The relationship of selected teacher-coordinator, program, and student variables to the placement status of the 1970 secondary cooperative distributive education graduates in the state of Montana
by Joseph Fredrick Hlebichuk

A thesis submitted to the Graduate Faculty in partial fulfillment of the requirements for the degree of
DOCTOR OF EDUCATION
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Abstract:
The purposes of this study were: (a) to determine the relationship or influence of selected teacher-coordinator, program, and student variables to the initial placement of the graduates in distributive occupations and (b) to compile follow-up data related to the distributive education coordinators, programs, and students.

The populations were limited to the 18 teacher-coordinators and 387 cooperative distributive education students of the secondary programs in the State of Montana during the 1969-70 school year. The surveys were conducted approximately six months after the end of the 1969-70 school term.

The conclusions of the study were: (a) less than 40 percent of the statistically significant influence on the initial placement of the graduates in distributive occupations could be attributed to the 38 independent teacher-coordinator, program, and student variables used in this study, (b) the female graduates were more likely to become initially employed in distributive occupations, (c) the occupational area of the student's cooperative work experience influenced his initial placement in a distributive occupation, (d) among the teacher-coordinator's professional areas of preparation, the marketing and distribution technical preparation was the best estimator of the graduate's initial placement in a distributive occupation, and (e) students enrolled in programs that did not have the enrollment requirement that the cooperative student 'be a senior' were more likely to become initially employed in distributive occupations.

THE RELATIONSHIP OF SELECTED TEACHER-COORDINATOR, PROGRAM, AND STUDENT VARIABLES TO THE PLACEMENT STATUS OF THE 1970 SECONDARY COOPERATIVE DISTRIBUTIVE EDUCATION GRADUATES IN THE STATE OF MONTANA

by

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ABSTRACT

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CHAPTER I

INTRODUCTION

This study is concerned with the vocational program of instruction in the state of Montana identified as distributive education. Distributive education, according to Mason and Haines (1965: 335-336), is a program of instruction for persons in or seeking positions in the field of marketing and distribution. Distributive occupations include those followed by proprietors, managers, or employees engaged primarily in marketing or merchandising goods or services. These occupations may be found in various business establishments including retailing, wholesaling, manufacturing, transporting, financing, storing, and risk bearing. In Distributive Education in the High School, preparation of persons for gainful employment in distributive occupations was stated as the dominant objective of vocational instruction in marketing or distribution (United States Department of Health, Education, and Welfare, 1969:29).

The cooperative plan and the project plan are the two plans of instruction used in distributive education. The cooperative plan is the "organizational pattern for preparatory instruction which involves regularly scheduled part-time

employment that gives students an opportunity for experience through supervised training on a job related to their distributive occupational objectives." The cooperative method is part of the cooperative plan and is the "coordination of classroom instruction with a series of on-the-job learning experiences related to each student's occupational objectives (United States Department of Health, Education, and Welfare, 1969:29, 31). The project plan is centered around individually designed learning activities which may include short-term employment. The cooperative plan is used almost exclusively in the State of Montana, thus this study is limited to the cooperative phase of the distributive education program.

The Cooperative Plan in Secondary Schools is presented in Table 1, page 4. This diagram illustrates the interrelationship of the various components of cooperative distributive education (United States Department Department of Health, Education, and Welfare, 1969:48). The desired outcomes for the distributive education students, as shown on Table 1, are employment qualifications. The program, community, teacher-coordinator, and student are among the contributing factors that lead to the occupational development of the trainee.

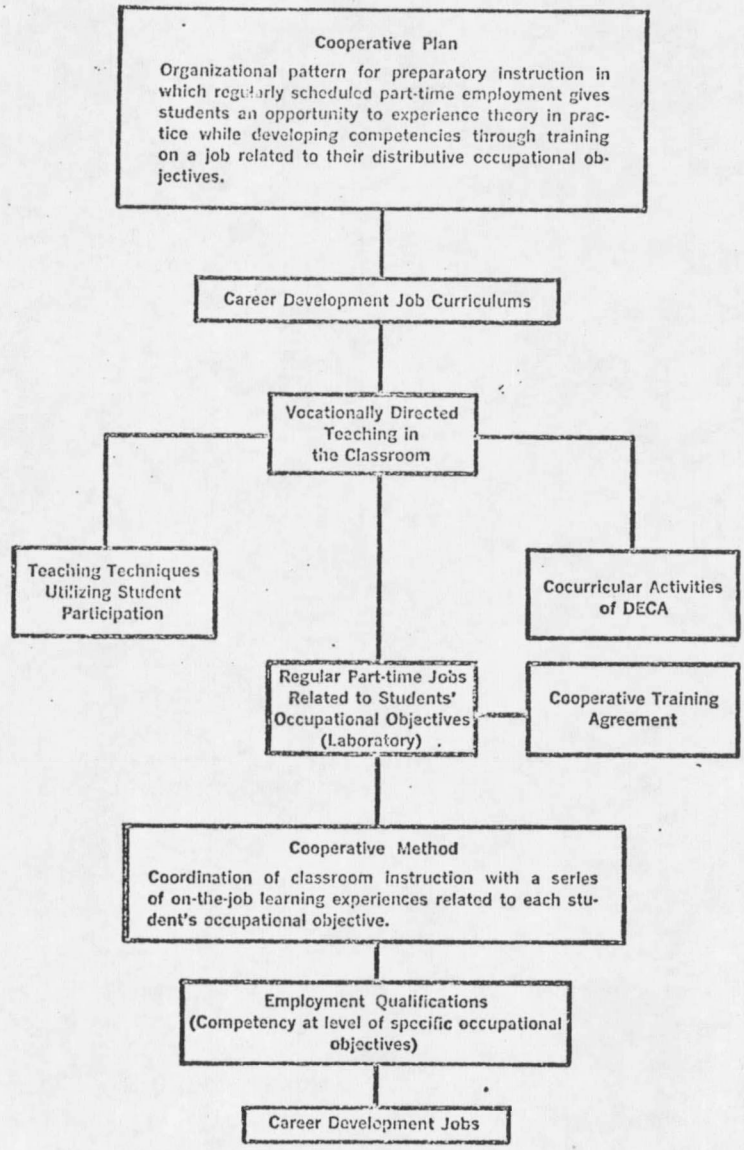
Mason (1962:23) suggested that the key to the success of a local distributive education program was the teacher-coordinator. His activities require him to be a combination of business teacher, guidance counselor, personnel manager and adult educator.

