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A SURVEY STUDY OF EMPLOYER AND STUDENT INTEREST
IN A POSSIBLE GENERAL MARKETING PROGRAM
AT SNOW COLLEGE, EPHRAIM, UTAH

by

Rick L. Dove

A Plan (B) Report submitted in partial fulfillment
of the requirements for the degree

of

MASTER OF SCIENCE

in

Business Education

Approved:

UTAH STATE UNIVERSITY
Logan, Utah

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CHAPTER I

INTRODUCTION

There are many definitions of distributive education.

Lucy Crawford defines distributive education as follows:

Distributive education is 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. It offers instruction in marketing, merchandising, related management and personal development. (Crawford & Meyer, 1972, p. 2)

Crawford and Meyer call distributive education "the people-center member of the vocational education family" (1972, p. vii). Distributive education is a program of instruction for those who are interested in careers in the field of distribution. The instruction of the student is centered on the career objective of the student. Distributive education offers instruction for those who are already working in distributive occupations and for those who desire to enter distributive occupations. Post-secondary distributive education is designed for young and old; for those who have left high school; and for those who are enrolled as full-time students in a community college, junior college, or area vocational-technical school. The curriculum may be either a one-year or two-year design, and may be general or specialized.

A distributive occupation is one in which the worker is engaged primarily in the marketing or merchandising of goods and services, at both the management and non-management levels. The activities performed in a distributive occupation might include selling, buying, transporting, storing, sales promotion, financing, market research, and management (Crawford & Meyer, 1972).

The demand for properly trained workers and the growing interest in distributive occupations are factors that have caused distributive education enrollments to expand. The federal government has also played an important part in the expansion of distributive education. In 1936, Congress passed the George-Dean Act and for the first time Congressional allocations were earmarked for distributive occupations. In 1946, the George-Bardon Act doubled money authorized for annual appropriations for distributive education (Harris & Woolschlager, 1976). With the passage of the Vocational Act of 1963, it became possible for a state to transfer funds from one occupational category to another. No longer were funds earmarked for occupational fields (Crawford & Meyer, 1972). The 1963 legislation is often referred to as the "people centered" Act according to Harris and Woolschlager (1976, p. 47). One of the concerns in the 1963 Act was to bring vocational education in closer harmony with the labor market needs of the time. With the passing of the Vocational Amendments of

1968, distributive education programs could serve all of the people who could profit from and who desired such training. Furtado and Meyer quote Edward Harris as saying, "the 1968 Amendments basically say, we don't care what kind of programs you have, but serve the people" (Harris & Woolschlager, 1976, p. 48).

The philosophy of having distributive education programs where needed is evident in the U.S. Office of Education Instructional Program Codes for Distributive Education:

Instructional programs, which can vary in length and depth, are structured to serve the needs of persons with diverse talents, abilities, interests, cultural backgrounds, and employment and training experiences who want, need, and can benefit from instruction in marketing. (USOE, Instructional Program Codes for Distributive Education, 1977)

While this philosophy is being supported by Congress and the U.S. Office of Education, research should be conducted in order to determine where there is a need for distributive education programs or training in the marketing discipline.

Statement of the Problem

Should a general marketing program be offered at Snow College in Ephraim, Utah?

Two items of information are essential before this question can be answered: (1) the degree of employer support and interest, and (2) the degree of student interest. If these two factors are determined to be positive, the Snow College

administration will have data that will assist them in determining the need for a general marketing program. The data will also aid in completing a Phase I, or Planning Proposal, for the initiation of a request for role designation in general marketing to the Utah State Board of Regents.

Purpose of the Study

The purpose of this study is to determine if there is a need for a general marketing program. The following questions will be answered:

1. Are the high school students in the Snow College area interested in occupations related to general marketing?
2. How many of those students interested in general marketing occupations would attend Snow College to receive training?
3. Does Snow College area show sufficient need for general marketing to warrant applying for a role designation through the Board of Regents?
4. Do the employers believe that there is a need for pre-trained people in their businesses?
5. Will employers be supportive of a general marketing program?
6. Are there sufficient part-time and full-time jobs available to support the cooperative aspect of a general marketing program?

Importance of the Study

Currently there is a movement in the United States to promote career awareness, orientation, and exploration at the elementary and junior high school levels, and to promote career preparation at the secondary and post-secondary levels (Harris & Woolschlager, 1976). Thus, research in the field of distributive education is important because of the large number of jobs available in distribution (Crawford & Meyer, 1972). With the advancement of technology, and the increased training requirements that go with this advancement, there will be a far greater need for post-secondary occupational programs. It should be clear, therefore, that if business and distributive education fields are going to make significant contributions to economic progress, personnel in these areas must make drastic improvements in the number of post-secondary offerings (Harris & Woolschlager, 1976).

√ In the United States, there is currently a shift from a production to a service economy. Such a shift would suggest that people should be trained in the service occupations. Alan Cambell, dean of the Maxwell Graduate School at Syracuse University, agrees that the United States is rapidly shifting from a production to a service economy. The authors of the Occupational Outlook Handbook concur with this trend. The authors predict "significant growth between 1972 and 1985 in service occupations" (Harris & Woolschlager, 1976, p. 250).

