 40% to individual work and reading. He recommends that in the senior year, this ratio be reversed, and that the coordinator allow only 40% of class time for lecture-discussion and 60% for individual projects and study.

Millikin also recommends that coordinators should be required to teach no more than 3 classes per day.

(10: 11/15/72)

In a 1971 study done by Joseph Hlebichuk, of distributive education teacher-coordinators in Montana, it was found that many coordinators are expected to teach more than the maximum number of classes allowed by Millikin's recommendation. Hlebichuk found that "46.7% (7 of 15) of Montana coordinators were able to devote 100% of their class time to DE. 26.7% (4 of 15) had a distributive education class load of 60-80%. And 26.7% (4 of 15) of coordinators had a distributive education class load of 33-43%." Other classes taught were typing,

data processing, bookkeeping, shorthand, business law, economics, general business, office education, and business machines. (6:p. 59-60)

This practice of having distributive education teacher-coordinators teach other subjects in addition to their distributive education classes would be particularly prevalent in smaller schools in the less populated states, such as those in the intermountain west.

COORDINATION

In a typical secondary distributive education program the students will take their course work in the morning, and afternoons will be available for on-the-job training. The amount of time needed by the teacher-coordinator to effectively carry out his coordination duties will vary according to the type of students and the situation. Mason and Haines recommended: "The effective teacher-coordinator should use as a rule of thumb the commitment of at least one-half hour per week per trainee for coordination time. This would involve at least one visitation per month on the average. . ."

(8:p. 233)

In a 1965 study in Illinois, Harris found that the

one-half hour per week was considered adequate by the majority of teacher-coordinators in Illinois. This group also considered on-job visits of once-a-month to be adequate. (5:p. 49)

Millikin is even more specific in saying that with 30 students involved in cooperative work experience, the teacher-coordinator should allow a minimum of one-half hour per week for coordination time for each employed student. (10: 9/25/72)

Crawford found that the national average for actual coordination time throughout the school year was 24.82%. However, the coordinators surveyed by Crawford indicated that the average amount of time that should ideally be spent on coordination was 28.07%.

(2:p. 55)

The major specific duties within the coordination function which are listed by Crawford are:

- 1) Coordination visits regularly to training stations to talk to sponsor
- 2) Visits to training station to observe student
- 3) Locating training stations

(2:p. 35)

GUIDANCE

Patton, the distributive education teacher educator at Oklahoma State University, listed the essential elements which should be found in a distributive education curriculum as:

- 1) the provision of occupational information
- 2) assistance to students in assessing and understanding their abilities according to guidance tools that are available through longitudinal records
- 3) individual counseling sessions with reference to personal problems, career problems, and educational problems
- 4) an available listener at the time students need him most
- 5) placement in distributive education occupation
- 6) follow-up to determine the effectiveness of planning and instruction

(12:p. 36)

According to Crawford's study, the tasks involved in the guidance function are:

- 1) Keeping students aware of opportunities and careers available to them
- 2) Helping students with problems connected with their jobs
- 3) As much as possible, helping students with problems in other related activities (personal problems)

(2:p. 43)

In the Crawford survey, the national coordinators reported an average of 9.63% of annual time actually spent in guidance. They estimated 11.0% as being an ideal amount of time which should be devoted to this function. (2:p. 55)

Meyer and Logan stated that the guidance duties of a distributive education teacher-coordinator seem to be more extensive than for most teachers, due to problems arising from students' employment. They also stated that "the counseling functions of the distributive education teacher-coordinator have not been clearly defined." (9:p. 113)

Harland E. Samson, in a study of Iowa teacher-coordinators, found that the coordinators were basically involved in the three areas noted earlier; job problems, career counseling, and personal problems. (14:p. 81)

PUBLIC RELATIONS

Public relations may very well be the least understood of the five functions.

Redington lists the following publics with which the distributive education teacher-coordinator must communicate: school faculty and administrators; local

businessmen; and the local community - parents, students, and citizens living within each local school district. Redington continues: "the teacher-coordinator must be cognizant of the fact that each of these three publics will require a different approach and a set of information to win its support over to DE." (13:p. 18-19)

The public relations function, then, demands a considerable amount of time to adequately administer.

Nationally, according to Crawford, distributive education coordinators devote an average of 7.80% of their time to public relations. Ideally, the coordinators in Crawford's study preferred to spend 8.17% on the public relations function. (2:p. 55)

Mason and Haines suggest that a "continuing public relations program" be planned and executed. A total public relations program is described in detail in the Montana State Guide for Distributive Education Teacher-Coordinators. (1:p. 94-120)

However, neither Redington, Mason & Haines, nor the Montana Guide make any mentions as to how much time should be devoted to public relations. It is apparent that, with guidance, this is left to the discretion of the individual coordinator.