Professional distributive education, specialization by subject matter, and occupational experience are suggested as necessary elements in the preparation of the teacher-coordinator. "He need not be an expert in all distributive functions, but he does need to understand the interrelationships and contribution of these functions to successful marketing practices" (United States Department of Health, Education, and Welfare, 1967:12).

Many variables, as indicated, are present in the administration and organization of distributive education. How do these variables relate to the desired outcome of employment of the graduates in distributive occupations? The desire to determine how these independent variables contributed to the actual outcome (initial employment in distributive occupations) provided the basic thrust into this study.

Table 1

THE COOPERATIVE PLAN IN SECONDARY SCHOOLS



Source: U.S. Department of HEW. Distributive Education in the High School. Office of Education. Washington, D.C. U. S. Government Printing Office. Page 48, 1969.

Distributive Education and Distribution

Distributive education was stimulated by national legislation for vocational education on June 8, 1936. As a result, distributive education has emerged as a program of education concerned with that segment of our economy called distribution. The role of distributive education, therefore, is a significant one. It functions under the forceful influence of an ever-changing, ever-involving, complex system of distribution (United States Department of Health, Education, and Welfare, 1960:1). Every business trend affects distribution. The function or purpose of an economic system is to make available an improved standard of living. Goods and services must be produced, but production is not an end in itself. The goods and services must be distributed. Distribution is the key to the success of our economic system (United States Department of Health, Education, and Welfare, No date). The American economy depends upon mass distribution. Free enterprise must move an ever-increasing flow of goods and services into the hands of consumers to raise our high level of living even higher (Mason, 1962:9). Distributive education's intent is to provide well-qualified and well-trained personnel for distribution. Kaufman (1967:3-1) stated this intent when he said, "The primary purpose of

vocational education, whether offered in a comprehensive or vocational school on the secondary or post-high school level, is to provide students with skills and training to obtain employment."

Secondary Distributive Education in Montana

Table 2, on page 7, which was furnished by the Montana State Supervisor of Distributive Education, indicates the growth of distributive education in Montana since its start in this state in 1939. In 1967-68, there were thirteen approved and reimbursed secondary programs in the state. The School Survey Service (1968:123) found this to be a very inadequate number for a state with over 170 high schools. Palmer (1967:80) found that "there is strong agreement among Montana school administrators and business education teachers that there is a need for additional vocational programs in Montana schools." For the school year 1969-70 there were fifteen approved and reimbursed secondary distributive education programs in the state.

Table 2

SECONDARY DISTRIBUTIVE EDUCATION
ENROLLMENT IN MONTANA

Year	Enrollment
1969	803
1968	719
1967	587
1966	382
1965	361
1964	338
1963	231
1962	211
1961	155
1960	219
1959	213
1958	373
1957	441
1956	433
1955	389
1954	474
1953	514
1952	304
1951	332
1950	373
1949	218
1948	184
1947	305
1946	74
1945	455
1944	446
1943	64
1942	28
1941	44
1940	0
1939	260

Source: State Supervisor of Business and Distributive Education, Office of the State Superintendent of Instruction, Helena. 1970.

The secondary distributive education programs in operation during the 1969-70 school year were located in the following cities: Baker, Billings (2), Glendive, Great Falls (2), Hamilton, Hardin, Havre, Kalispell, Miles City, Missoula (2), Polson, and Sidney. Table 3, page 9 , provides a better prospective as to the location of the schools and the program. Six of the programs were in three of Montana's largest cities.

Trained people were needed in the area of distribution in Montana. The School Survey Service (1968:130) stated that "businessmen in Montana reported many employment opportunities for those with a semi-professional education who are trained in the fields of insurance, banking, wholesaling, hotel and restaurant management, and retailing." A steady demand was also reported for capable retail salespeople and for professional salesmen. The Montana State Employment Service (1970:30) reported that salespeople were among the most needed occupational titles in Montana. Their Labor Market Supplement of March, 1970, indicated that 44 percent of the employees on Montana non-agriculture payrolls were in distributive occupations. Palmer's study (1967:80) indicated this need and he reported that "there is a need for education for distribution in Montana secondary schools."