In the state of Utah, the need for people trained in the field of distribution is growing. In the 1977 publication of the Utah Job Outlook for Vocational-Technical Occupations, the following information can be found: (1) an average annual job openings figure in distributive occupations of 2,850, and (2) an average job openings figure in distributive occupations of 90 in the Central Utah Planning District (Utah Job Outlook for Vocational-Technical Occupations, 1977).

The Utah State Board of Education and Utah State University have developed a "Master Plan" for curriculum development, entitled, Vocational Education Management-Delivery Guide. According to this guide the first activity in program development is to identify what programs should be offered. The guide identifies the first two steps in program development as (1) perform a labor market analysis, and (2) survey student interests and goals (Utah State Board of Education, Vocational Education Management-Delivery Guide, 1976). In interviewing with the Snow College vocational administrators and business teachers (November, 1976) it was indicated that no formal training in the distributive or marketing field is taking place. The national, state, and local trends would indicate a need for research concerning student and employer needs for a general marketing program in the Snow College area.

Scope of the Study

This survey study will be conducted with selected businesses in Manti, Ephraim, and Mt. Pleasant, Utah. Employers

will be surveyed to determine their interest in and support of a general marketing program at Snow College, Ephraim, Utah. This study will also include a student interest survey to be conducted with seniors at the following Utah high schools: Manti, Gunnison, Richfield, North Sanpete, Juab, and Wayne. The study will be delimited to the Snow College area.

Definition of Terms

Central Utah Planning District

This district includes Juab, Sanpete, Sevier, Piute, Wayne, and Millard counties, all in Utah. (Job Service, Utah Job Outlook for Vocational-Technical Occupations, 1977, p. 4)

Distributive Education

Distributive education is a vocational instructional program designed to meet the needs of persons who have entered or intend to enter a distributive occupation. It offers instruction in marketing, merchandising, management, and personal development (Crawford & Meyer, 1972).

Employer Support and Interest

An employer, in order to be considered supportive and interested, must be willing to employ students participating in the general marketing program, contribute funds to the program, or be involved with activities concerning the general marketing program.

General Marketing

Organized subject matter and learning experiences concerned with the general application of marketing functions, principles, practices, and procedures. The basic knowledge, skills, and attitudes developed in this program are applicable to retailing, wholesaling, sales, and other marketing related areas (U.S. Office of Education, Instructional Program Codes for Distributive Education, 1977).

Marketing Functions

Include selling, buying, promoting, transporting, storing, pricing, financing, marketing research, and marketing management (USOE, Instructional Program Codes for Distributive Education, 1977).

Marketing Occupation

One in which one or more of the marketing functions are performed (USOE, Instructional Program Codes for Distributive Education, 1977).

Snow College Area

This area will include Juab, Sanpete, Sevier, and Wayne counties, all in the state of Utah.

Student Interest

A student will be considered interested if he or she expresses an interest in a marketing related occupation or interest in marketing courses as a career exploration effort.

CHAPTER II

SELECTED REVIEW OF RELATED LITERATURE

This chapter covers three areas related to new program development. Included first is a brief section dealing with problems and challenges for post-secondary programs. The next section deals with how to conduct survey studies. The third section of this chapter summarizes survey studies dealing with employer interest and student interest in new vocational programs that have been conducted in Washington, Nebraska, and Utah. These sections are followed by a brief summary at the end of the chapter. This literature was selected in order to give the researcher a broader background in how to conduct a survey study and what methods have been successful in the past. Special emphasis has been given to the methods and procedures used by other researchers in the field of vocational education.

Problems and Challenges

In an article in the Business Education Forum, Ogg (1975) lists three objectives that should be included in marketing or distributive education programs:

1. To provide the student with basic concepts concerning the many facets of business and industry commensurate with his/her abilities, desires, and ambitions.

2. To provide the student with specialized learning situations to qualify him/her for positions in business and industry requiring specific knowledge and/or training and also to provide a basis and background for additional academic work towards advanced degrees.
3. To assist the student in his/her personal development, career exploration and determination, and expansion of his/her interests in related fields, the arts, humanities, science, and society. (p. 19)

Many problems arise in trying to accomplish these objectives. We must understand what these problems are if we are to accomplish any stated objective.

Many students at the post-secondary level have inadequate incentives and motivation. Students at the post-secondary level may not have any type of set career goals. Many students attend just to have something to do. Some students attend school to find a mate, or because it's the thing everybody is doing.

Many institutions create a problem for students when they consider that a high school diploma means an end to the student's personal development. In order to provide adequate training for students, it is necessary to provide specialized training for the students in the various categories of business and industry. The students may have goals ranging from retailing to beef marketing production or fashion merchandising.

Each student should have an opportunity to investigate and learn the basics for his intended future while he is pursuing his education (Ogg, 1975).

In providing training for students in rural areas, educators are faced with the problems caused by a low socioeconomic level. Thus training opportunities are limited. A promising current recommendation is the program of basic vocational education for clusters of jobs that prepare students for a number of job opportunities (Budke & Magisos, 1974).