All the above sources of information include news media material preparation, personal appearances, and personal contact with individuals as the basic means of carrying out the public relations function.

OPERATIONS AND ADMINISTRATION

Included in this category are all the "miscellaneous" duties not covered by the previous four - paperwork; lunchroom, hall and bus duty; and faculty meetings. However, the single most important "miscellaneous" duty for the distributive education teacher-coordinator is extra-curricular activities - specifically the local chapter of the Distributive Education Clubs of America.

Crawford's original study considered operation and administration of the distributive education program to be separate from the "total school program" duties. This researcher felt that the two categories, since they are very similar, and overlap considerably, could be combined into a single category for purposes of this study. Crawford also apparently, in later stages of the study, combined the two categories.

According to Table 1, the coordinators Crawford

surveyed nationally, reported they spent 16.71% of their time on administration duties. Ideally, they wanted to spend only 10.51% on operations and administrations.

SUMMARY OF CHAPTER II

It can be determined from the previous pages that very little research has been undertaken in determining the time spent by coordinators in performing their specific tasks within each of the 5 major functions. As far as could be determined, there have been no previous studies of coordinators in the intermountain area involving the 5 major functions and their specific tasks.

CHAPTER III

INTRODUCTION

The purposes of this chapter are to 1) describe the sources of data; 2) explain the construction of the survey instrument used to obtain the data; 3) explain the procedures used in conducting the survey; and 4) describe the method used for compiling the information obtained.

SOURCES OF DATA

All of the statistical data was obtained from certified distributive education teacher-coordinators in the states of Idaho, Montana, Utah, and Wyoming. A list of coordinators in each state was obtained from their respective State Departments of Education. In order to obtain a homogenous group, the sample consisted of those coordinators in cities of less than 100,000 population. The sample group, therefore, was composed of all coordinators in the states of Montana, Idaho, and Wyoming. All coordinators in Utah were surveyed, except those in Salt Lake City proper, since Salt Lake City is the only municipality in the four states with a population of more than 100,000.

CONSTRUCTION OF SURVEY FORM

→ The survey form (see appendix, pp. 55) was composed in March, 1973. It consisted of two sections.

The first section consisted of one question with a listing of the five major functions of the distributive education teacher-coordinator:

1. Classroom Teaching
2. Coordination
3. Guidance
4. Public Relations
5. Operations & Administration

The respondent was to insert the percentage of time spent annually performing each basic duty. The total time indicated was to be 100%.

The second section consisted of listings of specific tasks within each of the five major categories. Again, the coordinator was to list the percentages of time spent performing the specific tasks within each category. A total of 100% was expected in each category. There were 19 specific tasks listed in the second section.

At the bottom of page two of the survey form was a space for listing any duties not specifically covered by the survey form, as well as a space for comments.

The preliminary form was reviewed for completeness, conciseness, and clarity by a group of graduate students,

in office and distributive education at Montana State University. Valuable suggestions were also provided by the researcher's graduate committee at Montana State University.

The suggestions for improvement were then incorporated into the final draft of the survey form. After review by the researcher's graduate committee chairman, the final draft was adopted for use in the study.

ADMINISTRATION OF THE SURVEY

On April 16, 1973, the survey form, along with a personally addressed cover letter (see appendix, p. 57) were sent to each of the 95 teacher-coordinators in the sample. A stamped, self-addressed envelope was included for the convenience of the coordinators.

By May 7, 1973, 52 of the 95 survey forms, or a total of 55%, had been returned. On that date, three weeks after the first mailing, a survey form and a new cover letter (see appendix, p. 58) was again sent to each of the 43 coordinators who had not as yet responded. This procured an additional 20 replies. Table 2 lists the number of returns and percentages by states, and the number and percentages of useable returns. A total of 72 of the 95

Table 2 Survey Responses

	total number surveys mailed	total number responses	percent of response	total number useable responses	percent of useable response
Idaho	14	10	71%	9	64%
Montana	24	20	83%	18	75%
Utah	37	24	65%	19	51%
Wyoming	20	18	90%	18	90%
Intermountain	95	72	76%	64	67%

coordinators surveyed responded. A total of eight of the 72 responses were not included in the analysis of data for the following reasons:

Two coordinators indicated their program was a "project" type of program, and therefore was not within the realm of this study.