How to Conduct Survey Studies

According to the Utah State Board of Education, the first activity in new program development is to identify vocational education programs that should be offered. According to the Utah State Board of Education, two questions that should be answered are:

1. For what specific jobs or career fields should we provide training?
2. Are the prospective students interested in training for these careers? (Utah State Board of Education, Vocational Education Management-Delivery Guide, 1976, p. vi).

The steps that are recommended for answering these questions are: (1) Perform a labor market analysis, and (2) conduct a student interest survey.

In any survey the first step is to identify the sample to be surveyed and outline the tasks to be accomplished by the

survey. The next step would be to determine what method of data collection will be used. This might be a combination of interviews and mailed surveys, for example. The researcher should develop a timetable for completing the survey. At this point the researcher would select the exact sample to be surveyed and design an instrument that is appropriate. A cover letter and covering directions should be developed at this time. Before the instrument can be used it must be pilot tested on a sample that resembles the study sample as much as possible. Any problem areas discovered in the pilot test should be corrected. The next step is to conduct the survey. If the survey is the personal interview type, three steps must be taken. First, a visitation schedule must be developed; second, an interviewer's kit must be prepared; and third, the interviewer must practice or prepare for conducting the interviews. If the survey is a mail survey, the researcher must take the following steps:

1. Develop a schedule for sending surveys and reminder cards.
2. Mail the instrument and cover letter and directions.
3. Send thank you reminder cards.
4. Phone non-respondents.
5. Visit non-respondents.

After all the data has been received by the researcher, the researcher must then analyze and interpret the data, and prepare a report of the findings. (Utah State Board of Education,

Management Delivery Guide, 1976, p. 452. Parts of this information were taken from the following: Downie & Heath, Basic Statistical Methods; Rummel, An Introduction to Research Procedures in Education; and Brown, Manual for Local Evaluation.)

Previous Studies

In a multiphased study conducted at Washington University, Denman and Peck (1968) surveyed teacher coordinators and employers in the field of distribution, to determine what skills were most important on the job, and which of those skills needed increased emphasis at the secondary and post-secondary levels. The findings indicated that increased training efforts should be directed towards the following:

1. Job knowledge
2. Human relations
3. Personal characteristics
4. Communications
5. Mathematics (Basic Arithmetic)
6. Salesmanship
7. Internal & external organization relationships

Boardman and Hutcheson (1974) in a four-phase study undertaken at the University of Nebraska, attempted to determine the need for more programs in cooperative education. Phase Two of the study consisted of a survey of student interests and educational goals. Phase Three of the study consisted of a survey of employer needs and interests. In the third

phase, employers were surveyed to determine their willingness to employ vocational graduates. The results of the study showed that 62% of the 11th and 12th grade students did not plan to attend a four-year college and about 33% were interested in business or vocational education subjects. Employers were found to be moderately interested in working with a cooperative work program.

Koenig (1976) conducted surveys of students and employers to determine the interest in an expanded distributive education program at Bountiful High School, Bountiful, Utah. Koenig surveyed 10% of the sophomores, juniors, and seniors at Bountiful High. The next phase of the study consisted of a telephone survey of 25 of the parents of the students surveyed. The third phase of the study consisted of a survey of employer interest in an expanded distributive education program. The results of the study showed that 45% of all the students surveyed planned a career in business, 32% of which planned to enter a career in distribution. Seventy-five percent of the students supported the idea of a part-time job during school. Four out of five of the students surveyed were interested in distributive education when it was explained to them. Sixty-eight percent of the businesses were willing to employ students enrolled in the distributive education program.

The Fillmore study (1969) conducted in Brigham City, Utah, attempted to implement a cooperative distributive education program. Although there was a tendency in this area to resist federally funded programs, Fillmore attributes the success of this study to good communication and the cooperation of all those who participated.

Summary

In the studies that have been summarized in this section, it may be noted that all of the data collected in the surveys tended to indicate an interest in marketing and distributive education programs by employers and students. All of these studies resulted in the expansion of existing programs, or the development of new programs, based upon this apparent interest.

In most of these studies a combination of techniques were used. The techniques most commonly used were:

1. Personal interviews
2. Mailed surveys
3. Telephone interviews

All three techniques seemed to be adequate for this type of study.

Two concerns were reflected in the studies reviewed. First, there was a concern about manpower needs or the demand for properly trained employees. Second, there was a concern that existing programs were not meeting the needs of the students.

Although there are other things that must be considered in the development of new programs, these two areas seem to be of prime concern among experts in the field. Hopkins (1975) states: "the ability to channel vocational and technical education programs into manpower areas that need training is very important in the development of an occupational training system" (p. 43). Ogg (1975) states: "a post-secondary marketing or distributive education program should attempt to reassess the importance of the individual and focus on his growth" (p. 20). Thus, it can be seen that, although not the only factors to be considered, student interests and employer interests are important factors in new program development.

CHAPTER III

METHODS AND PROCEDURES

The results of this study were used to determine the degree of student and employer interest in a general marketing program at Snow College in Ephraim, Utah. The procedures and methods used in this study are as follows:

1. Samples to be surveyed were determined.
2. Questionnaires to be used were developed.
3. Data was collected.
4. Data was tabulated and analyzed.

Population and Samples

Two populations were involved in this study: (1) employers in general marketing related businesses in Ephraim, Manti, and Mt. Pleasant, and (2) high school seniors at Juab, North Sanpete, Manti, Gunnison, Richfield, and Wayne High Schools. Approximately 62% of the marketing related businesses, or 22 of 35 businesses, were surveyed. Four major businesses (10 employees or more) were included in the sample. The rest of the sample was made up of minor businesses (10 employees or less). Of the 457 seniors enrolled in the high schools surveyed, 326 (71.3%) completed the questionnaire. Table 1 gives a breakdown of the percentage of the total seniors enrolled and the percentage surveyed at each high school.

Table 1
 Percent of Seniors Enrolled
 that were Surveyed in the Study

High school	Seniors enrolled	Seniors surveyed	Percent of respondents
Juab	66	36	54.5%
No. Sanpete	77	48	62.3%
Manti	89	61	68.5%
Gunnison	40	40	100.0%
Richfield	149	118	79.2%
Wayne	36	23	63.9%
Total	457	326	71.3%

The Instruments

Two questionnaires to measure the objectives of the study were developed and pilot tested; one for interviewing employers, and another for surveying the high school seniors. The employer interview questionnaire was pilot tested in the Logan area in an actual interview situation with the owner/manager of Ceenies', a ladies' wear shop in the Logan area. The student questionnaire was piloted at Bear River High School in Tremonton, Utah.

Gathering the Data

This study was conducted in two phases. The first phase was the student survey, which was conducted by the counselors

and principals at the various high schools. The first phase was conducted as follows:

1. The principals were contacted by telephone and permission to survey was obtained.
2. Instructions as to the purpose and how the survey should be conducted were given by telephone.
3. The questionnaires and return envelopes were mailed to the various high schools. (See appendices)
4. The counselors distributed the surveys to the homerooms, where the questionnaires were completed.
5. The principals returned the questionnaires by mail.

The second phase of this study consisted of interviewing 22 employers involved in marketing in Ephraim, Manti, and Mt. Pleasant. The second phase was conducted as follows:

1. The general marketing related businesses were listed by the researcher.
2. The researcher then interviewed employers in 22 of the 35 marketing related businesses but was unable to contact the remaining 13.

Analysis of Data

All data was tabulated manually and recorded in tables or lists that consisted of frequency counts and percentages. This data was then used to make conclusions and recommendations.

CHAPTER IV

FINDINGS

As explained in chapter three, the study was completed in two phases. The data obtained in these two phases is summarized in two sections in this chapter. The section entitled Phase I summarizes the data obtained from the survey of high school seniors, while the section entitled Phase II summarizes the data obtained from the employer interviews. The objectives of this study were as follows:

1. Are the high school students in the Snow College area interested in occupations related to general marketing?
2. How many of those students interested in general marketing occupations would attend Snow College to receive training?
3. Does Snow College area show sufficient need for general marketing to warrant applying for a role designation through the Board of Regents?
4. Do the employers believe that there is a need for pre-trained people in their businesses?
5. Will employers be supportive of a general marketing program?
6. Are there sufficient part-time and full-time jobs available to support the cooperative aspect of a general marketing program?

Phase I (Student Survey)Description

An example of the questionnaire used to gather the data can be found in the appendices of this study. The questionnaire consisted of three questions, with question two having two parts (a & b). The students surveyed were to answer the following questions (questions one and two pertain to objective one of the study and question three pertains to objective two):

1. What type of post-secondary education do you plan to pursue? (The students were asked to check one of four choices; two-year college, four-year college or university, vocational school or trade-tech, or none of the above.)
2. Following a brief description of what a general marketing program might entail, the students were asked:
 - a. Would you be interested in receiving this type of training?
 - b. Would you be interested in taking a class in general marketing to find out if you are interested in this type of work? (Both questions were to be answered by checking yes or no.)
3. Would you be willing to attend Snow College to receive such training if it were available? (The students were to check yes or no.)

Objective I

Are the high school students in the Snow College area interested in occupations related to general marketing?

Post-Secondary Goals

The following data was tabulated from responses to question one.

1. Of the 36 students surveyed at Juab High School, 9 (25%) planned to attend a two-year college; 5 (13.9%) planned to attend a four-year institution; 16 (44.4%) planned to attend a vocational school or trade-tech; and 6 (16.7%) had plans other than those listed on the questionnaire.
2. Of the 48 students surveyed at North Sanpete High School, 19 (39.6%) planned to attend a two-year college; 6 (12.5%) planned to attend a four-year institution; 10 (20.8%) planned to attend a vocational school or trade-tech; and 13 (27.1%) had plans other than those listed on the questionnaire.
3. Of the 61 students surveyed at Manti High School, 32 (52.5%) planned to attend a two-year college; 6 (9.8%) planned to attend a four-year institution; 16 (26.2%) planned to attend a vocational school or trade-tech; and 7 (11.5%) had plans other than those listed on the questionnaire.
4. Of the 40 students surveyed at Gunnison High School, 20 (50.0%) planned to attend a two-year college; 8 (20.0%) planned to attend a four-year institution;

- 5 (12.5%) planned to attend a vocational school or trade-tech; and 7 (17.5%) had plans other than those listed on the questionnaire.
5. Of the 118 students surveyed at Richfield High School, 31 (26.3%) planned to attend a two-year college; 43 (36.4%) planned to attend a four-year institution; 32 (27.1%) planned to attend a vocational school or trade-tech; and 12 (10.2%) had plans other than those listed on the questionnaire.
 6. Of the 23 students surveyed at Wayne High School, 1 (4.3%) planned to attend a two-year college; 6 (26.1%) planned to attend a four-year institution; 11 (47.8%) planned to attend a vocational school or trade-tech; and 5 (21.7%) had plans other than those listed on the questionnaire.