Three forms were returned with notes indicating that there was no distributive education program in the school during the 1972-1973 school year.

Two returns were invalidated because of obvious carelessness in responding to the questions.

One coordinator responded with a note explaining he did not feel qualified to respond due to the fact that he had been a coordinator for only three months.

COMPILATION OF DATA

Three weeks after the second mailing, 72 survey forms (76%) had been returned. This was determined to be an acceptable number of responses with which to complete the study.

The mean (average) and range of the responses for each of the 24 questions was determined for each state. Then the mean and range for the total intermountain area

was calculated from the individual states' averages and ranges.

Details of the results of the survey are contained in Chapter IV.

CHAPTER IV

INTRODUCTION

This chapter is concerned with presenting and analyzing the data gathered, in both verbal and graphic form. Graphic presentation will be in the form of tables and bar charts. The bar chart was selected in preference to the line diagram, because, according to Luck, Wales and Taylor, "comparisons of individual items can be made more easily with the bar chart than with the line diagram." (7:p. 362)

PART I - QUESTION I

Table 3 provides an overall comparison of the responses to question number I - "What percentage of your school year is spent in performing the following five major functions? Classroom teaching, Coordination, Guidance, Public Relations, and Operations and Administration." The mean and the range of the responses for each state are shown, plus the mean and range for the intermountain area as well as the mean for the national survey which was conducted by Crawford in 1967. (The range is not available for the national study.)

Table 3 Performance of 5 Major Functions

What percentage of your school year is spent in performing the following 5 major duties?	Idaho		Montana		Utah		Wyoming		Inter- mountain		National	
	mean	range	mean	range	mean	range	mean	range	mean	range	mean	range
1. Classroom Teaching	50.77	20-75	51.22	20-95	58.53	30-92	42.61	15-85	50.91	15-95	40.86	un- known
2. Coordination	23.56	5-40	20.17	2-40	21.58	5-50	25.39	6-48	22.53	2-50	24.82	un- known
3. Guidance	8.67	1-20	9.11	1-25	6.26	0-14	7.39	2-20	7.72	0-25	9.63	un- known
4. Public Relations	9.33	2-30	10.22	1-25	6.63	0-10	12.44	2-30	9.66	0-30	7.80	un- known
5. Operations and Administration	10.56	5-20	10.17	1-20	6.53	0-14	12.61	0-40	9.83	0-40	16.72	un- known

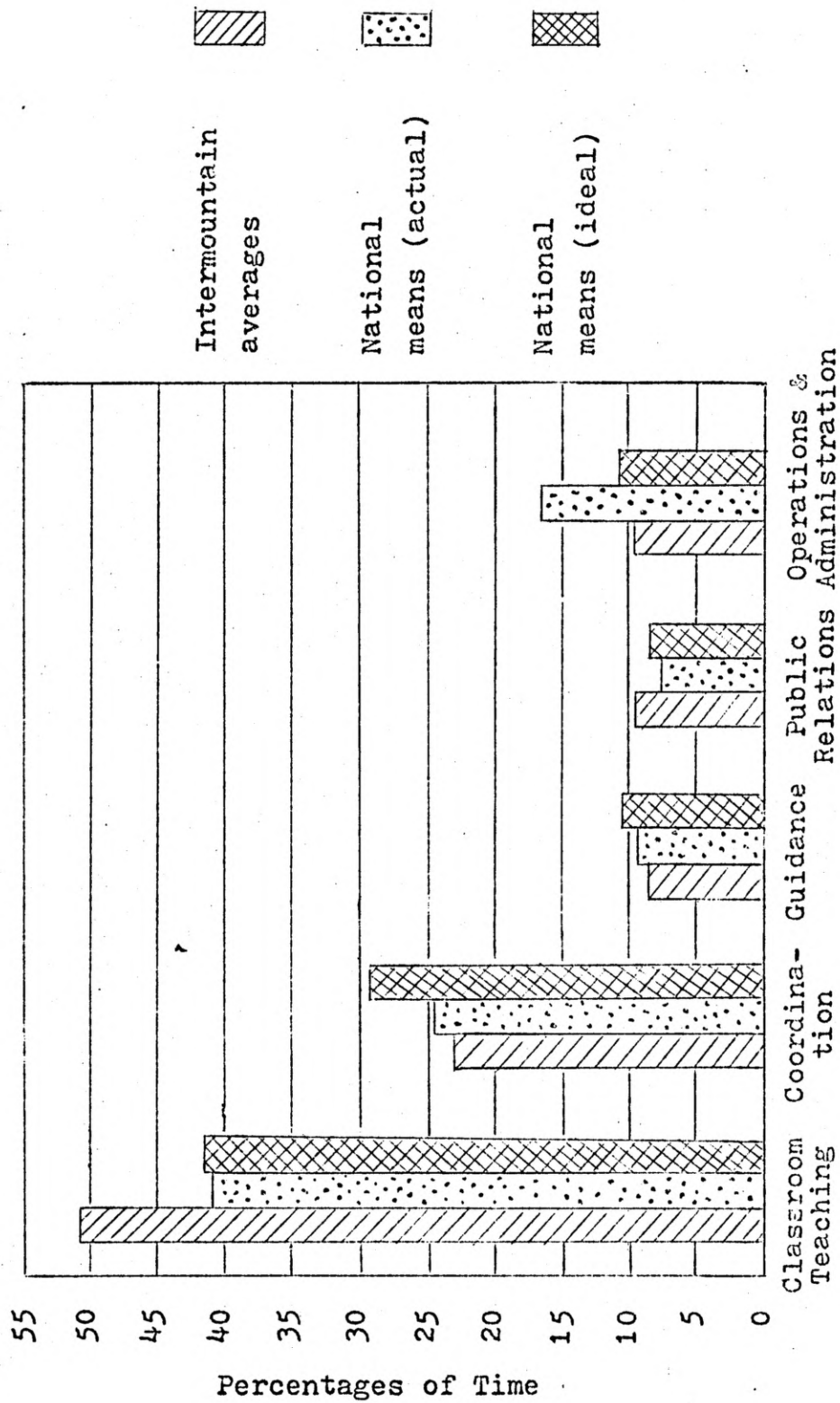
Generally, Wyoming's averages are much closer to the national than any other state's. Utah's figures deviate substantially from the national figures. The figures for Idaho and Montana are basically similar to each other, but deviate considerably from the national averages.