Totals revealed that 112 (34.4%) of the 326 seniors surveyed planned to attend a two-year college; 74 (22.7%) planned to attend a four-year institution; 90 (27.6%) planned to attend a vocational school or trade-tech; and 50 (15.3%) had plans other than those listed on the questionnaire. (See Table 2 on page 24.)

Table 2
Post-secondary Goals of Students Surveyed

School	2-year college	4-year college	Voc. school or trade-tech	None of the above
Juab	9 (25.0%)	5 (13.9%)	16 (44.4%)	6 (16.7%)
No. Sanpete	19 (39.6%)	6 (12.5%)	10 (20.8%)	13 (27.1%)
Manti	32 (52.5%)	6 (9.8%)	16 (26.2%)	7 (11.5%)
Gunnison	20 (50.0%)	8 (20.0%)	5 (12.5%)	7 (17.5%)
Richfield	31 (26.3%)	31 (26.3%)	43 (36.4%)	12 (10.2%)
Wayne	1 (4.3%)	6 (26.1%)	11 (47.8%)	5 (21.7%)
Total	112 (34.4%)	74 (22.7%)	90 (27.6%)	50 (15.3%)

Interested in General Marketing

The following data was tabulated from responses to question two.

1. Of the 36 students surveyed at Juab High School, 17 (47.2%) indicated that they were interested in receiving training in general marketing, while 19 (52.8%) indicated

that they were not interested in such training. Of those surveyed, 22 (61.1%) indicated they were interested in taking an exploratory class in general marketing, while 14 (38.9%) indicated they were not interested in an exploratory class.

2. Of the 48 students surveyed at North Sanpete High School, 21 (43.8%) indicated that they were interested in receiving training in general marketing, while 27 (56.2%) indicated that they were not interested in such training. Of those surveyed, 20 (41.7%) indicated they were interested in taking an exploratory class in general marketing, while 28 (58.3%) indicated that they were not interested in an exploratory class.
3. Of the 61 students surveyed at Manti High School, 19 (31.1%) indicated that they were interested in receiving training in general marketing, while 42 (68.9%) indicated that they were not interested in such training. Of those surveyed, 31 (50.8%) indicated that they were interested in taking an exploratory class in general marketing, while 30 (49.2%) indicated that they were not interested in an exploratory class.
4. Of the 40 students surveyed at Gunnison High School, 21 (52.5%) indicated that they were interested in receiving training in general marketing, while 19 (47.5%) indicated that they were not interested in

such training. Of those surveyed, 27 (67.5%) indicated that they were interested in taking an exploratory class in general marketing, while 13 (32.5%) indicated that they were not interested in an exploratory class.

5. Of the 118 students surveyed at Richfield High School, 50 (42.4%) indicated that they were interested in receiving training in general marketing, while 68 (57.6%) indicated that they were not interested in such training. Of those surveyed, 58 (49.2%) indicated they were interested in taking an exploratory class in general marketing, while 60 (50.8%) indicated they were not interested in an exploratory class.
6. Of the 23 students surveyed at Wayne High School, 8 (34.8%) indicated they were interested in receiving training in general marketing, while 15 (65.2%) indicated they were not interested in such training. Of those surveyed, 9 (39.1%) indicated they were interested in taking an exploratory class in general marketing, while 14 (60.9%) indicated that they were not interested in an exploratory class.

Totals revealed that 136 (41.7%) of the 326 seniors surveyed were interested in receiving training in general marketing, while 190 (58.3%) were not interested in receiving such training. Totals also revealed that 167 (51.2%) of those surveyed were interested in taking an exploratory class in general marketing, while 159 (48.8%) were not interested in an exploratory class. (See Table 3 on page 27.)

Table 3

Student Interest in General Marketing (GM) Program

School	GM training	Exploratory class in GM	Attend Snow for GM training
Juab			
Yes	17 (47.2%)	22 (61.1%)	13 (36.1%)
No	19 (52.8%)	14 (38.9%)	23 (63.9%)
No. Sanpete			
Yes	21 (43.8%)	20 (41.7%)	21 (43.8%)
No	27 (56.2%)	28 (58.3%)	27 (56.2%)
Manti			
Yes	19 (31.1%)	31 (50.8%)	24 (39.3%)
No	42 (68.9%)	30 (49.2%)	37 (60.7%)
Gunnison			
Yes	21 (52.5%)	27 (67.5%)	25 (62.5%)
No	19 (47.5%)	13 (32.5%)	15 (37.5%)
Richfield			
Yes	50 (42.4%)	58 (49.2%)	26 (22.0%)
No	68 (57.6%)	60 (50.8%)	92 (78.0%)
Wayne			
Yes	8 (34.8%)	9 (39.1%)	2 (8.7%)
No	15 (65.2%)	14 (60.9%)	21 (91.3%)
Total			
Yes	136 (41.7%)	167 (51.2%)	111 (34.0%)
No	190 (58.3%)	159 (48.8%)	215 (66.0%)

Objective II

How many of those students interested in general marketing occupations would attend Snow College to receive training?

Students Willing to Attend Snow College

The results were as follows:

1. Of the 36 students surveyed at Juab High School, 13 (36.1%) indicated that they were willing to attend Snow College to receive training in general marketing, while 23 (63.9%) indicated that they were not willing to attend Snow College to receive such training.
2. Of the 48 students surveyed at North Sanpete High School, 21 (43.8%) indicated that they were willing to attend Snow College to receive training in general marketing, while 27 (56.2%) indicated that they were not willing to attend Snow College to receive such training.
3. Of the 61 students surveyed at Manti High School, 24 (39.3%) indicated that they were willing to attend Snow College to receive training in general marketing, while 37 (60.7%) indicated that they were not willing to attend Snow College to receive such training.
4. Of the 40 students surveyed at Gunnison High School, 25 (62.5%) indicated that they were willing to attend Snow College to receive training in general marketing, while 15 (37.5%) indicated that they were not willing to attend Snow College to receive such training.

5. Of the 118 students surveyed at Richfield High School, 26 (22.0%) indicated that they were willing to attend Snow College to receive training in general marketing, while 92 (78.0%) indicated that they were not willing to attend Snow College to receive such training.
6. Of the 23 students surveyed at Wayne High School, 2 (8.7%) indicated that they were willing to attend Snow College to receive training in general marketing, while 215 (66.0%) indicated that they were not willing to attend Snow College to receive such training.

Totals showed that 111 (34.0%) of the 326 seniors surveyed were willing to attend Snow College to receive training in general marketing, while 215 (66.0%) were not willing to attend Snow College to receive such training. (See Table 3 on page 27.)

Objective III

Does Snow College area show sufficient need for general marketing to warrant applying for a role designation through the Board of Regents?

The following information was also revealed in the Phase I survey:

1. Of the 36 students surveyed at Juab High School, 12 (33.3%) indicated that they were interested in the general marketing program or exploratory class but would not attend Snow College to receive such training,

- while 12 (33.3%) indicated that they were interested in the general marketing program or the exploratory class and would be willing to attend Snow College.
2. Of the 48 students surveyed at North Sanpete High School, 5 (10.4%) indicated that they were interested in the general marketing program or the exploratory class but would not attend Snow College to receive such training, while 19 (39.6%) indicated that they were interested in the general marketing program or the exploratory class and would be willing to attend Snow College.
 3. Of the 61 students surveyed at Manti High School, 9 (14.8%) indicated that they were interested in the general marketing program or the exploratory class but would not attend Snow College to receive such training, while 20 (32.9%) indicated that they were interested in the general marketing program or the exploratory class and would be willing to attend Snow College.
 4. Of the 40 students surveyed at Gunnison High School, 4 (10.0%) indicated that they were interested in the general marketing program or the exploratory class but would not attend Snow College to receive such training, while 25 (62.5%) indicated that they were interested in the general marketing program or the exploratory class and would be willing to attend Snow College.
 5. Of the 118 students surveyed at Richfield High School, 39 (33.1%) indicated that they were interested in the

general marketing program or the exploratory class but would not attend Snow College to receive such training, while 26 (22.0%) indicated that they were interested in the general marketing program or the exploratory class and would be willing to attend Snow College.

6. Of the 23 students surveyed at Wayne High School, 7 (30.4%) indicated that they were interested in the general marketing program or the exploratory class but would not attend Snow College to receive such training, while 2 (8.7%) indicated that they were interested in the general marketing program or the exploratory class and would be willing to attend Snow College.

Totals revealed that 76 (23.3%) of the 326 students surveyed were interested in receiving training in a general marketing program or exploratory class but were not willing to attend Snow College to receive such training. Of those surveyed, 104 (31.9%) indicated that they were interested in the general marketing program or the exploratory class and were willing to attend Snow College to receive this training. (See Table 4 on page 32.)

Table 4
Students Interested in Training or Exploratory Class in
General Marketing that Would be Willing
to Attend Snow College

School	Would attend	Would not attend
Juab	12 (33.3%)	12 (33.3%)
No. Sanpete	19 (39.6%)	5 (10.4%)
Manti	20 (32.9%)	9 (14.8%)
Gunnison	25 (62.5%)	4 (10.0%)
Richfield	26 (22.0%)	39 (33.1%)
Wayne	2 (8.7%)	7 (30.4%)
Total	104 (31.9%)	76 (23.3%)

Phase II (Employer Interview)

Description

An example of the employer interview questionnaire used in Phase II can be found in the appendices of this study. The questionnaire consisted of five questions. The interviewer, after a brief introduction and explanation of what a general marketing program is, asked the following questions of the employers (question one pertains to objective four; questions two, three, and four pertain to objective five; and question five pertains to objective six):

1. Do you believe there is a need for pretrained people in your business or other businesses similar to yours?

(The response was recorded as yes or no.)