In comparing each state to the intermountain (four state) total, it will be found that Idaho and Montana fall closest to the intermountain figures. Wyoming and Utah figures differ considerably from the intermountain average.

The bar chart on page 32 graphically compares the mean figures for the intermountain area with the mean figures for the national survey. As noted in Chapter II, the national study consisted of responses to questions regarding the five major functions in terms of the actual time spent by the coordinators, and the ideal amount of time which should be spent performing the 5 duties. The bar chart compares the intermountain actual with the national actual and the national ideal.

It is worthy of note that the intermountain mean for the teaching category is considerably greater for the intermountain states than either of the national figures.

Table 4
Comparison of Intermountain and National Averages



The intermountain figure for coordination is somewhat less (3% less) than the national actual, and much less (6% less) than what the national coordinators perceived as the amount of time which should be spent on coordination.

The Guidance figures, again, show a considerable difference between the intermountain actual and the national actual and national ideal data. Intermountain coordinators devote less time to the guidance function than do national coordinators.

The Public Relations category is the only category other than classroom teaching in which the percentage of time spent by intermountain coordinators exceeds the percentage of time spent by national coordinators, both actually and ideally.

A marked difference in the three groups is shown in the Operations and Administrations category. The intermountain actual figure is relatively close to the national ideal, but is 7% less than the national actual.

PART II - SPECIFIC QUESTIONS

The second part of this chapter deals with the data gathered concerning specific tasks within each of the five major areas. Since this had not been done in any

previous study, this section will present and compare figures gathered in this study only. The data for the individual states involved will be compared and contrasted with the other 3 states and with the intermountain figures as a whole.

QUESTION II A

This question was concerned with the specific tasks within the Classroom Teaching category. Four specific tasks were involved:

- 1) Lecture and discussion
- 2) Individual instruction
- 3) Small group instruction and projects
- 4) Preparation time

Table 5 lists the mean and range for the responses to each specific question from each state. In the Lecture-discussion category, the intermountain average of 42.77% compares closely to the average of 45.66% for Montana, 41.84% for Utah, and 45.00% for Wyoming. Coordinators in Idaho, however, reported spending much less time, or an average of 34.44% of their class time, using the lecture-discussion technique.

In the second classroom category - individual projects - all states were within two percent of the intermountain mean of 28.30%.

Table 5 Classroom Teaching

What percentage of your annual classroom teaching time do you spend on the following?	Idaho mean range	Montana mean range	Utah mean range	Wyoming mean range	Inter- mountain mean range
1. Lecture-discussion	34.44 15-70	45.66 15-60	41.84 20-90	45.00 10-80	42.77 15-90
2. Individual projects and study	28.33 15-45	26.50 10-60	29.21 0-70	29.11 5-80	28.30 0-80
3. Small group projects	20.55 10-30	14.83 5-30	16.32 0-40	14.28 0-30	15.92 0-40
4. Scheduled preparation time	15.55 0-30	12.12 0-30	12.89 0-30	12.72 0-33	13.03 0-33

Table 5 Classroom Teaching

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2. Individual projects and study	28.33 15-45	26.50 10-60	29.21 0-70	29.11 5-80	28.30 0-80
3. Small group projects	20.55 10-30	14.83 5-30	16.32 0-40	14.28 0-30	15.92 0-40
4. Scheduled preparation time	15.55 0-30	12.12 0-30	12.89 0-30	12.72 0-33	13.03 0-33

In the small group projects category, all states except Idaho were within two percent of the intermountain mean of 15.92%. Idaho reported an average of 20.55% of class time spent on small group projects.

In the final category - preparation time - the intermountain mean was 13.03%. Again, Idaho coordinators were the lone exception, with 15.55% of classroom time spent in preparation. The other three states were within one percent of the intermountain mean.

QUESTION II B

The second group of specific questions dealt with the various aspects of the coordination function.

- 1) Locating training stations
- 2) Visiting with sponsor/employer
- 3) Visiting with student at training station
- 4) Visiting with parents

According to Table 6, the intermountain average of time spent locating training stations was 28.03% of the total time spent performing the coordination function. Coordinators in Montana, Utah, and Wyoming spent 24.11%, 28.95%, and 23.67% respectively in locating training stations. Here again, Idaho coordinators differed considerably from the mean with 44.87%. The range of percentages in this category was 1% to 80%.

Table 6 Coordination

What percentage of your annual coordin- ation time do you spend on the following?	Idaho mean range	Montana mean range	Utah mean range	Wyoming mean range	Inter- mountain mean range
1. Locating training stations	44.89 10-79	24.11 1-50	28.95 0-80	23.67 9-50	28.03 1-80
2. Visiting with sponsor/employer	36.00 15-70	54.78 20-95	41.84 0-90	56.17 30-90	48.39 0-95
3. Visiting with students at training station	15.56 0-30	14.83 1-33	20.79 0-60	15.83 2-45	17.77 0-60
4. Visiting with parents	3.44 0-10	5.78 0-25	8.53 0-20	4.33 0-10	5.86 0-25

The largest percentages in the coordination group were in the response concerning the time spent visiting with the employer or training sponsor. There was a considerable amount of variation among the four states, as can be seen in the table. None of the states were within 5% of the intermountain mean of 48.39%.

Intermountain coordinators on the average, spent only 17.77% of their time involved in performing the third specific task - visiting with students at the training station. All four states were within 2.5% of the intermountain mean.

The smallest percent of time in this coordination category was devoted to visits with parents. Averages of responses ranged from 3.44% in Idaho to 8.53% in Utah. Montana and Wyoming averages were closest to the intermountain mean of 5.86%, with 5.78% and 4.33% respectively in Montana and Wyoming.

QUESTION II C

This group of questions dealt with the guidance function. Included in this category were:

1. Problems pertaining to students' present jobs
2. Student career counseling
3. Students' personal problems

Coordinators in Montana reported they spent an

average of 53.06% of their guidance time on students' present job problems. The intermountain average was 45.03%. At the lower end of the states' range was Utah with only 34.37%. Idaho and Wyoming were both within 3% of the intermountain mean in this category.

In the area of student career counseling, coordinators in the four states as a whole reported spending 28.17% of their guidance time on this subject. Coordinators in Idaho spent 5% more time in career counseling than the intermountain coordinators as a whole. In contrast, Wyoming coordinators reported spending only 20.61% of their guidance time on career counseling.

The third and final task in this group was concerned with students' personal problems. The intermountain mean of 26.31% was close to the mean of the second task just mentioned. However, the individual states' figures were somewhat reversed. Utah coordinators reported devoting 36.73% of their guidance time to students' personal problems. Montana coordinators reported spending only 20.28% of their guidance time performing this task. The Wyoming average was approximately 4% above the intermountain mean, and the Idaho average was approximately 5% below it.