2. Do you employ any students from Snow College during the year? (The response was recorded as yes or no.)
3. If you had a part-time job opening available, would you be willing to hire a student who was involved in a general marketing program? (The response was recorded as yes or no.)
4. Would you want to know more about such a program if it became available? (The response was recorded as yes or no.)
5. How many students could you employ part time in your business? (Number response was solicited.)

Objective IV

Do the employers believe that there is a need for pretrained people in their businesses?

Of the 35 marketing related businesses in Ephraim, Manti, and Mt. Pleasant, 22 (62.9%) were surveyed. Of the 22 surveyed, 22 (100.0%) indicated to the interviewer that they believed pretrained people were needed in their businesses or similar businesses. (See Table 5 on page 35.)

Objective V

Will employers be supportive of a general marketing program?

The following data was tabulated from the completed employer interview questionnaires:

1. Of the 22 businesses surveyed, 6 (27%) indicated that they currently employed Snow College students either full or part time, while 16 (73%) indicated that they did not employ any Snow College students either full or part time.
2. Of the 22 businesses surveyed, 20 (91%) indicated that they would employ Snow College students involved in a general marketing program on a part-time basis. Of those surveyed, 2 (9%) indicated that they would not employ students involved in such a program.
3. Of the 22 businesses surveyed, 19 (86%) indicated that they would like to know more about the general marketing program if it became available, while 3 (14%) indicated that they did not need additional information. (See Table 5 on page 35.)

Objective VI

Are there sufficient part-time and full-time jobs available to support the cooperative aspect of a general marketing program?

As a result of the employer interview, 41 potential part-time positions were identified. These positions are possible positions, not available positions. (Some of the positions were immediately available.)

Table 5

Employer Interest in a General Marketing Program

	Yes	No
Employers who believe pretrained people are needed in their business or in similar businesses	22 (100%)	0 (0%)
Employers who currently employ Snow College students part time	6 (27%)	16 (73%)
If a part-time job were available would employer hire student from general marketing program at Snow College	20 (91%)	2 (9%)
Employer would like to know more about the program	19 (86%)	3 (14%)

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was to determine if there was a need for a general marketing program at Snow College in Ephraim, Utah. The specific objectives or questions to be answered were as follows:

1. Do the employers believe that there is a need for pretrained people in their businesses?
2. Are there sufficient part-time and full-time jobs available to support the cooperative aspect of a general marketing program?
3. Will employers be supportive of a general marketing program?
4. Are the high school students in the Snow College area interested in occupations related to general marketing?
5. How many of those students interested in general marketing occupations would attend Snow College to receive training?
6. Does the Snow College area show sufficient need for general marketing to warrant applying for a role designation through the Board of Regents?

The study was conducted in two phases. Phase I consisted of a student interest survey. Seniors at Juab, North Sanpete, Manti, Gunnison, Richfield, and Wayne high schools were

surveyed. Approximately 72% of the seniors enrolled at these high schools completed the questionnaire. (A sample questionnaire can be found on page 46 in the appendices.) Phase II of this study consisted of interviews with employers in Ephraim, Manti, and Mt. Pleasant, Utah. Approximately 63% of the employers in general marketing related businesses were surveyed. (A sample interview form can be found on page 47 in the appendices.)

Conclusions

Do the employers believe that there is a need for pretrained people in their businesses? The conclusion must be made that employers do feel a need for pretrained people in their businesses. In response to this question, 100% of the employers interviewed answered yes.

Are there sufficient part-time and full-time jobs available to support the cooperative aspect of a general marketing program? As a result of this study, 41 potential part-time positions were identified. Data obtained from Job Service showed approximately 90 full-time jobs available each year in the Snow College area. It must be concluded that there are sufficient jobs to support an active coop program at Snow College.

Will employers be supportive of a general marketing program? When the employers were asked if they would hire students involved in a general marketing program, 91%

indicated that they would do so. Of those surveyed, 86% indicated that they would like more information about the program. It can be concluded that the employers in Ephraim, Manti, and Mt. Pleasant would be supportive of a general marketing program.

Are the high school students in the Snow College area interested in occupations related to general marketing? Data obtained from the student survey revealed that 136 (41.7%) of the 326 seniors surveyed were interested in receiving training in general marketing. The figures rose to 167 (51.2%) when those interested in the exploratory class were included. Therefore, it can be concluded that a high percentage of the students in the Snow College area are interested in general marketing.

How many of those students interested in general marketing would attend Snow College to receive training? The results of the survey indicated that 104 (31.9%) of the 326 seniors surveyed were interested in receiving training in general marketing or were interested in the exploratory class and willing to attend Snow College for such training. The data indicated that 76 (23.3%) were interested but were not willing to attend Snow College for the training.

Does the Snow College area show sufficient need for a general marketing program to warrant applying for a role designation through the Board of Regents? The fact that all

the answers to the other objectives of this study were positive would indicate the need for a role designation in general marketing. It can be concluded that Snow College would be justified in applying for a role designation in general marketing.

Recommendations

The following is a list of recommendations the researcher would make to Snow College administrators as a result of having completed this study:

1. Snow College should begin a general marketing program in order to serve the needs of students in the Snow College area. It is recommended that the title General Marketing be used for the program. The reason behind this is two-fold. First, the soon-to-be-revised occupational codes define general marketing as organized subject matter and learning experiences concerned with the general application of marketing functions, principles, practices, and procedures. The basic knowledge, skills, and attitudes developed in this program are applicable to retailing, wholesaling, sales, and other marketing related areas (U.S. Office of Education, 1977). This definition of general marketing leaves room for diversification and specialization in the areas of sales, retailing, wholesaling, and other marketing related areas. This gives great flexibility

to the program. The second reason that the title General Marketing should be used is that it is a more realistic indication as to what the student will be able to do with the two years of training. The students should expect to be placed with firms at a higher salary than if they had not received the training, but most firms require a management training period before placing people into management positions. Thus, the title of General Marketing is indicative of what he/she can expect in terms of employment upon completion of the program.

2. Using the results of this study, and any other study necessary, Snow College administrators should apply for additional funding from state and federal sources to aid in the development and implementation of the general marketing program. The area of need is a top priority for funding from both federal and state sources.
3. It is recommended that further research be conducted to determine why 76 of the students interested in the general marketing program, or 23% of those surveyed, were not willing to attend Snow College to receive such training.
4. The present placement aspects of the coop program at Snow should be reviewed. Sixteen (73%) of the employers had no Snow College students employed, yet the majority of employers were very supportive of the program. Many of the employers interviewed expressed their feelings

that there was a lack of communication between themselves and the college.

5. It is recommended that all three aspects of a sound marketing program be implemented. First, a sound program of classroom instruction. Second, a well-organized DECA or Distributive Education Chapters of America organization. DECA is a cocurricular student organization designed to develop leadership in the student. Third, an active cooperative work experience program that is directly related to marketing should be developed.
6. It is also recommended that some type of employer training and information plan be developed to further inform employers on how cooperative education can be of benefit to them and to the school.
7. It is highly recommended that a trained distributive education teacher-coordinator be hired to assist existing faculty in the development and implementation of the general marketing program.
8. It is further recommended that a study dealing with course content or curriculum be undertaken to determine what subject matter should be taught.

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APPENDICES



UTAH STATE UNIVERSITY · LOGAN, UTAH 84322

COLLEGE OF BUSINESS
UMC 35DEPARTMENT OF
BUSINESS EDUCATION
801-752-4100

December 15, 1977

As a part of my graduate work at Utah State University, I am conducting a study of student interest in a general marketing program at Snow College, Ephraim, Utah. I truly appreciate your consent to aid me in this study.

This study will provide Snow College with information that may help obtain a role designation for general marketing from the State Board of Regents.

As we agreed on the phone, this questionnaire should be administered to seniors in their homerooms. I would appreciate it if you could return the completed questionnaires by January 10, 1978.

Thank you very much for your cooperation.

Sincerely,

Rick L. Dove
Graduate Assistant

pah

Enclosures: Student Questionnaires

APPENDIX B

Student Questionnaire

INSTRUCTIONS: Complete the following questions according to the directions given by your instructor. Please answer as completely as possible. If you have any question, please ask your instructor for help.

1. I plan to attend: _____ a two-year college
 _____ a four-year college or university
 _____ a vocational school or trade-tech
 _____ none of the above

2. General Marketing is an area in business. A student in this area would study to become a sales clerk, insurance salesman, department store manager, sales representative for a company such as IBM, or he/she might go into business for him/herself. In a General Marketing program the student would not only take classes at the school, but would work part time to receive training in his or her chosen career. The student would receive college credit for this on-the-job training, plus pay for the work he/she does.
 - a. Would you be interested in receiving this type of training?
 YES _____ NO _____

 - b. Would you be interested in taking a class in general marketing so you could find out if you are interested in this type of work?
 YES _____ NO _____

3. Would you be willing to attend Snow College to receive such training if it were available?
 YES _____ NO _____

THANK YOU FOR HELPING WITH THE COMPLETION OF THIS STUDY.

APPENDIX C

Employer Interview Questionnaire

INTRODUCTION: Hi, my name is _____, I am conducting a survey in conjunction with Snow College. The purpose of the study is to determine whether employers in the Snow College area feel a need for/or have an interest in a new program that might be offered in the near future.

The program we are considering is a General Marketing program. In this program the student receives not only classroom instruction in retailing, marketing, pricing, sales, customer relations, and management; but he/she receives training on the job. The student is placed with employers, like yourself, and he/she receives training from someone who has worked and been successful in the business field. The student receives both college credit and pay for the work he/she does on the job. In order to make a program like this one work, it takes the interest and support of the employers in the area.

1. Do you believe that there is a need for pretrained people in your business or other businesses that are similar to yours?
 YES _____ NO _____
2. Do you employ any students from Snow College on a part-time basis during the year?
 YES _____ NO _____
3. If you had a part-time job opening available, would you be willing to hire a student who was involved in a program like this?
 YES _____ NO _____
4. Would you want to know more about such a program if it became available?
 YES _____ NO _____
5. How many students could you employ on a part-time basis in your business?

 THANK YOU FOR YOUR TIME AND EFFORT IN HELPING ME COMPLETE THIS SURVEY.