Table 7. Guidance

What percentage of your annual guidance time do you spend on the following?	Idaho mean range	Montana mean range	Utah mean range	Wyoming mean range	Inter- mountain mean range
1. Problems pertaining to students' present jobs	44.44 15-75	53.06 15-85	34.37 0-70	48.56 4-80	45.03 0-85
2. Student career counseling	33.89 5-70	25.56 5-70	28.84 0-95	20.61 5-95	28.17 0-95
3. Students' personal problems	21.67 0-40	20.28 5-50	36.73 5-95	30.27 0-60	26.31 0-95

QUESTION II D

This group of questions dealt with the percentage of time spent performing four specific Public Relations tasks. Those tasks were:

- 1) Preparing material for newspapers, radio and television
- 2) Preparing brochures, posters, displays, etc.
- 3) Personal appearances before groups
- 4) Personal contact with individuals

The first specific task was concerned with preparing material for the news media. The intermountain average was 16.91%. The states' averages ranged from a low of 12.63% in Utah to a high of 24.78% in Wyoming. Idaho and Montana were closer to the four state mean with 15.33% and 14.33%, respectively.

The second question concerned time allocated to preparing brochures, displays, posters, and other promotional material. There was a considerably wide range of state averages - from 9.55% in Wyoming to 24.44% in Idaho. The intermountain mean was 14.92%.

The smallest percentages in this group were in the responses for the area of "Personal appearances before groups." As a whole, intermountain coordinators spend 14.26% of their public relations time performing this

Table 8 Public Relations

What percentage of your annual public relations time do you spend on the following?	Idaho mean range	Montana mean range	Utah mean range	Wyoming mean range	Inter- mountain mean range
1. Preparing material for newspapers, radio, and television	15.33 0-55	14.33 1-74	12.63 0-40	24.78 5-80	16.91 0-80
2. Preparing brochures, posters, displays, etc.	24.44 0-50	12.94 1-30	17.37 0-50	9.55 0-30	14.92 0-50
3. Personal appearances before groups	8.89 0-20	13.67 1-40	13.75 0-50	17.89 5-45	14.26 0-50
4. Personal contact with individuals	51.89 20-80	60.17 25-90	56.05 25-100	48.06 10-90	55.38 10-100

task. The averages ranged from a low of 8.89% in Idaho to a high of 17.89% in Wyoming.

The last task in the Public Relations group, "Personal contact with individuals," drew the largest percentage of the time spent on Public Relations. Overall, intermountain coordinators reported devoting an average of 55.38% of their Public Relations time to using this method of program promotion. The states' range was 48.06% in Wyoming to 60.13% in Montana. The overall range was 10% to 100% for "Personal contact with individuals."

QUESTION II E

This final group of questions was concerned with determining the time spent performing various duties within the Operations and Administration function.

Included in this category were:

- 1) Preparing program proposals and other local, state and federal forms
- 2) DECA activities
- 3) School duties (supervision of lunchroom, hall, bus, etc.)
- 4) Any other paperwork and duties

The first specific task was preparing program proposals and other governmental forms. The intermountain average was 11.83%. State averages were: Idaho 7.22%; Montana, 8.56%; Utah, 12.89%; and Wyoming,

16.39%

By far, the largest percentage of time devoted to any specific task within this group was in the second task - DECA activities. The overall intermountain average was 51.77%. The range of individual answers from throughout the intermountain area was 10% to 93%. Of the four states, Utah coordinators reported spending the least amount of time on DECA activities - 39.21%. Idaho was next with 51.67%. Wyoming coordinators reported 58.22%. Montana coordinators, as a whole reported spending more time on DECA activities than any of the other states - 60.83%. The Montana range was 40% to 90%.

The third question within this group involved general school duties, such as lunchroom, hall and bus supervision. The average time devoted to this task was the lowest in the group. The overall intermountain average was 10.53%. The states averages ranged from 6.05% in Wyoming to 20.00% in Idaho.

The final specific question was a type of "catch all" question - "any other paperwork and duties." The intermountain average of 25.03% was approximately in the middle of the range of state averages, which went from 19.33% in Wyoming to 33.95% in Utah.

Table 9 Operations & Administration

What percentage of your annual operations and administration time do you spend on the following?	Idaho mean range	Montana mean range	Utah mean range	Wyoming mean range	Inter- mountain mean range
1. Preparing program proposals and other local, state, and federal forms.	7.22 0-25	8.56 5-20	12.89 0-30	16.39 1-35	11.83 0-35
2. DECA activities	51.67 10-75	60.83 40-90	39.21 0-80	58.22 15-93	51.77 10-93
3. School duties (supervision of lunchroom, hall, bus, etc.)	20.00 0-90	6.67 0-20	14.47 0-60	6.05 0-50	10.53 0-90
4. Any other paper-work and duties	21.11 0-50	23.33 5-50	33.95 0-90	19.33 5-75	25.03 0-90

Significant comments submitted by a number of coordinators are as follows:

A Montana coordinator stated: "A great deal of time is spent on DECA store and contest preparation - a must."

And another coordinator from Montana commented: "It's pretty hard to assign a percentage to every activity - It varies from year to year."

A Utah coordinator who devoted 20% of his time to coordination and 10% of his time to guidance, stated: "I am presently working at getting additional time for the coordinating and counseling activities."

Another coordinator from Utah who spent only 2% of his total time on guidance said: "A career information center has just been established. Career guidance has not progressed very far at this time. It is not offered and students do not seek it."

One Wyoming coordinator who devoted 80% of his classroom teaching time to individual projects and study and only 10% each to lecture-discussion and small group projects, described his system of "task analysis" for individualized instruction. "If the student does the 'required tasks,' he passes with a 'C' grade. He has the options of other tasks to earn

a higher grade. Most of the tasks are individual and oral."

Another coordinator from Wyoming made a point of stating that his response should only be judged as an estimation because, as he sums up the tasks of the teacher-coordinator, "flexibility is the byword of a coordinator."

CHAPTER V

INTRODUCTION

The purpose of this chapter is twofold: The first section is to present the conclusions formulated through analysis of the data. The second section presents the recommended actions based upon the conclusions reached.

CONCLUSIONS

1. Intermountain coordinators spend 10% more time on classroom teaching duties than do national coordinators.
2. Intermountain coordinators spend 2.3% less time on coordination than do national coordinators.
3. Intermountain coordinators devote 1.9% less time to guidance than do national coordinators.
4. Intermountain coordinators spend 1.9% more time on public relations than do national coordinators.
5. Intermountain coordinators spend 6.9% less of their time on operations and administration than do national coordinators. However, the time actually spent on this function by intermountain coordinators approximates the national ideal percentage.
6. Intermountain coordinators spend an overall of 50%

of their instructional class period using the lecture-discussion method. This compares favorably to the recommendation cited in Chapter II that 50% of classroom time be spent on lecture-discussion (a recommendation of 50% was determined by this researcher to be the average of 60% recommended in the junior year and 40% recommended in the senior year.)

7. Consequently, intermountain coordinators devote the remainder of the classroom period to individual and small group study. This also compares favorably with the recommendation cited in conclusion number 6.

8. Intermountain coordinators devote approximately thirty minutes per day to classroom teaching preparations.

9. Intermountain coordinators devote approximately half of their coordination time (48.39%) visiting with the sponsor/employer. More than one-fourth (28.03%) of their coordination time is spent locating training stations.

Visiting with the students at the training stations and with students' parents accounts for the other one-fourth.

10. Intermountain coordinators spend nearly half (45.03%) of their guidance time on students' work related problems. The other half is nearly equally divided between career guidance and students' personal problems.

11. Intermountain coordinators spend considerably more than half (55.38%) of their public relations time on personal contact with individuals. The remaining public relations time is divided nearly equally between preparing materials for the news media, preparing posters and displays, and appearing before groups personally.

12. Intermountain coordinators devote more than half (51.77%) of their operations and administration time to DECA activities. This is approximately equal to 5% of their total school time.

RECOMMENDATIONS

1. In view of the fact that intermountain coordinators, on the average, have a considerably greater class load than national coordinators, it is recommended that class loads be reduced to a maximum of three classes per coordinator. This will allow more time for coordination, guidance and preparation.
2. A study could be undertaken to determine the ideal amount of time which intermountain coordinators believed should be allocated to performing the 5 basic functions. This could be compared to the national actual and national ideal, and to the intermountain actual times of this study.

The results from the additional research might determine if there were any additional discrepancies in teaching load, allowances for coordination time, and so forth.

3. Teacher educators in the four states involved should study the content of their distributive education methods classes. They should determine if the classes provide adequate instruction in all areas of classroom teaching-lecture, small group, and individual instruction - in proportion to the percentages of time that are spent on these various methods as determined by this study.

4. Additional information is needed to determine whether or not intermountain coordinators are spending the one-half hour per student per week coordination time as recommended by most authorities in distributive education.

5. Since a very small percent of coordination time is devoted to visits with parents, coordinators should consider whether this area is receiving adequate attention.

6. Teacher educators should determine whether or not their programs provide ample training in guidance, and place proper emphasis upon the various components of the guidance function as identified in this study.

7. Additional research could be undertaken in the public relations area to determine why coordinators spend more than half of their public relations time using the personal

contact method of program promotion. (This method is much more time consuming than the other methods with respect to the amount of people contacted). The results of an additional study might determine whether or not coordinators are receiving adequate instruction in the use of the various media at their disposal.

8. Since a full 5% of a coordinator's time is devoted to DECA activities, this subject is important enough to include in the teacher education program. The instruction could be in the form of a seminar, workshop, individual problems, or scheduled course.

9. A study could be made to determine the intermountain ideal time percentages which should be spent performing the specific tasks within each of the five basic functions. The results could be compared to the data obtained in this study regarding the actual time spent.

10. Since there is no data available for the national level concerning the specific tasks within the five major functions, additional research could be undertaken to determine the amount of time devoted to these specific tasks at the national level.

11. Finally, educators should review the data pertaining to their own states, in order to determine the implications of this information on their own programs.

SUMMARY

From the preceding pages, it can be seen that today's distributive education teacher-coordinator in the intermountain area cannot be content with being merely an excellent classroom instructor. His duties encompass a broad range of activities. In order to perform his many and varied duties effectively, he must make the best possible use of his time.

Administrators and supervisors should also analyze the situation to see how they can assist the distributive education teacher-coordinator in increasing the effectiveness of the distributive education program through proper planning and delegating of authority and responsibility.

Teacher educators in the intermountain area can help by ensuring that their student coordinators receive the necessary training in relation to the time which is allocated to the various activities, as brought out by this study.

Not only educators and educational administrators, but the community as a whole, should assist the coordinator in finding and developing more effective means of preparing students for careers in marketing and distribution.

A P P E N D I X

D E Teacher-Coordinator Activity Study

I. What percentage of your school year is spent in performing the following 5 major duties?

_____ % Classroom Teaching
_____ % Coordination
_____ % Guidance
_____ % Public Relations
_____ % Operation and Administration

100% Total *Because of overlap and duplication, percentages may not total exactly 100%.

II. CLASSROOM TEACHING - What percentage of your annual teaching time do you spend on the following?

_____ % 1. Lecture-discussion
_____ % 2. Individual projects and study
_____ % 3. Small group projects
_____ % 4. Scheduled preparation time

100% Total *

B. COORDINATION - What percentage of your annual coordination time do you spend on the following?

_____ % 1. Locating training stations
_____ % 2. Visiting with sponsor/employer
_____ % 3. Visiting with student at training station
_____ % 4. Visiting with parents

100% Total *

C. GUIDANCE - What percentage of your annual guidance time do you spend on the following?

_____ % 1. Problems pertaining to students' present jobs
_____ % 2. Student career counseling
_____ % 3. Students' personal problems

100% Total *

D. PUBLIC RELATIONS - What percentage of your annual public relations time do you spend on the following?

- _____ % 1. Preparing material for newspapers, radio and television
- _____ % 2. Preparing brochures, posters, displays, etc.
- _____ % 3. Personal appearances before groups
- _____ % 4. Personal contact with individuals
- 100% Total*

E. OPERATION AND ADMINISTRATION - What percentage of your annual administration time do you spend on the following?

- _____ % 1. Preparing program proposals and other local, state and federal forms
- _____ % 2. DECA activities
- _____ % 3. School duties (supervision of lunchroom, hall, bus, etc.)
- _____ % 4. Any other paperwork and duties
- 100% Total*

Please list any other important activities which have not been covered by this study, and the percentages of time spent performing these activities.

(Please specify)

_____ % _____

_____ % _____

Comments:

Thank You Very Much!

201 Nelson Story Tower
Bozeman, Montana 59715
April 16, 1973

Your help is needed to complete a study of the many and varied professional activities of DE Teacher-Coordinators in the intermountain area. The information obtained will be very valuable to all educators who are directly or indirectly associated with Distributive Education.

Your cooperation in the completion of the enclosed questionnaire will be sincerely appreciated. Of course, all information you provide will be kept strictly confidential.

Please return the questionnaire in the enclosed stamped envelope at your earliest convenience.

Thank you very much for you help.

Sincerely,

Thomas Preston

201 Nelson Story Tower
Bozeman, Montana 59715
May 7, 1973

Recently, you were sent a questionnaire for a study being conducted of DE Teacher-Coordination in the intermountain area. Your help is still needed to complete this study.

If you have already mailed the requested information, thank you. If not, would you please take a few minutes to complete the enclosed questionnaire and return it in the enclosed stamped envelope.

Your cooperation is most appreciated. Thank you very much.

Sincerely,

Thomas Preston

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